
	<p align="center"><b>Special Educational Needs &amp; Disabilities Policy</b></p> <p align="center">(Large print format available on request)</p> <p>Updated February 2025      Next review date February 2026</p>	
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**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:**

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

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

Behaviour Policy, Equality Policy, Equality Action plan, Safeguarding Policy, Complaints Policy, Whistleblowing Policy, Admissions Policy and Anti-Bullying Policy.

### **School Vision**

**Jesus said: 'Love 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 go above and beyond to help each other to flourish.**

### **The Foundations of the Vision based Deeply Christian Serving the Common Good**

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Inclusion and SEND team	
Headteacher	Fanoula Smith
Inclusion Lead (InCo)	Louise Wilcox
Special Educational Needs & Disabilities Coordinator (SENDCo)	Louise Wilcox
SEND Governors	Janette Chilcotte

*The SEND policy reflects the principles of the 2014 Code of Practice, amended Apr 2015.*

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 Years (Jan 2015) 3.65 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](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- 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
- Inclusion policy
- Safeguarding Policy
- Behaviour Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's INCo with the SEND Governors in liaison with the other members of the Senior Leadership Team (SLT), all staff and parents of pupils with SEND - to co-produce a SEND policy in the spirit of current SEND reforms.

This policy should be read in conjunction with the following school policies and documents: -

Anti-Bullying Policy, Accessibility Plan, Behaviour Policy, Inclusion Policy, Medicines Policy, Safeguarding Policy, Local Offer for SEND, Supporting Pupils with Medical Conditions Policy, Support for Children on SEND register, Flowchart for Identification of SEND at St. Paul with St. Luke and St. Paul with St. Luke Equality Statement.

## **THE SEND AIMS OF THE SCHOOL**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

- 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 him or her.
- a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

## **OBJECTIVE (HOW ARE WE GOING TO DO IT?)**

St. Paul with St. Luke is committed to providing an appropriate and high-quality education to all children at the school. 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 all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St. Paul with St. Luke is committed to inclusion. 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 pupils through:

- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming barriers to learning and assessment for individuals and groups of pupils.

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

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic, faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who have a disability
- those who are academically more able
- those who have missed significant amounts of schooling
- those who are looked after by the school authority
- others such as those who are sick or are in families under stress
- any learners who are at risk of disaffection and exclusion

Our provision attempts to meet the needs of our children who experience barriers to their learning or their social inclusion, which may relate to:

- factors in their environment including the environment they experience at school
- their need to access the curriculum through a language: English, which is additional to their own
- sensory or physical impairment, difficulties with learning or with emotional or social development
- factors in their home environment

We recognise that these possible factors need to be carefully and sensitively considered, and that frequently more than one factor may be hindering full inclusion in the life or learning of the school.

We also recognise that pupils learn at different rates and that there are many other factors affecting achievement, learning styles, ability, emotional state, age, and maturity and acquisition of English are crucial factors in terms of readiness to learn. We believe that many pupils, at some time in their school career, may develop difficulties which affect their learning, and we recognise that they may be long or short term.

At St. Paul with St. Luke, we aim to identify their needs as they arise and provide teaching and learning contexts which enable every child to provide continuity and progression across years and Key Stages.

St. Paul with St. Luke sees the inclusion of children who encounter barriers to their learning and to their social inclusion as an equal opportunities issue, and aims to model inclusion in our staff policies, and in our relationship with care and with the community.

At St. Paul with St. Luke we believe strongly that all teachers and other adults working in the school have a responsibility for ensuring the inclusion of all pupils.

The Inclusion Lead (InCo) and Special Educational Needs & Disabilities Co-ordinator (SENDCo) takes the lead role in promoting and developing inclusive practice across the school.

Other roles which support children with SEN within the school are:

- |                               |               |
|-------------------------------|---------------|
| ● Play therapist              | Ella Deeks    |
| ● Speech & Language therapist | Trully Kheswa |
| ● Senior Mental Health Lead   | Mark Ali      |
| ● Attendance Officer          | Ranu Begum    |

## **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 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
- 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.

### **A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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. St. Paul with St. Luke regularly and carefully reviews 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.

In deciding whether to make special educational provision, the class teacher, INCo and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take any concerns raised by a parent seriously. Any concerns are recorded and compared to the school's own assessment and information on how the pupil is developing.

This assessment is reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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. This should also be recorded on the school's information system.

## **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they still retain responsibility for the pupil. They work closely with teaching assistants and / or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Wave	Description	SEN Intervention	Description
Wave 1	'Quality first' teaching for all children in the class	Not SEND	
Wave 2	Catch up programmes and small group support	Not SEND	
		SEND Support	Specific programme to address lack of progress
Wave 3	More intensive support tailored to needs of specific pupils	SEND Support	Specific programme involving outside specialists
		Educational Health Care Plan (EHC)	Formal plan of educational needs, giving pupil legal right to appropriate support

## MANAGING PUPILS NEEDS ON THE SEND REGISTER

St. Paul with St. Luke admission arrangements for pupils with SEND comply with the Tower Hamlets Authority and the London Diocesan Board for School's Admission Policies. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that;

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN[D]. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'

All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives,

- make a successful transition into adulthood, whether into employment, further or higher education or training

St. Paul with St. Luke strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the school and LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children.

As part of the procedure, new parents and carers are asked to complete a medical information form and to let school know if there are any additional needs or requirements. Information is treated sensitively. Where a parent or carer requests confidentiality, this is passed on to the head teacher for further discussion.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation / assessment
- their performance in National Curriculum judged against level descriptions
- pupil progress in relation to objectives in the National Curriculum
- standardised screening or assessment tools
- Salford Reading Test (all pupils in KS2)
- Lucid, CoPS, LASS, PhAB, TOWRE, WRIT, BPVS, TRUGS
- assessment of phonics and sight vocabulary
- selected materials from Dyslexia Portfolio
- screening / diagnostic tests
- reports and / or observations
- records from feeder schools, etc
- information from parents
- National Curriculum results.

For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. When it is considered necessary, children will be referred by the SENDCo to the following support services:

- Educational Psychologists
- School Nurse
- Speech and Language therapists
- Physiotherapists
- Occupational Therapy
- Phoenix Outreach Team
- Stephen Hawking School
- Language and Communication Team
- Hearing Impairment Services
- Visual Impairment Services
- Pupil Referral Service (PRS)
- Behaviour Support Team
- Support for Learning Services
- CAMHS
- ASDAS
- Play Therapist

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A note of these early discussions is added to the pupil's record on the school information system and given to the parents. We also inform parents about the local authority's Information, Advice and Support Service.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes 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. 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.

### **Allocation of Resources**

St. Paul with St. Luke receives funding for pupils with SEND in these main ways:

1. The main school budget covers teaching and curriculum expenses for *all* pupils
2. The delegated SEND budget (based on the LEA formula, and generated in part by numbers on the SEN[D] Register) covers the additional support required
3. Specific funds allocated to pupils with statements.

St. Paul with St. Luke follows LEA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are included in the Governors' Annual Report to Parents.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

### **SEND Provision**

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when they transfer from Early Years Nursery to Reception and then in year one. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo / class teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for support within the class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- involve parents in a joint home-school learning approach

## **The range of provision**

The main methods of provision made by the school are:

- full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- periods of withdrawal to work with a support teacher
- in-class support with adult assistance
- support from specialists within class or as part of a withdrawal programme

## **Monitoring pupil progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo. The SENDCo and class teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEND Support (Wave 1). If, after further consideration, a more sustained level of support is needed, it would be provided through SEND Support (Wave 2). Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment of Special Educational Needs. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting

pupils' needs. When they are identified as having SEND, the school will intervene through SEND Support protocols.

### **Individual Provision Plans (IPP) in the SEND folder**

At the start of the year, class teams familiarise themselves with the SEND folder for their class. Discussions are based on each child's ability, needs and progress with the Year Group Team before the first pupil progress meeting.

In each pupil progress meeting with the HT, the provision map for the class is updated in addition to addressing the following points:

- do they still need to be on the register?
- are they making adequate progress?
- if we feel they need to come off the register, we ensure the pupil's name is removed after discussion with the parents

### **CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

If we judge a child to be making 'good' progress, we will discuss with the child, the parents and the class team whether the child should be removed from the SEN[D] register. They will however be added to a monitoring register to ensure that their continuing progress is monitored.

### **SUPPORTING PUPILS AND FAMILIES**

St. Paul with St. Luke 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.

### **SUPPORTING PUPILS AT SCHOOL 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.

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.

## **MONITORING AND EVALUATION OF SEND**

St. Paul with St. Luke 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.

## **TRAINING AND RESOURCES**

A child who has an Education, Health and Care Plan (EHC Plan) will receive additional support that is provided using the funds made available through the EHC Plan. Other resources and training for staff will be assessed for each child, being funded by the child's allocated monies.

Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

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

Tower Hamlets has a SENDCo forum which meets regularly to discuss the latest research and local issues. There is also an annual SENDCo conference where the latest Government directives and policies are looked at.

## **ROLES AND RESPONSIBILITIES**

### **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 role of the SENDCo in schools**

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENDCo for the school.

The SENDCo **must** be a qualified teacher working at the school. A newly appointed SENDCo **must** be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

A National Award **must** be a postgraduate course accredited by a recognised higher education provider.

The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to

work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN[D] support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

### **The role of teachers**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We 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 SEND most frequently encountered.

The role of SEND Teaching Assistants (TA)

1:1 TA are line-managed on a day-to-day basis by the class teacher and are responsible for the delivery of interventions as directed by the class teacher. Both the class teacher and the 1:1 TA are to liaise on the effectiveness of the child's provision.

The overall responsibility for the managing and training of 1:1 TAs lies with the SENDCo.

**The Designated Teacher with specific Safeguarding responsibility is the Headteacher Fanoula Smith. In this role she is supported by the Assistant Headteacher and SENDCo Dan French.**

The member of staff responsible for managing Pupil Premium Grant (PPG) and Looked After Children (LAC) funding is the Headteacher Fanoula Smith.

The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is the InCo Dan French.

## **STORING AND MANAGING INFORMATION**

All documentation in paper format is kept in a lockable cabinet. Any documents removed from the cabinet are to be signed out and in again on the proforma in the cabinet. When a child moves to another setting, all documentation is sent using secure mail facilities. Where paperwork is duplicated or no longer required it is shredded.

Electronic data is stored on the school server and is covered by the General Data Protection Act.

## **REVIEWING THE POLICY**

This policy will be reviewed annually by the INCo and SENDCo prior to approval by the Governing Body. Where a need arises for a more immediate amendment to the policy it will be discussed with the SEND Governors and SLT before being implemented.

## **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.

### **DEALING WITH COMPLAINTS**

Our complaints procedure is available on our website. Members of SLT are available to discuss any issues you may have or to help through the complaints procedure.

### **BULLYING**

St. Paul with St. Luke procedures towards bullying are explained in our Bullying policy which is available on the school website. We take steps to ensure and mitigate the risk of bullying of vulnerable learners at our school.

### **APPENDICES**

Nil

## IDENTIFICATION AND ASSESSMENT PROCEDURES FOR PUPILS CAUSING CONCERN

<p><b>HIGH QUALITY TEACHING FOR ALL PUPILS</b> This must be the highest priority and the first consideration when there are concerns about a pupil's progress.</p>	<p><b><u>STEP 1</u></b> Regular assessments for ALL pupils as part of school assessment cycle Whole school tracking data.</p>	
	<p><b><u>STEP 2</u></b> Pupils falling behind /making less than expected progress are discussed at termly pupil progress meetings. The class teacher provides extra support targeted at their area of weakness. This extra support should come from the school's CORE OFFER. This intervention should be reviewed after 8/10 weeks. A review date should be made between the class teacher and SENDCo. RECORDED ON CLASS PROVISION MAP</p>	
	<p><b><u>STEP 3</u></b> If pupils fail to make expected progress despite high quality teaching targeted at their areas of weakness, the class teacher working with the SENDCo assesses whether the child has a SIGNIFICANT LEARNING DIFFICULTY using the SEN toolkits. Concern meeting held involving parent/carer(s) and pupils.</p>	
	<p><b><u>STEP 4 No SEND Underachieving</u></b> Review meeting held with pupil and parents. Class teacher together with Phase Leader investigate further. Pupil continues to be supported by the school's CORE OFFER.</p>	<p><b><u>STEP 4: SEND IDENTIFIED</u></b> Review meeting held with pupil and parent/carer(s) and outcomes and provision agreed. SENDCo and class teacher carry out an analysis of need and create a pupil support plan for the child. Intervention should be decided from the School's ADDITIONAL AND DIFFERENT offer and recorded on an individual provision map.</p>