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Special Educational Needs & Disabilities (SEND) Policy

2022-2023



VISION & VALUES

Learning to soar, powered by God.
Isiah 40:31

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- SEND Code of Practice 0 – 25 (2015)
- School's SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Children at School with Medical Conditions (2015)
- The National Curriculum (2014)
- Safeguarding Policy (2022)
- Teachers' Standards (2021)

If required, please also refer to:

- CDAT SEND Statement
- CDAT Policy for Health Needs Preventing School Attendance
- CDAT Policy for Supporting Pupils with Medical Conditions
- CDAT Accessibility Policy
- St Paul's CE Primary School Equality Objectives
- St Paul's CE Primary School SEND Information Report
- Cheshire West and Chester Council SEND Local Offer (link available on the website)



Introduction

St Paul's CE Primary School, adopts a holistic approach to provision for children with SEND and staff work together to ensure inclusive practice for all. At St Paul's we are committed to ensuring that all children can achieve their full potential and fulfil their educational outcomes.

We support and value the abilities of all our children. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusive practice and achieve this through differentiated provision of a broad and balanced curriculum. Children may have SEND either throughout, or at any time, during their school journey. For this reason, this policy ensures that appropriate provision is in place and effective, based on the needs of each individual.

Aims & Intentions

At St Paul's CE Primary School we aim to offer an inclusive environment in which children receive an excellent education regardless of their ability or need. We have high expectations for all the children in our care. We achieve this through the removal of barriers to learning and aim for all children to feel that they are a valued part of our school community.

Intentions:

- Create an environment that meets the additional needs of each child.
- Ensure that SEND is identified, assessed and provided for effectively.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for child's SEND.
- Enable all children to have full access to all elements of the school curriculum.
- Ensure a successful partnership with parents/carers.
- Ensure that children have a voice in this process.

We will achieve the above by:

- Ensuring effective provision for children who are identified as having an area of SEND.
- Working within the guidance provided in the SEND Code of Practice (2015).
- Operating a whole school approach to the management and provision of support for children with SEND.
- Providing a SENDCO and Head of School who ensure implementation of the SEND Code of Practice (2015) and this policy. The SENDCO will also attend all relevant Local Authority meetings and training.
- Providing support, advice and continued professional development for all staff.



Definition of SEND as detailed in the SEND Code of Practice (2015):

A child or young person has SEND if they have learning difficulty or disability, which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Identification of Need

The four broad areas of need, described by the SEND Code of Practice (2015), are as follows:

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

The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take. At St Paul's CE Primary School, we identify the needs of children by considering the whole child.

It is important to note that there are other non-SEND related factors that may impact on progress and attainment such as:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to a child's behaviour will be seen as an underlying response to a need. Subsequently, staff at St Paul's CE Primary School will identify the need and respond accordingly.

SEND Processes

The following describes the processes in place at St Paul's CE Primary School to identify and support children with SEND:



The SEND Code of Practice (2015) suggests that children are only identified as having SEND if they do not make adequate progress once they have received good quality personalised teaching and specialised provision. Indeed, children who are underachieving are not automatically classed as having SEND.

Teachers are responsible and accountable for the progress and development of children in their class, including how children access support from additional adults. High quality teaching (known as Quality First Teaching), which is differentiated to suit individual needs, is the first step in responding to children who have or may have SEND.

Staff at St Paul's CE Primary School regularly review the quality of teaching for all children, including those at risk of underachievement. If a child is not making progress (despite High Quality Teaching), a meeting is held between the class teacher and SENDCO, within which a plan of action is agreed. If specialised provision is required, a meeting with the child's parents/carers, SENDCO and class teacher will be arranged and all information, evidence and data gathered will be considered.

If further support is required for higher levels of need, external agencies and other professionals may be involved. Staff will then act upon the advice received. Although St Paul's CE Primary School can identify SEND, make provision to meet need and make referrals to external agencies, we are not able to diagnose specific areas of SEND. Parents/carers are advised to contact their GP if they think their child is in need of a diagnosis.

Graduated Approach to SEND

Where it is determined that a child does have a specific educational need or disability, parents/carers will be formally advised of this and the child will be added to the SEND Register. The aim of formally identifying a child with SEND is to ensure that effective provision is put into place and remove any barriers to learning for the child.

The support provided consists of a four-part process:

- 1. Assess**
- 2. Plan**
- 3. Do**
- 4. Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to make progress and achieve outcomes.



Assess

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of difficulty. Teachers can draw upon this information to establish a clear analysis of child's need. This can be in the form of teacher's assessment and experience of the child, progress information, attainment, observations of behaviour, comparisons with age related peers and national data, as well as the views and experience of parents/carers. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

Plan

The first step is to ensure inclusive Quality First Teaching, which is differentiated appropriately, as a result of initial assessment and professional advice if available. There will be consultation between all involved with the child (class teacher, support staff, SENDCO, Head of School and parents/carers) to agree the adjustments, interventions and support that will be required to remove barriers to learning. Specific Measurable, Achievable, Relevant and Time-Bound (SMART) targets will then be created for the child to work towards.

Do

During this stage, the class teacher will work closely with support staff and SENDCO to deliver an effective intervention for the child linked to the above plan. Records will be kept throughout this stage to evidence the impact of provision, which can be used in the review stage.

Review

A review of the child's progress since the initial assessment will take place regularly, according to the SMART target. This will assess the impact and effectiveness of the provision. The class teacher will work collaboratively with support staff to create new targets and make adjustments to provision to suit the outcomes on a regular basis.

Parents/carers, the child and any other involved professionals are consulted throughout this process through telephone conversations and face to face meetings as and when required. We also offer parents/carers a formal SEND meeting with all stakeholders three times per year (in addition to Parents' Evenings).

Record Keeping



At St Paul's CE Primary School there are systems in place to ensure SEND records (both paper and electronic) are comprehensive and stored securely. These are as follows:

Whole Class and Individual SEND Files (paper and/or electronic) – Confidential documents and information are kept in these files in a lockable cupboard or saved electronically using a secure system.

SEND Profile (electronic) – This is a working document for every individual on the SEND Register, containing all key information and evidence of the Assess, Plan, Do, Review cycle. Teachers are responsible for ensuring the SEND Profile remains comprehensive and up-to-date.

The above systems are regularly monitored by the SENDCO.

Storing & Managing Information

All SEND documents (paper and electronic) are stored securely and files holding confidential information are stored in a lockable cupboard or saved electronically using a secure system. Physical SEND files do not leave the school grounds and any information no longer required is destroyed. During the transition process, SEND files will be handed over to the new setting in person and signed for on receipt. Any electronic documents are always sent using email security software.

Applications for Funding and/or Education, Health & Care Plans (EHCP)

In certain circumstances, additional support or specialist services are required. This is organised by the SENDCO who contacts the relevant agencies and arranges referral in collaboration with other stakeholders and parents/carers. The Local Offer provided by Cheshire West and Chester Council presents more information for schools, families and children regarding further support and funding: [Local Offer Funding Link](#)

If the school identifies that additional funding and/or an Education, Health and Care Needs Assessment (EHCNA) is required, the following process will begin:

1. SENDCO to hold meeting with parents/carers to discuss need.
2. SENDCO and class teacher to complete funding application and/or EHCNA request form and collate all relevant documentation.
3. Parents/carers and child to complete relevant documentation.
4. SENDCO to submit all key documentation to the CWAC SEND Team.
5. School to continue to offer SEND support in place.
6. Await response from the CWAC SEND Team.



Parents/carers are able to request the above process. If this is the case, it would be the parents'/carers' responsibility to lead the process and complete the required paperwork; this will be documented on the EHCNA form.

If the application for an EHCNA is successful and an EHCP is to be provided, school staff and the child's parents/carers will be involved developing and producing the EHCP. Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by all stakeholders. The Annual Review enables the provision for the child to be evaluated and, where appropriate, for adaptations to be made.

Exiting the SEND Register

If staff at St Paul's CE Primary School feels that a child on the SEND Register is making sufficient progress, leading to no longer having a SEND and accessing the curriculum with Quality First Teaching approaches, it may be decided that the child no longer needs to be on the SEND Register. In this case, relevant staff will meet with the SENDCO and parents/carers will be consulted.

Working in Partnership with Parents/Carers

Staff at St Paul's CE Primary School work closely with parents/carers in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents/carers.

Parents/carers have much to contribute to our support for their child. A named governor takes a particular interest in SEND and is always willing to talk to parents/carers. We have regular meetings to share children's progress with parents/carers. We inform parents/carers of any external intervention, and share the process of decision-making by providing clear information relating to the education of children with SEND. The SENDCO works alongside the Head of School and Executive Headteacher to ensure children with SEND are able to access exams or other assessments, making other arrangements when required.

A transition programme is in place for children as they move from class to class and to high school.

Parents/carers can access the following for further support:

- St Paul's CE Primary School SEND Information Report (available on the website).
- Cheshire West & Chester Council SEND Local Offer: [CWAC SEND Local Offer](#)



Pupil Voice

At St Paul's CE Primary School, we recognise that our children offer unique perspectives on what it is like to be a pupil at our school. Involving children in decision-making creates meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

Staff at St Paul's CE Primary School are committed to listening to the views, wishes and experiences of all children, placing value on what children say about their experiences.

We provide children with meaningful opportunities to share their experiences, views and hopes about school life. We want our children to know that it is safe and important to express their views on what happens at our school.

Supporting Children with Medical Conditions

St Paul's CE Primary School recognises that children with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some children with medical needs may also have SEND but this is not always the case. If a child has SEND and medical needs and an EHCP is in place, then this will bring together social care needs as well as the special educational provision. Arrangements in place to support children with medical needs can be found within the CDAT Policy for Supporting Pupils with Medical Conditions.

Accessibility

Please refer to our SEND Information Report, CDAT Accessibility Policy and St Paul's CE Primary School Equality Objectives.

Monitoring & Evaluating SEND Provision

St Paul's CE Primary School recognises the importance of monitoring and evaluating SEND provision. This is completed by regular discussion with staff, learning walks, observations, book / SEND file scrutiny and continued professional development (CPD) courses. The aforementioned leads to an active process of continual review and improvement of provision for all children. As previously mentioned, pupil voice is an important part of our monitoring and evaluating process for SEND provision.

Training & Resources



St Paul's CE Primary School provides provision for children with SEND. If required, additional funding may be provided by the Local Authority upon successful application. Training needs of staff are identified and continued professional development is frequently planned, in order to maintain and develop the quality of teaching and provision and respond to the needs of all children. All staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. St Paul's CE Primary School's SENDCO attend SENDCO cluster meetings and other relevant training in order to keep up to date with local and national updates in SEND.

Roles & Responsibilities

Role of SENDCO:

SENDCO: Mrs G Page

- Work collaboratively to ensure seamless systems for inclusion are in place.
- Co-ordinate effective provision for children with SEND, monitoring and reviewing this to raise standards and that practice is in line with the school's SEND policy and SEND Code of Practice.
- Work alongside the Headteacher and SEND Governor to ensure that the school makes reasonable adjustments and access arrangements to enable inclusion.
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies ensuring inclusive practice.
- Liaise and communicate with parents/carers of children with SEND, other education providers and multi-agency professionals.
- Ensure children and their parents/carers are informed about all information and options relating to their education.
- Maintain an up-to-date knowledge of relevant legislation relating to SEND.
- Advise on approaches to providing SEND support and the deployment of funding and other resources to meet children's needs effectively.
- Through monitoring, make sure that all staff maintain up-to-date and comprehensive records for all children with SEND.

Role of SEND Governor:

SEND Governor: Mrs S Duborg

Liaise with SENDCO and Governors to implement the SEND Policy. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Role of Class Teacher:



Implement the SEND Policy, providing effective provision for children based on any professional advice.

Role of Teaching Assistant:

Work collaboratively with the class teacher to implement the SEND Policy, providing effective provision for children based on the class teacher's and professional advice.

Name of Designated Safeguarding Leads:

Miss S Simcock (Head of School)
Mrs C Chaloner (Nursery Manager)

Name of person responsible for meeting the medical needs of children:

Mrs G Page (SENDCo) and Miss S Simcock (Head of School)

Name and Contact Details of the School SENDCO:

Mrs G Page

SENDCo
St Paul's CE Primary School
Quarry Bank
Utkinton
Tarporey
Cheshire
CW6 0LA

01829 732322

sendco@utkintonce.cheshire.sch.uk

Local Offer and SEND Information Report

For further information regarding provision for children with SEND at St Paul's CE Primary School, please see our SEND Information Report which is available on our website.

Cheshire West and Chester Council also provide the SEND Local Offer, please click the link to view: [CWAC SEND Local Offer](#)

This policy is reviewed annually, in line with the SEND Code of Practice (2015) guidance.



St Paul's
CE PRIMARY SCHOOL
Utkinton & Cotebrook
LEARNING TO SOAR, POWERED BY GOD



Date of next review: September 2023