



ST PAUL with ST LUKE
 CHURCH OF ENGLAND PRIMARY SCHOOL
 Leopold Street, Bow, London E3 4LA

SEND Policy Version Control

March 2023

review March 2024

Version no	Amendments	Approval date
2	Name of coordinator and role Teachers' taking more responsibility for SEND children in lesson planning and teaching	March 2016
3	Further changes made in line with Equalities Act 2010 and SEND Code of Practice 2014	Feb 2017
4	A few references to last SENCO taken out name of current SENCO added	Feb 2018 <i>Bdr Gidra</i>
5	A few small changes MEP replaced by APDR	Feb 2019 <i>Bdr Gidra</i>
6	No changes	March 2020 <i>Bdr Gidra</i>
7	Changes include – removing Place 2 Be and Cherry Tree. Adding Vision accurately. Statements changed to EHC plans. Amendment to training received. Addition of use of Google Chrome Books and use of ICT. Addition of Co Headteachers as Leads of Inclusion.	September 2021 <i>BJS BENJAMIN ROACH</i>
8	Changes include – adding names of professionals, adding sections wrt funding, and policies referred to. Etc.	

ST PAUL WITH ST LUKE PRIMARY SCHOOL SEND POLICY 2022

*Jesus said: 'one another as I have loved you'. John 15:12
As we are loved, so we shall love.
We nurture all in our welcoming community.
We help each other to flourish.*

St Paul with St Luke Primary School SENDCO - Bremila Thavarajah (Assistant Headteacher, National Sendco Award)

SEND Governor: Mother Bernadette Hegarty

Safeguarding Lead: Lauren Sharpe

Deputy Safe Guarding Lead: Bremila Thavarajah, Mark Ali

Learning Mentor - Meena Khanom

School Counsellor - Almira Culjac (Light and Shade Counselling)

Speech and Language Therapist - Phillipa McKenzie (Blossom Tree Speech and Language Therapy)

Educational Psychologist - Ruki Dhand

This policy is written in line with requirements of the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

Part 3 of the Children and Families Act, 2014

Clause 64, Children & Families Bill, 2014

Equality Act, 2010: advice for schools DfE Feb 2013 •

SEND Code of Practice 0 - 25 Years (amended Jan 2015) •

Schools SEND Information Report Regulations, 2014 (see www.sendgateway.org.uk)

The Special Educational Needs and Disability Regulations, 2014

The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49, 2014.

Statutory Guidance on Supporting pupils at school with medical conditions, April 2014

The National Curriculum in England Key Stage 1 and 2 framework document, Sept 2013 • I Safeguarding Policy

Behaviour Policy

Accessibility Plan

Teachers Standards 2012

Introduction:

This policy document outlines the aims, principles and strategies to ensure the effective and personalised provision for children with Special Educational and Disability Needs (SEND) at St Paul with St Luke's Primary School. The policy is based on the Special Educational & Disability Needs (SEND) Code of Practice 2014.

SPSL is committed to providing an appropriate and high quality education to all children at the school. We provide a broad and well balanced curriculum following all subjects in the National Curriculum. We believe all children have a common entitlement to a broad and balanced academic, social and emotional curriculum; which is accessible to them, and to be fully included in all aspects of school life.

We believe that every child is special and that all children should be equally valued in school and thus strive to eliminate prejudice and discrimination; an environment where all children can flourish and feel safe.

At St Paul with St Luke Primary School, we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This promotion of successful and effective learning contributes to inclusion of all pupils.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs are met.

Vision for SEND:

St Paul with St Luke Primary School (SPSL) is a safe and stimulating environment where children encounter challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Principles:

SPSL is committed to inclusion. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that takes account of their varied life experiences and needs.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer effective learning opportunities for all. All children should be helped to reach their full potential - we have high expectations for everyone. We believe that pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.

Aims:

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.

- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

Definition of Special Educational Needs & Disability (SEND):

Children have special educational needs 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 or disability if they:

have a significantly greater difficulty in learning than the majority of children of the same age

or

have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school

A child under compulsory school age has special educational needs if they fall with the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(The above definition of SEND is taken from Section 20 of the Children and Families Act 2014)

As highlighted in the SEND Code of Practice 2014, SEND needs may relate to one or more of the following areas of need:

- communication and interaction
- cognition and learning
- emotional and social development
- sensory and/or physical needs

Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

Identifying Special Educational Needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their

lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We continue to develop clear processes to support our children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. These 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, not to fit a pupil into a category.

At St. Paul with St Luke Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

We also need to consider what is NOT SEN but may impact on the progress and attainment of our children;

- disability (the Code of Practice 0-25 Years (Jan 2015) outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- attendance and punctuality
- health and welfare
- EAL
- being in receipt of Pupil Premium Grant

- being a Looked After Child Page 9 of 22
- being a child of Serviceman/woman
- Identifying behaviour as a need is no longer an acceptable way of describing SEN.

Any concerns relating to a child's behaviour should be described as an underlying response to a need which you as a provider will be able to recognise and identify clearly as you will know the child/young person well.

Outline of SEND procedures at SPSL

As in all primary schools, the main responsibility for pupils with SEND lies with their class teachers - but in consultation with the SENDCO and the Head of School

At SPSL, the Head of Inclusion is Bremila Thavarajah. They are supported by the Learning Mentor, School Counsellor and Parent Support Administrator. They are referred to as the Inclusion Team.

Arrangements for SEND provision

Graduated Response

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective SEND provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. At SPSL we document this through a document called an APDR, which stands for 'Assess, Plan, Do Review'.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (Code of Practice, 2014)

Throughout the school we use different waves of intervention. The chart below explains how these relate to the SEND Code of Practice 2014.

Wave	Description	SEND Intervention under Code of Practice	Description
Wave 1	'Quality first' teaching for all children in literacy or numeracy	Not SEND	
Wave 2	Catch up programmes and small group support	Not SEND	
Wave 3	More intensive support tailored to needs of specific pupils	SEND Support SEND Support	Specific programme to address lack of progress Specific programme involving outside specialists

	<i>Statutory Provision</i>	Formal Education Health Care plan giving pupil the legal right to appropriate support
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Wave Intervention

The school and class provision map shows these and many other inclusive practices in the school. Where possible, pupil needs are met through Wave 2 interventions as well as effective, differentiated class teaching.

Where this is the case, pupils are not considered to be receiving 'SEND Support' and do not require an APDR although in certain cases an APDR may be prepared to monitor progress in more detail and help us identify their need.

The year group Attainment Profiles and Tracking System are an indication of children's progress and show us which children are causing concern. Teachers monitor the progress of all pupils, sharing this regularly with the Leadership Team.

It is important to recognise that there is continuum of need. Some pupils will encounter temporary, easy to address, barriers to learning, while others encounter barriers to learning which are severe and persistent. Pupils' needs are likely to change over time. The provision map, which lays out both Wave 2 and Wave 3 interventions, indicates the school's graduated response to pupils' needs.

Much of the Wave 2 provision, especially in Early Years and KS1, is designed primarily to develop the English language capabilities of pupils learning English as an additional language. However, this provision is also valuable for developing the language skills of pupils whose home language is English, and such policies are included where appropriate. The provision is also useful in helping distinguish pupils who have special educational needs from those whose primary barrier to learning is lack of fluency in the language of instruction of the school - English.

SEND Support and Statutory Provision

Pupils who are not making progress in spite of differentiated class teaching and appropriate Wave 2 intervention, and so require interventions tailored very specifically to their particular needs, are said to be receiving SEND Support.

Where the school seeks substantial advice or assistance from an outside agency because the existing provisions are not resulting in progress, the pupil continues to receive SEND Support with the support of external service advice.

A small number of pupils will also have their particular needs, and the provision necessary for meeting those needs, set out in a formal Education Health Care Plan (EHCP).

Interventions for pupils receiving SEND Support, or EHCP provisions are said to be 'Wave 3' interventions.

It is hoped that, with increasing effective 'Wave 2' type interventions and inclusive classroom practice, there will be a relatively small number of pupils receiving SEND Support. In many cases, being in receipt of SEND Support will be a temporary arrangement, to address a particular need at a particular time.

The progress of all pupils is regularly observed, assessed and recorded through:

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured using the Engagement Model (if applicable)
- Book based evidence (through book scrutinies)
- Classroom observations of learning and approaches to learning

Where there is concern about an individual's progress, this will initially be discussed and addressed through year teams. The Inclusion Team will review the evidence available and decide what further assessment may be necessary.

When there is concern about an individual's progress, this will initially be discussed within their phase. The pupil's class teacher reviews the evidence available and decides what further assessment may be necessary.

This may take the form, for instance, of:

- Structured Conversations with parents
- Structured observation of the pupil's behaviour
- Qualitative assessment of literacy (which sight words on NLS list are known, what stage of Read Write Inc phonics has been reached, in what ways do they find understanding of text difficult)
- Standardised assessment of literacy (reading tests, spelling tests)
- Structured or informal interviews with the pupil
- Transcriptions and analysis of pupil's speech
- Referral for assessment of eyesight (and other visual problems) and of hearing.

There are also opportunities for further advice and support, both from within the school and from outside agencies.

Where in depth assessment is required the class teacher, pupil and parent complete forms that summarise the concerns and their context.

Parent/Carers are consulted when SEND Support is needed and/or when an outside agency is involved. Consultation is seen not just as a matter of informing parents of provision, but as an important way of gaining as full a picture as possible of a pupil's needs and how those needs might best be addressed.

Foundation Stage

Assessment of pupils is carried out by the teachers in Early Years. APDRs are reviewed at least termly, but are monitored informally more often than this. There is ongoing assessment and regular discussion with parents.

The Assess, Plan, Do, Review Document (APDR)

Pupils who are receiving SEND Support, and those who have EHCPs, have **Assess, Plan, Do, Review Document (APDR)** prepared. APDRS set out:

- Shorter term specific and assessable targets
- The teaching strategies and materials to be used to achieve targets
- A summary of who will help the pupil achieve the targets, and when this will take place

At Key Stage 1 and Key Stage 2 there is a formal cycle of Pupil Progress and Attainment Meetings, to fit in with termly parent consultation meetings and to allow the passing of information from one year to the next.

APDRs may be prepared and reviewed more often than twice a year if this is felt to be in the interests of the pupil.

Pupils' views are sought when APDRs are being prepared, and when they are reviewed. The APDR cycle fits in with parent consultation days, so that parents can be kept informed about what is being done to support their child, and their views sought on how they can help their child in meeting their targets.

Addressing pupils' needs

Interventions are likely to be in small groups, but may on occasions, be delivered individually. They may take place within the classroom, or in one of the school's group rooms where this is felt to be in the pupils' interests. The range of interventions is shown on the class provision map/attainment profile. Specific interventions may be delivered by a speech therapist, Learning Mentor or a teaching assistant.

Pupils may be supported by ICT in the form of Google Chrome books which may have specific apps that can support learning in the classroom. Some children may have access to software so that they can type their work - where they may have literacy difficulties or difficulties with their fine motor skills.

Action taken does not always take the form of direct intervention with a pupil. It may consist rather of the purchase of specialist material or equipment for use by the pupil, specialist training of a member of staff, or time allocated to a member of staff to prepare specific materials of programme for the pupil.

School request for an Education Health Care Plan

For a child who is not making adequate progress, despite a period of support at SEND Support, and in general agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to have an EHCP.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health Care Plans (EHCP)

A child who has an EHCP will continue to have arrangements as for SEND Support, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. The review is Person Centred and focuses on achievement as well as any difficulties that need to be resolved.

At the review when the child is in Year 5, the meeting will aim to give clear recommendations about the type of secondary school provision the pupil will require.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Governing Body

The role of SEND Governors

The SEND Governors are to ensure that the SENDCo has sufficient time and resources to carry out their functions. This should include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The Head of School/ Executive Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENDCo
- to seek out and share best practice with the LA and other schools.

The Special Educational Needs and Disability Co-ordinator

The Special Needs Co-ordinator is Bremila Thavarajah, her key responsibilities are:

- to identify provision needed to meet children's needs
- to plan, deliver and evaluate appropriate interventions for the school, classes, groups and individual children
- to assist with raising the achievement of pupils with SEND
- to assist with raising achievement of pupils with English as an additional language and with the inclusion of new arrivals
- to assist with raising the achievement of high attaining pupils
- to promote children's personal, social and health development
- to ensure a high profile of support for children's wellbeing and their care, guidance and support (pastoral and academic)
- to work with outside agencies, specialists and partners with the school, to ensure the best provision for children and families
- to assist the head teacher and deputy head teacher with developing extended provision in the school.

Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from teaching assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEND To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, all children including those experiencing barriers to learning.
- To respond to pupils' diverse learning needs and overcome potential barriers to learning by continually monitoring the progress of all pupils, identifying needs as they arise and providing support as early as possible.

Teaching Assistants / Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENDCo, implementing strategies recommended by the teacher, SENDCo or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENDCo on the progress of the pupils with whom they work to inform planning and review

All school improvement plans take inclusion into account (see SIP 2015-18)

Liaison with external agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

Agencies contacted and consulted by the school include:

- Speech and Language Service
- Support for Learning Service
- Educational Psychology Service
- Social Care
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- CAMHS
- Phoenix

Allocation of resources

The SENDCO, supported by the Head Teacher, is responsible for the operational management of the specified special needs funding and provision within the school, including the provision for children with an EHCP.

Funding

The first £6,000 of additional funding for SEN children (above and beyond the average educational funding per child of £4,000) should be met by the school from the dedicated schools grant. Where the value of a child's additional needs are greater than £6,000, then the child is classified as a "High Needs" child and an application for funding from the High Needs Block will be made to the Local Authority. This is called an Education Health Care Plan request.

Liaison with external agencies occurs mostly, but not exclusively, at the SEND Support stage.

Professional development in SEND and Inclusion

Professional development in SEND and Inclusion takes place at three levels:

- Training for all the staff in the school
- Training for a particular group of staff, such as the teaching assistants

- Training for individuals

Within the last two years there has been the following training and professional development:

<i>Training for all the staff in school</i>	<p>Safeguarding Mental health awareness (Place2Be) Working with parents Read Write Inc (phonics) ongoing A variety of training offered by Phoenix Managing challenging behaviour Dyslexia Bereavement Medical conditions procedures and policy Attachment awareness Computing and SEND</p>
<i>Training for a particular group of staff, such as the teaching assistants</i>	<p>Phoenix induction training Epi Pen training Diabetes training Speech language and communication needs First aid Paediatric first aid Asmtha and Allergy Training</p>
<i>Training for individuals</i>	<p>Support sessions / visits for staff from specialist Phoenix Specific learning difficulties Epilepsy training Social Stories and Emotional Regulation Training at the SENCO conference Speech, Language and Communication Needs</p>

There is also a substantial amount of informal training in the use of particular materials or techniques, by, for instance, the speech and language therapy service, the Educational Psychologist, SENCO and the teachers from the Support for Learning Service. All teaching assistants meet weekly with the SENCO for support and training workshops are carried out throughout the year.

The speech and language therapists provide on-going formal and informal training for all staff. Peer coaching is an effective method used to transfer and develop skills.

Dealing with complaints

The normal arrangements for the management of complaints at St Paul with St Luke's Primary School are used for any complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class Teacher in the first instance. If further discussion is required, meetings with a member of the leadership team will be arranged to seek to resolve the issue, before making the complaint formally to the Chair of the governing body.

Supporting Pupils with Medical Conditions

The school recognises that pupils at school 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. Page 17 of 22 Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Supporting Pupils with Medical Conditions

St. Paul with St Luke Primary School publishes a SEND Information Report on our website to inform the wider school community of how we support our children with SEND. Also, Tower Hamlets Local Authority publishes the Local Offer on their website which informs parents and carers of how each school in the borough supports their children. Each summer term all children have transition week where all children experience the learning environment of their next class and meet their new class teams. Class teams meet prior to this to discuss all the children in the class. Those children who are moving on to secondary schools, or leave the school will have their information sent on to their new schools.

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Accessibility Plan is available on our website. If you require a large print copy please contact the SENDCo.

Monitoring and Evaluation SEND

St. Paul with St Luke Primary School is developing a monitoring cycle which will regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We achieve this by audits of SEND provision involving all school staff and the SEND Governors. This will be expanded to include all parents of children on our SEN[D] register, and finally to include the whole school community. This will allow us to see where perceived strengths and weaknesses in our provision may occur, allowing us to target these areas for a more effective delivery for our children.