



# Special Educational Needs and Disability Policy with SEN Information Report

*We walk by faith and not by sight:  
2 Corinthians 5:7*



## 1. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing pupils with SEN
- Demonstrate how policy is implemented practically

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provisions to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or;
- 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

Special educational provision is education or training that is in addition to or different from that provided generally for other children or young people of the same age by mainstream settings.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Ms. Faye Douglas, and they will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Liaise with staff to ensure pupils are identified in a timely manner and the graduated response is adhered to
- Triangulate with the safeguarding lead to ensure the best possible outcomes for pupils
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality learning and teaching experiences.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential new education providers to ensure pupils and their parents are informed about options, including smooth transition planning.
- Work with the Principal and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

## **4.2 The SEN governor**

The SEN governor is Sarah Bott, they will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 4.3 The Principal

The Principal is Mrs. Anna McGuire, the Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 4.4 Class teachers

Each class teacher is responsible for:

- The planning, progress and development of every pupil in their class in line with expectations for Quality First Teaching
- Differentiate planning and resources to ensure barriers to learning for those children who demonstrate difficulties with accessing learning.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to the provision.
- Ensuring they follow this SEN policy.

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for:

Our school is an inclusive school, whereby every pupil is valued. We endeavour to ensure that we support every child to achieve their full potential and to support their development needs in the most appropriate ways. Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning**; for example, dyslexia, dyspraxia and dyscalculia. Cognition and learning needs may only impact on specific areas such as reading, writing, spelling and mental calculations.
- **Social, Emotional and Mental Health** difficulties; for example, attention deficit hyperactivity disorder (ADHD), disruptive, antisocial, and uncooperative behaviours, withdrawn and depressed attitudes and anxiety. It is important to note that these difficulties can encompass a range of behaviours that may result in pupils struggling to engage with learning and to cope in their educational setting.
- **Sensory and/or physical** needs, such as visual impairments, hearing impairments, processing difficulties, and epilepsy.



## 5.2 Identifying pupils with SEN and assessing their needs

- All pupils are assessed using the WELLCOM language assessment when they start in either our Nursery or Reception class.
- Teachers are encouraged to have regular conversations with the SENCo to discuss any pupils that they have concerns about. Teachers are then supported to take appropriate action to support the identified concerns. This will also be carefully monitored.
- Regular Pupil Progress Meetings help the school to identify pupils that are making slow progress or who are falling behind. As soon as a pupil is identified, appropriate interventions are put into place to support them.
- The school has an open-door policy and parents are welcome to come in regularly to discuss any concerns that they may have about their child.
- Pupils are talked to about their learning and about any difficulties that they may have.



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs (SEN). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.



We will formally notify parents when it is decided that a pupil will receive SEN support. If a pupil is on our SEN register, they will have a SEN support plan. These plans are shared with parents so that they are aware of their child's current targets and provision that is needed. Parents will then review these targets along with other stakeholders.

Pupils also take an active role in setting and reviewing their targets through an age and cognitively appropriate way. Pupils profile also seek the view of children which is then used to identify areas to develop and provision that should be in place.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:



- The teacher's assessment and experience of the pupil
- Their previous progress and attainment, and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Those pupils who are identified as benefiting from an intervention or support are monitored. This will either be through Pupil Progress Meetings, at SEN review meetings and regular assessment point throughout the year.

## 5.5 Supporting pupils moving between phases

St Paul's C of E Primary School Academy has an extensive transition programme for pupils.

- The school holds and encourages visits for prospective pupils and parents. Children starting in Reception are invited to transition days with Stay and Play sessions, and staff visit the children's homes before the start of the academic year.
- We will consult with parents/carers as to how we can best meet the emotional needs and support the child.
- We will help arrange opportunities for the pupil and parent/carer to visit the new classroom or secondary school.
- When appropriate, we will work with Sandwell's Inclusion Support Team to manage a pupils move.
- We will create transition books and set up meetings and visits with the new setting.
- At transition meetings, a member of staff meets with the high school staff and provides assessment and progress data, attendance information, behaviour information, and any other information about the pupil. The SENCO attends the annual review for all children with a statement or Education Health Care Plan, and high school options are discussed when the pupil is in Year 5.
- We will share information with the school or other setting the pupil is moving to.



## 5.6 Our approach to teaching pupils with SEN

We are a fully inclusive school and we endeavour to ensure that all pupils achieve their full potential. St Paul's C of E Academy adopts a 'whole child, whole school' inclusive approach to education. The school is committed to ensuring all pupils receive a high-quality education and realise their academic and personal potential, regardless of any challenges they may face. Pupils with SEN are educated in the classroom as part of this inclusive strategy but will also receive intervention and support on a personalised and individual level.

The Special Educational Needs Co-ordinator (SENCo), in consultation with the Principal, oversees support for pupils with SEN. Pupils' progress and attainment are regularly monitored and reviewed, and support is given at a whole class, group, or individual level, depending on each pupil's needs.

At St Paul's C of E Academy, parental involvement is highly valued and regarded as an essential part of all pupils' learning. When a child is first identified as having an additional need, or SEN, a graduated plan of support is put into action. Parents are kept informed about the additional need identified and the nature of the support required from the onset. Parents are kept informed of their child's progress.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Lego Therapy
- ELS/ALS
- Speech and Language Therapy
- Quest
- Wellcomm and Early Talk Boost
- Project X
- Precision Teaching
- Counselling Service
- English and Mathematics Boosters
- 5 Minute Box
- Springboard
- On Track Reading and Writing
- Phonics
- Pre-Teach



Interventions available are regularly monitored and altered to meet the needs of all pupils.

### **5.7 Adaptations to the curriculum and learning environment**

At St Paul's C of E Academy, every teacher is a teacher of every child, including those with SEN. Teachers scaffold all lessons to ensure every child can access learning across the curriculum. Scaffolding takes many different forms, for example; support, task, outcome, and the use of resources. Its purpose is to ensure all children can access the curriculum and achieve their potential, whatever their ability. This happens as part of everyday classroom practice and is evident in planning. For a small number of children their needs mean that scaffolding alone will not allow them to access the curriculum and they need differentiation.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using small group teaching
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using specialist equipment
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Additional adult support



- Seating arrangements

#### Strategies to support children with Speech and Language difficulties

- Interventions from a Speech and Language Specialist
- Delivery of a speech and language programme by a learning support assistant
- Talk partners
- Pre-learning vocabulary
- Use of visual strategies to support language acquisition
- Wellcomm Big Book of Ideas
- Early Talk Boost



#### Strategies to support children with Physical Needs

- Intervention from an Occupational therapist/Physiotherapist
- Delivery of a planned programme by a learning support assistant
- Provision of equipment advised by specialist

#### Strategies to support children with Social, Interaction and Mental health problems

- Intervention from CAMHS (Children and Adolescent Mental Health Service)
- Actions resulting from Team Around the Child meetings
- Individual support programmes delivered by a teacher or Learning Support Assistant under the guidance of a health professional
- SULP
- Lego Therapy
- Counselling
- Learning Mentor
- Well-Being Sessions



### 5.8 Additional support for learning

At St Paul's C of E Academy all children's progress and attainment is measured against national expectations. Some children's progress and/or attainment falls below these expectations and schools have a responsibility to do all they can to close the gap in attainment and ensure all children achieve their potential. The decision made about the type of support and how much support is given to a child with SEN is a decision made by the SENCO and Principal in collaboration with the class teacher.

We have 9 LSPs who are trained to deliver interventions such as ELS, Precision Teaching and SULP. LSPs will support pupils on a 1:1 basis when they are unable to cope in classroom environment on their own.

LSPs will support pupils in small groups when they need some support but less intensively. We work with the following agencies to provide support for pupils with SEN:

- Social, Emotional and Mental Health Team
- Special Educational Needs Advisor for Teaching and Learning
- Educational Psychologist
- Complex Communication and Autism Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse
- Paediatrician
- CAMHs (Child and Mental Health Services)

Children with an Education Health Care Plan will have outcomes that are clearly stated on their plan. The plan may also specify programmes and interventions that the school should follow. Outlined below are the ways we ensure EHC plans are relevant and acted upon



- EHCP reviews are held every term and parents will be invited to these meetings. All support programmes are reviewed and the impact they have had on a pupil's progress is assessed. If progress is not evident there are several options available, for example, more time on the programme is needed, or an alternative programme is implemented.
- If the support implemented is to improve behaviour, the success criteria will be based around a reduction of negative incidents that impact on the progress of the pupil. As with academic interventions the key focus is whether or not the intervention programme has led to the pupil making expected progress.
- Pupil views are sought, both formally and informally, as part of the review process.

### **5.9 Expertise and training of staff**

The school's SENCo has a Postgraduate Certificate in Special Educational Needs, an NASENCo award, a Level 7 Diploma in special and inclusive education, and a Psychology Master's Degree. They have over 20 years of experience within different Local Authorities. The SENCo is allocated two days per week to carry out the role of coordinator and associated SENCO tasks.

Training for staff is secured as and when necessary. If a child with a specific need joined St Paul's C of E Academy, relevant staff would attend appropriate training to ensure the needs of that child were met.

### **5.10 Securing equipment and facilities**

St Paul's C of E Academy has excellent safeguarding procedures to ensure that all pupils, staff and visitors have a safe environment to work and learn. The school has wheelchair access to the front of the building.

The school would review any application on a case-by-case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There is one disabled toilet and

a shower room on site.

The school has all classrooms fitted with interactive whiteboards. Pupils with auditory and visual impairment would have their needs met on an individual needs basis in liaison with professionals. Laptops are available for pupils with SEN as appropriate and a wide range of subject specific aids are used, such as different fonts, coloured overlays, larger print resources and books, seat wedges, tilted desks.

The schools Accessibility Plan is available on our website. This contains further information.

### **5.11 Evaluating the effectiveness of SEN provision**

All pupils are monitored through the whole school tracking system. Members of the Senior Leadership Team evaluate data analyses of all year groups at Pupil Progress Meetings with teachers and LSPs to ensure that SEN pupils are making progress. If sufficient progress is not being made, interventions are put into place. Any interventions undertaken are regularly monitored, and feedback is given to both pupils and parents on attainment and progress.

Governors will scrutinise the following information and act as critical friends in ensuring children with SEN receive the best provision possible:

- School Improvement Plans
- Review trends in progress and achievement data of vulnerable children (including SEN)
- Progress data analyses of vulnerable groups (including SEN)
- Curriculum reports from curriculum leaders
- Principal report to Full Governing Body Meeting
- Outcomes of monitoring activities including book scrutinies and lesson observations
- Annual staff appraisals in the Autumn term

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

St Paul's C of E Academy has a fully inclusive policy and pupils with any form of SEND are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be one to one support with a teacher or an LSP, specific programme or teaching, small group work, lunchtime support, etc. Parents are invited in to discuss prospective trips and visits and their feedback is welcome.



All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

At St Paul's C of E Academy, we recognise that a child's behaviour is related to an underlying need which can fall into any one of the 4 categories of SEN (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical Needs).

Strategies to support children with emotional and social development needs include:

- Provision plan with clear targets and success criteria
- Planned programme of support from SENCO/LSPs
- Home/school link book where necessary
- Referral to the Social, Emotional and Mental Health Team
- Referral to CAMHS
- 1:1 support when needed
- Support/supervision at unstructured times of the day including personal care
- Pupils' views are sought, and they are regularly given the opportunity to voice their opinions on both an informal basis and on a formal basis in review meetings
- Pupils with SEN are encouraged to be part of the school council.
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

At St Paul's C of E Academy, we communicate with a wide range of agencies to ensure that an individual pupils needs are met. The agencies that we work with include:

- Speech and Language Therapists
- Sandwell Inclusion Support Team
- Educational Psychologists
- Advisory Teachers
- The School Nurse
- CAHMS
- Education Welfare Officer
- Physiotherapy
- Social Services
- Preventing Primary Exclusions Team



We will also liaise with any other professional body that are involved in the wellbeing of the child.

### 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. However, if the complaint is of a more serious nature then they should go directly to the Principal. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of pupils with SEN

Speech and Language services – FASTA 0121 612 2010

Sandwell Inclusion Support – 0845 3527 552

Sandwell SEND Information, Advice and Support Service (SEND IASS) - 0121 555 1821

The National Autistic Society – [www.autism.org.uk](http://www.autism.org.uk)

MENCAP – [www.mencap.org.uk](http://www.mencap.org.uk)

### 5.17 Contact details for raising concerns

Ms. Faye Douglas

St Paul's C of E Academy

Robert Road

Tipton

DY4 9BH

0121 557 2573

[Faye.douglas@st-pauls.sandwell.sch.uk](mailto:Faye.douglas@st-pauls.sandwell.sch.uk)

### 5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.sandwell.gov.uk/send>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Ms. Faye Douglas **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy

- Medical Care Policy
- SEND Policy

**Reviewed: September 2024**

**Agreed: September 2024**

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