Sail to success

SEND Policy

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<th>Date Written</th>
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Our Vision

Our vision is to educate for life, with the love of God, and Christian Values, at the heart of our school.

We are guided by the Fruit of the Spirit – love, peace, patience, humility, joy, self-control, faithfulness, goodness and kindness.

We actively promote British Values, encouraging mutual respect and embracing different faiths and beliefs.

We lay the foundations for a lifelong love of learning. We want our children to achieve well and be successful.

We learn to give thanks and to put our Christian values into action by supporting our local and global community.

We want our children to develop into caring, confident, responsible and healthy citizens.

We want all children, families, staff and other members of our School Community to feel safe, happy, listened to and supported.
SEND Policy for St Paul’s C of E Primary School

The SEND policy has been written with due regard to the following guidance:

- Promoting fundamental British values – Department for Education November 2014
- The Prevent duty – Department for Education June 2015
- Keeping Children Safe in Education – Department for Education July 2015
- Working Together to Safeguard Children - Department for Education 2015
- Mental health and behaviour in schools – Department for Education March 2016

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

Behaviour Policy, Teaching and Learning Policy, Equality Opportunities, Safeguarding and Child Protection Policy, Homework Policy, Complaints Policy and Accessibility Plan

This policy was developed taking into consideration the views of all stakeholders including parents/carers, pupils, staff and the governing body and will be reviewed annually.

**Definition of SEN**

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four categories of need in the SEN Code of Practice, they are:

- Communication and interaction (CI)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)
High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The kinds of special educational need for which provision is made at St Paul’s C of E Primary School

St Paul’s C of E Primary School is a mainstream school where all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At St Paul’s C of E Primary School we offer provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP). These include dyslexia, dyspraxia, attention deficit and hyperactivity disorder (ADHD), speech and language needs, autistic spectrum disorders (ASD), learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we have access to training and advice so that these kinds of needs can also be met.

The school also meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of special educational need: autistic spectrum disorders (ASD), spina bifida and hydrocephalus, speech and language, attention deficit and hyperactivity disorder (ADHD), moderate learning difficulties, physical disabilities and Down’s syndrome. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Identification and assessment of pupils with SEN

At St Paul’s C of E Primary School, class teachers, the SENCo and the assessment coordinator monitor the progress of all pupils termly to review their progress. We also use a range of assessments with all the pupils at various points in line with their individual needs. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step for responding to pupils who have or may have SEN. The SENCo and SLT, alongside class teachers regularly observe the quality of teaching for all pupils, including those at risk of underachievement. Through staff meetings, all staff are provided with access to training to help identify and support vulnerable pupils.
The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. Intervention is often put in place, even if the special educational need has not been officially identified. Examples of extra support are reading, writing and mathematics boosters, occupational therapy activity groups, social skills groups, and memory and processing skills groups.

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined and revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school judges whether any additional support offered has had an impact on the pupil’s educational progress using the Code of Practice Assess, Plan, Do and Review model and monitors this using provision maps.

There are times when a child may be identified as having additional needs which may impact on progress and attainment but is not considered as having a Special Educational Need.

We work closely in partnership with outside agencies such as the Speech and Language Service, Educational Psychology, Moor Lane and CAMHS and implement their educational advice regarding individual children.

**How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil’s previous rate of progress
• Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

**The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have more specific assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

**The school’s approach to teaching pupils with special educational needs**

‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ - SEN CoP, 2015

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. - CoP 6.34

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this.

In meeting the requirements the school employs some additional teaching approaches, as advised by internal and external assessments. e.g. precision teaching, small group teaching, mentoring and use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as ‘notional SEN funding’. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a coordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.
Trained first-aiders in our School Office will administer medicines, on the advice of medical professionals. Members of staff are available to assist children, if necessary, with personal care. Whole-school systems are in place to support positive and responsible behaviour which helps to avoid exclusions, increase attendance and raise levels of progress.

**How the school adapts the curriculum, activities and learning environment for pupils with special educational needs**

At St Paul’s we aim to welcome and include children who have SEN and make reasonable adjustments to promote their learning and development. We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

‘*All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.*’ - Code of Practice 6.11

All clubs, trips and activities offered to pupils at St Paul’s C of E Primary are available to pupils with special educational needs. For some pupils, ‘reasonable adjustments’ may need to be made. This is always done in discussion with families and carers.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have ensured that there are wheelchair lifts installed on smaller staircases, a lift to the upper level of the school, and appropriate staff training. The Governors will continue to identify any necessary improvements to buildings, curriculum modifications and further training of staff.

**Additional support for learning that is available to pupils with special educational needs**

Each school is allocated from the local authority, funding which is to be specifically used to support the learning of children with SEN. The support offered is matched to needs of individual pupils with SEN and is evidence-based. The amount of support required for each pupil to make good progress will be different in each case. Where a child needs additional support over and above the core funding the school will apply for additional funding to further meet their needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

The school’s SENCo regularly attend the LA meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Support that is available for improving the emotional and social development of pupils with special educational needs

At St Paul’s C of E Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in PSHE, circle time, individual emotional support, social skills groups, Nurture group, and Chaplaincy, and also indirectly with every conversation adults have with pupils throughout the day.

For some pupils with complex social and emotional needs, we can also provide external agencies to support their needs.

We value the views of parents, carers and pupils and regularly consult with them through termly meetings. At Annual Review meetings, the parent’s and pupil’s views are included in the documentation and the children are also invited to comment on their progress towards their targets.

We recognise that vulnerable pupils may be at risk of bullying. We do not tolerate bullying in any forms and we have an Anti-Bullying Policy where our school procedures are outlined.

The name and contact details of the SEN Co-ordinator

The SENCO at St Paul’s C of E Primary School is Samantha Kasselman, who is a qualified teacher and holds the required National Award for SEN Co-ordination.

Mrs Kasselman is available on 020 8549 4555 or send@stpaulskh.kingston.sch.uk. If you would like to contact the SENCo, please do so by emailing or telephoning the School Office. Please note that Mrs Kasselman currently works on Wednesday, Thursday and Friday and will respond as soon as practically possible.

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and
development. All staff take part in our appraisal process, a part of which is identifying and meeting training needs. Some or all of our teachers and teaching assistants have had awareness training in: literacy and numeracy difficulties, ADHD, behaviour, ASD, OT and speech and language.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

The school’s SENCo regularly attends the local authority’s SENCo network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

**How equipment and facilities to support children and young people with special educational needs will be secured**

Specialist equipment will be considered on an individual basis.

**The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at St Paul’s C of E Primary School are invited to discuss the progress of their children three times a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If we identify that your child needs additional support and continued intervention in order to address their needs they will be placed on the SEN support list in full consultation with parents. Once a child has been placed on the SEN list we will continue to provide a range of interventions. Your child’s individual targets and interventions will be recorded on the class provision map. This document will be updated and reviewed regularly and will be shared with parents/carers on a termly basis at SEN review meetings held with the class teacher and SENCo.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

**The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The same arrangements for the treatment of complaints at St Paul’s C of E Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher. Further queries can
be passed onto the SENCo, Deputy or Head Teacher to try to resolve the issue before making the complaint formal to the Chair of the Governing Body.

**How the governing body is involved in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

*Roles and responsibilities of the governors:*

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;
- ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;

*The governing body have engaged with the following:-*

- A Service Level Agreement with Educational Psychology
- Membership to SPARK (School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children’s Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- Membership of professional networks for SENCO e.g. SENCO forum and Behaviour Network
- School Nurse
- Emotional support team
The contact details of support services for the parents of pupils with special educational needs

Achieving for Children is a community interest company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. If you are a parent, carer or young person looking for information on activities, events or services in Kingston and Richmond, you will find it on this website.

https://kr.afcinfo.org.uk/local_offer

Kids Information and Advice Service provides information, advice and support relating to SEND. They also support with ECHP process, schools, placements, reviews and lodging paperwork for an appeal. Additional SEND support available for benefits, short breaks and general information regarding disability through the affiliated Family Information Service.

They can be contacted on:
Telephone number: 020 8831 6179
Website: http://www.kids.org.uk/
Email: richmondkingston@kids.org.uk

Ambitious about Autism is the national charity for children and young people with autism. They provide services, raise awareness and understanding, and campaign for change.

Through their Parents Hub, they offer information, support and training on autism.

They can be contacted on:
Telephone number: 020 8815 5444
Website: www.ambitiousaboutautism.org.uk/parents-hub
Email: info@ambitiousaboutautism.org.uk

ADHD Richmond and Kingston aims to help parents/carers understand what they are entitled to from schools and where to go for support; know what happens when it goes wrong in school; find support for behaviour; get information for children to understand the diagnosis; cope with social skills; learn about medication; receive financial & family support; and discover alternative therapies.

They can be contacted on:
Website: https://adhdrichmond.org/
Email: communications@adhdrichmond.org
Contact support families of disabled children across the UK, whatever their condition or disability. They provide information, advice and support, bringing families together so they can support each other. They campaign to improve their circumstances, and for their right to be included and equal in society.

They can be contacted on:
Telephone number: 0808 808 3555
Website: www.contact.org.uk
Email: info@contact.org.uk

NAS provide support and activities to autistic children and their families in the borough of Kingston upon Thames. They run monthly play sessions. They arrange talks/workshops. Every year they hold a Christmas party for the children and their families.

They can be contacted on:
Telephone number: 07917271350
Website: http://www.nasbranch.org.uk/kingston
Email: swapskingston@gmail.com

The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Paul’s C of E Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to pupils’ onward destinations by providing information to their next setting.

Information on where the local authority’s local offer is published.

The local authority’s local offer is published on https://www.afcinfo.org.uk/local_offer and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

This policy will be updated annually. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

Approved by the GB on ...June 2018.....
Next review on...June 2019....