



# St Paul's C of E (VC) Junior School

## Special Educational Needs Policy

Updated January 2023  
Next Review – January 2024

**This policy is written with reference to the Christian Foundation of the school**

### **INTRODUCTION**

St Paul's CE VC Junior School has a named SENCO Mrs Laura Parfitt, who has undertaken the government SENCO qualification and a named governor responsible for SEN. They ensure the St Paul's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At St Paul's we believe that all children have the right to a full and rounded education which will enable them to achieve their full potential. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities. We ensure that special education provision is provided for children requiring a curriculum that is 'additional to and different from' that already provided in the school's differentiated curriculum and we respond to the four areas of need identified in the Code of Practice (2014);

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical.

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special education provision. (Code of Practice 2014)*

The school also recognises that the needs of higher achieving children should also be catered for and recognised as a 'special educational need'.

This policy is based on the Special Educational Need Code of Practice (2014) and the Equality Act (2010)

### **AIMS OF THE SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

This SEN Policy details how, at St Paul's CE VC Junior School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

- to create an environment that meets the special educational needs of each child in order that they **can achieve their learning potential and engage in activities** alongside pupils who do not have SEN.
- to ensure the culture, practice, management, and deployment of resources are designed to ensure **all children's needs are met**

- to work together with the LA to ensure that any child's special educational needs are **identified early**
- to use **best practice** when devising intervention plans
- to consider **the wishes of the child** concerned, in light of their age and understanding
- to work in **partnership** with **parents**
- to consider **views of individual parents** in respect of **their child's particular needs**
- to **regularly review** the interventions for each child, assessing their impact, the child's progress and the views of the child, their teachers, and their parents
- to closely co-operate with all agencies concerned with a **multi-disciplinary approach** to the resolution of issues
- to ensure support for pupils with medical conditions **full inclusion** in all activities by ensuring consultation with health and social care professionals.

Through appropriate curriculum provision, we respect the fact that children.

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate, and communicate information at different rates
- need a range of different teaching approaches and experiences

## **DEFINITIONS AND EXPLANATION OF TERMS**

Children have **special educational needs** if they have a **learning difficulty**, that calls for **special educational provision** to be made for them. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.

A child has a **disability** if they have a physical or mental impairment, and the impairment has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities, (Last 12 months or more) the disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

Each child is unique and it should be recognised that there is a wide spectrum of special educational needs. Children will have needs and requirements that may fall into at least one of four areas, some inter-related. The areas of need are:

### **Communication and interaction**

*Speech Language and Communication Need (SLCN)*  
*Autism Spectrum Disorder (ASD)*

### **Cognition and learning**

*Specific Learning Difficulty (SpLD)*  
*Moderate Learning Difficulty (MLD)*  
*Severe Learning Difficulty (SLD)*  
*Profound and Multiple Learning Difficulty (PMLD)*

### **Social, Emotional and Mental Health (EBD)**

#### **Sensory and/or physical**

*Hearing Impairment (HI)*  
*Visual Impairment (VI)*  
*Multi-Sensory Impairment (MSI)*  
*Physical Difficulty (PD)*

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Somerset has published Core Principle for SEND, and we ensure that we are fully addressing the needs of our children as set out in the document.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher and SENCO and all other members of staff, particularly class teachers and

teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current academic achievement on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs

## **ROLES AND RESPONSIBILITIES**

St Paul's Junior School has a qualified **Special Educational Needs Co-ordinator (SENCO)** The SENCO, works closely with the Headteacher, senior leadership team and fellow teachers, being involved in the strategic development of the SEN policy and provision. ***Provision for children with special educational needs is the responsibility of the whole school. In addition to the Governing Body - the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities.***

The **Governing Body**, working in co-operation with the Headteacher, is responsible for:

- determining the school's general policy and approach to provision for children with SEN
- establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work
- taking a particular interest in and closely monitoring the school's work on behalf of children with SEN through the appointment of an SEN governor

The **Headteacher**, working closely with the school's SEN co-ordinator, is responsible for:

- the day-to-day **management** of all aspects of the school's work, including provision for children with SEN
- keeping the Governing Body fully informed

All **teaching and non-teaching staff** should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

The **SENCO**, working closely with the Headteacher, senior management and fellow teachers, is closely involved in the strategic development of the SEN policy and provision. Responsibilities include;

- overseeing the day-to-day operation of the school's SEN policy
- ensuring the school's Local Offer is up to date and available on the school website
- co-ordinating provision for children with SEN
- liaising with and advising teachers
- co-ordinating the management of learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with SEN

- contributing to the in-service training of staff, including teaching staff and support staff
- liaising with local feeder schools to support transition at both year 2 and year 6
- liaising with external agencies and following advice given
- coordinating and developing school-based strategies for the identification and review of children with SEN
- regularly monitoring the progress of all children on the SEN register
- supporting teachers to ensure that classrooms are 'dyslexia friendly'
- ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

**Teachers, SENCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents. School values the contribution of parents and will encourage their participation. School will seek to develop partnerships with local parent support groups or voluntary organisations.**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All **Parents** will be treated as partners and given support to play an active and valued role in their child's education. We will endeavour to support them in recognising and fulfilling their parental responsibilities in:

- playing an active and valued role in their children's education
- having knowledge of their child's entitlement within the SEN framework
- making their views known about how their child is educated
- having access to information, advice and support during assessment and any related decision-making processes about special educational provision

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take into account the wishes, feelings and knowledge of parents at all stages.

The school website contains details of our policy for Special Educational Needs, the school's Local Offer and the Accessibility plans for the school. It will also be updated from time to time with other relevant information.

**“The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN.”**

*Section 317A, Education Act 1996*

Parents will be encouraged to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision being made for them.

Should parents become concerned about the special educational needs provision for their child within the school, an appointment should immediately be made with the class teacher, the SENCO or the Headteacher, to discuss how these problems can be addressed.

**Children**, where possible, will participate in all the decision-making processes that occur. We will endeavour to help them feel confident in that they will be listened to, and their views valued:

- Our Home / School Agreement will ensure that pupils, as well as parents, understand their rights and responsibilities with regard to our school.
- Classroom organisation will include opportunities for choice and decision-making for all children for at least some part of the school day.
- Children with SEN will be actively involved in discussions about their Individual Learning Plans (ILP), including target setting and review arrangements and have their views recorded.
- Achievements will be noted and celebrated as well as any difficulties clarified and addressed.

- Support and advisory teachers, educational psychologists, therapists, social workers and health professionals will be expected to listen to the child's views and record those views within any reports or reviews.

## **ADMISSION INFORMATION AND SEN FACILITIES**

The school provides for pupils with a diverse range of difficulties. Places for pupils are allocated in line with the LA's admission policy and criteria. In the case of a pupil with an Education, Health Care Plan, the LA has a responsibility to name the school the pupil should attend.

St. Paul's Junior School is a two-storey building. The addition of handrails in specific locations has made access to classrooms and playgrounds easier for children with physical disability. Disabled toilet and shower provision have also been made. Glare in classrooms is controlled by the careful use of window blinds. Access to the Hall has been improved by the addition of a platform lift from the Lower School corridor and a ramp from the playground into the hall. A sensory room has been put together to support children.

The Rainbow Room is the SEN base. This room is shared and used by SEN support staff for focused teaching and group work. Resources are stored centrally here for use by all teaching and support staff. Visiting professionals also use this room for the assessment of pupils and liaison with teachers and parents. This room is also used to hold our lunchtime Nurture Group, for our Breakfast Club and after school Buddies which is accessible for all children.

The SENCO maintains SEN information files on areas of specialist knowledge, which are stored in the SENCO office, for loan to all teachers and assistants. These files contain information relating to the nature of various types of special educational needs (e.g. Autism), the symptoms expressed and strategies for providing for the need.

## **IDENTIFICATION, ASSESSMENT and RECORDING OF PROVISION**

The **assessment** process focuses on the elements of **assess, plan, do, review** and will take into consideration.

- The child's learning characteristics
- The learning environment and classroom organisation/materials
- The task and differentiation
- The teaching styles

If there are concerns about a child, the SENCO along with the class teacher and/or parents will assess the area need to be addressed and plan appropriate strategies to be put in place. The plan will then be put into place and finally a review will take place to discuss any further action. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussions with parents, colleagues, and external agencies.

The key test of the need for action is evidence that current rates of progress are inadequate, in the knowledge that not all children will progress at the same rate. A judgement must be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some **additional** or **different** action to enable the pupil to learn more effectively. Whatever the level of the pupil's difficulties, the key test of how far their learning needs is being met is whether they are making **adequate progress**.

Adequate progress can be defined as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is like that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress

- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

**Strategies employed** to enable a child to progress will be **recorded** within an ILP (Individual Learning Plan.) The ILP will contain information on:

- The short-term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- How the child can be successful
- When the plan is to be reviewed (this will be done at least 3 times per year)
- Success and/or exit criteria
- Outcomes (to be recorded when the ILP is reviewed)
- The child's views will be sought and taken into account.
- ILPs are reviewed by the Class Teacher, Teaching Assistant and child. If appropriate, the SENCO may also be involved.

## **GRADUATED RESPONSE TO SEN PROVISION**

In order to help children with special educational needs, St Paul's will adopt a **graduated response**. **Provision** for a child with special educational needs will be met through a **graduated response** to match the nature of their needs through the following categories:

- **Provision for All**
- **SEN Support**
- **Education, Health Care Plan**

### **Provision for All**

School provision made available to **all** pupils, recognising that 'all teachers are teachers of Special Educational Needs'.

### **SEN Support**

When a class teacher or the SENCO identifies a child with SEN, the **class teacher** should provide interventions that are **additional to** and **different from** those provided as part of the school's usual differentiated curriculum.

The triggers for placing a child on the SEN register may include the fact that he/she;

- Makes little or no progress even when teaching approaches are targeted to identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The actions to be taken may include:

- Class teacher, together with SENCO, to collect all the available information about the child
- Additional information to be obtained from the parents
- SENCO to liaise with health or social services (with parental permission) if required, or already involved

- SENCO to take the lead in further assessment of the child's particular strengths and weaknesses, plan future support for the child in discussion with colleagues, monitor and review the actions taken.
- Class teacher to be responsible for working with the child on a daily basis and for planning and delivering an individualised programme of learning
- Parents to be consulted and kept informed of the action taken to help the child, and of the outcomes of this action
- Information collected about the child, and details of extra help given to them, to be incorporated in the child's individual record

The interventions needed may include:

- Provision of different learning materials or specialist equipment
- some group or individual support in the form of evidence based interventions. This may involve small groups of children being withdrawn, or individual Wave 3 intervention such as Precision Teaching
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice

#### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

#### **School Request for Statutory Assessment and Educational Health care Plan.**

A request for statutory assessment for a **Educational Health Care Plan** can be made to the LA if the child has demonstrated significant cause for concern. The request can be made by:

*The child's school*

*The parent*

*Other agencies, e.g. Health, Social Services*

The LA will be given information about the child's progress over time, and will receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

When a request for a statutory assessment is made, the school will provide the following information:

- The school's action through SEN Support
- Individual Learning Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels including attainments in English and Mathematics
- Educational and other assessments showing progress over time
- Views of the parents and of the child
- Involvement of other professionals
- Involvement of Social Services or Education Welfare Service

- Evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge

All EHC Plans must be reviewed at least annually. Wherever possible, pupils should also be actively involved in the review process, attending part of the review meeting if this is deemed appropriate. When a review coincides with transfer to secondary school, the SENCO from that school will be invited to the review and informed of the outcome of the review.

### **INCLUSIVE PRACTICES- Access to the Curriculum.**

The **National Curriculum** is a statutory requirement for St Paul's. In addition, all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning and activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Children with special educational needs are taught wherever possible within the mainstream classes. Teachers are encouraged to design the learning activities in ways that enable all children to access them. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. All classes have a resource that are accessible to all children to support them within the classroom.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children experiencing difficulties in specific areas of the curriculum may be helped on an individual basis or within a small group by the class teacher or the support assistant.

Children may be withdrawn from lessons by the support staff in order to receive special help as outlined on their Individual Learning Plans. This may include children with specific difficulties, Education, Health Care Plans or those who have had special therapies recommended by outside professionals. Every effort is made to ensure that these children are able to access missed parts of the curriculum. **At St. Paul's we actively and positively encourage children with SEN to join in all of the activities of the school.**

### **FINANCIAL RESOURCES**

SEN support hours are allocated in a flexible, varied way according to the needs of particular children throughout the school. The greatest support is given to those children with a Education, Health Care Plan and those allocated High Needs Top-Up Funding, as and when appropriate. The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The support is reviewed over the year by the SENCO in consultation with the Head teacher and the class teachers.

Funding is devolved from County through the SEND budget.

### **GOVERNOR EVALUATION OF SEN PROVISION**

Governors play a major part in school self-review and mechanisms have been introduced to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEN, the Governing Body should make sure that:

- They are fully involved in developing and monitoring the school's SEN policy
- All governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personal resources are deployed
- SEN provision is an integral part of the school development plan
- The quality of SEN provision is continually monitored

To achieve these requirements, the SENCO complete a Report to governors at the end of each academic year and where appropriate action points are added to the school's School Development Plan.



## **SEN TRAINING AND SUPPORT PARTNERSHIPS**

SEN **in-service training** for teaching staff is ascertained through both the School Development Plan and the SEN Action Plan. INSET training for class teachers is planned as appropriate. Training needs of the Support Assistants are identified by the SENCO through regular team meetings.

The school actively involves the services of the professionals listed below to provide advice, guidance, additional assessment and support. Formal contact with external support agencies is the responsibility, in the main, of the SENCO. Contact with Health Authority staff is made through the family doctor. Any contact with outside professionals is made with the consent of parents. These include:

- Paediatrician
- Speech and Language Therapists (SLT)
- School Nursing Sister
- Occupational Therapist (OT)
- Child Protection Co-ordinator
- Educational Social Worker
- Social Workers
- Parent and Family Support Advisor (PFSA)
- Child and Adolescent Mental Health Service (CAMHS)

At County level we have excellent links with **External Teaching Services**, including the following:

- Tor School
- Educational Psychology Service (EP)
- Hearing Support Service
- Learning Support Service (LSS)
- Physical Disability Service
- SENITAS
- Visual Impairment Service

Other specialist advisory help and assessment can be accessed through the SEN Support Team.

Links with other mainstream **schools** are developed through the Sheppy Valley CLP and through staff working together on locally run courses. Visits and liaison with staff from our two partner schools, Bowlish and Shepton Mallet Infants are encouraged. In addition, all information about the way pupils have been supported at St Paul's is passed to their secondary school in the June of the year of transition to secondary education.

Meeting the special educational needs of individual children requires agreed policies and protocols. School is required to publish information that includes the school's arrangements for working in partnership with **external support services**, such as LA support services, Health and Social Services, any relevant local and national voluntary organisations. This is available in the form of the school's Local Offer and is available on the school website.

Signed: SENCO Laura Parfitt

Signed: Head Teacher Chris Partridge

Signed: SEN Governor Albert Owen