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'Whatever you do, work at it with all your heart'. *Colossians 3 v 23*

SEND Policy

Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed		
Date		
Name	Mr A Houghton	William Young
Position	Headteacher	Chair of Governing Body

Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every three years.

Document Control

There is one controlled paper copy of this document located in the School Office.

The master electronic copy is held within a designated folder. The latest issue will be marked with the highest number, ie Issue 2 is later than Issue 1. Files in the process of being edited have the words 'In Progress' in the file name.

All other copies (electronic and paper) are uncontrolled.

Document History

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3.0	Review Date - Agreed		AH	September 2026

POLICY FOR SEND IN SCHOOL

NAME AND CONTACT DETAILS OF SENDCO:

Miss. Lauren Taylor

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The SEND Policy takes careful account of:

- Part 3 of the Children's and Families Act 2014
- The Special Educational Needs Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The policy of the Local Authority and the aims of the school as outlined in school documentation
- DfE Mental Health and Behaviour in School (2018).

MISSION STATEMENT

St Paul's School provides a caring, positive, secure Christian centre of learning, in which all children can develop their own potential by having equal access to a broad balanced curriculum. Their achievements are rewarded and encouraged in order to develop their self-confidence and self-esteem. Our mission statement aims are underpinned by a set of Christian values which were chosen by pupils, parents, staff and governors:

Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness.

These values are rooted in **Love** and are the heart of our school family and all we do at Adlington St Paul's: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world. We believe that the Christian ethos and aims support and prepare all children on their journey to becoming respected responsible citizens of the future.

Our aim is to enable all pupils with special educational needs and disabilities to be fully engaged in the life of the school and to reach their full potential, and for parents to be actively involved in the decisions making and planning for the needs for their child.

TO ACHIEVE THIS WE WILL:

- Provide consistently high quality teaching and learning
- Continually develop the staff to recognise SEND needs and support them
- Provide an excellent learning environment that is adapted to meet the needs of learners
- Offer support and guidance and look to outside agencies to support where we need guidance
- Engage parents / carers in the life of the school with good communication between staff and parents
- Support our children to have a voice, to know that they are heard and to be at the centre of their learning.

DEFINITION of SEND

SEND (Special Educational Needs and Disabilities) means a student has a learning difficulty or disability that requires special educational provision which is additional to, or otherwise different from, the educational provision made generally for students.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has

- **a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities** (see definition below of normal day-to-day)
- Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **substantial** means: means '*more than minor or trivial*'; **Long-term** means **has lasted or is likely to last more than 12 months**.

The definition of SEND is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**.

A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day to day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand; - perception of risk of physical danger.

It does not equate that a child who is disabled will always have special educational needs but the two can overlap. Similarly, not all children with SEN will be defined as having a disability under the disability discrimination act.

THE MANAGEMENT OF SEND

SENDCO: Miss. Lauren Taylor Responsible

for:

- Overseeing the day to day operation of the SEND policy.
- Monitoring, tracking and reviewing progress of all SEND students and maintaining records on students who have SEND and disabilities
- Ensuring that parents are involved in supporting their child's learning; kept informed about the support their child is getting and involved in reviewing how they are doing

- Manage the budget for the SEND in school and ensure effective resources are provided for SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Ensuring additional support arrangements are in place for SEND children and managing the whole school provision map. Measuring the impact of interventions and reviewing future needs of individuals.
- Analysing data and reviewing provision for students with SEND alongside the Inclusion Manager and Head teacher.
- Completing Annual Reviews of all students with Education, Health and Care Plans (EHCP) ensuring that these are completed to meet the requirements of the Local Authority (LA).
- Advising staff on a graduated approach to providing SEND support.
- Liaison with parents of children with SEND, teachers and external agencies or people who may be coming into school to help support a child's learning and being a key point of contact e.g. Speech and Language Therapy, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Updating and publishing information through the school website the school SEND policy and information report.
- Updating the school's SEND census (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
- liaising with potential next providers of education to ensure 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
- Overseeing the running of interventions for students with SEND including small groups and individual support.

SEND Governor: Mrs. E Dunn

Responsible for:

- 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 Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Headteacher: Mr. Andrew Houghton

Responsible for:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school. Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Monitor the work of the Teaching Assistants (TAs) and teachers to ensure impact and progress are made for SEND students through pupil progress meetings, learning walks and book scrutiny.

Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Writing, sharing and reviewing Individual Education Plans (IEP) to ensure that parents are involved in the identifying, planning and supporting of their child's learning.

- Working closely with any 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 provision
- Ensuring they follow this SEN policy

SEN Teaching assistants Responsible

for:

- Keeping the teacher informed so that this can be fed into planning and target setting
- Keeping records up to date including evidence of IEP progress. Contributing to pupil progress meetings and annual review meetings
- Following the targets set on IEPs, informing the teacher of any changes that need to be made to the IEP
- Contribute and support attainment and progress across the school either through 'in class' support, learning activities or intervention programmes.

IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

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 and pupil progress meetings are held termly with senior management for all pupils. As part of this process class teachers are supported to identify children 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 over a period of time
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap significantly
- Shows signs of significant difficulty in developing literacy or mathematics skills which result in low attainment and minimal progress in most curriculum areas
- Has communication and/or interaction difficulties, and continues to make small steps or no progress despite the provision of a differentiated support
- Presents persistent social, emotional or mental health concerns which are not supported by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to need support that is additional to or different from other children despite the provision of specialist equipment

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If a teacher has concerns regarding a child's progress they should employ 'High Quality Teaching' strategies and record the impact of strategies. Identification of concern sheets are available in school with specific forms where concerns are raised with regards dyslexic or dyspraxic difficulties. Where progress over time continues to be less than expected, the class teacher, working with the SENCO should gather further information in respect of identifying the student's special educational needs through ongoing assessment and liaison with the child and their parents. The purpose of this is so everyone develops a good understanding of the pupil's areas of strength and difficulty; parents' concerns are taken into account, the agreed outcomes sought for the child are understood and so that everyone is clear on what the next steps are. Notes of these early discussions will be added to the pupil's additional need record. An IEP can be drawn up to monitor progress against small step targets and to identify strategies, which support the child.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

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

ASSESS:

The class 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 and that of previous teachers
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Assessments may be undertaken by outside agencies or the Inclusion Manager for the Trust including: Lucid Lass screener (spelling, working memory and processing), Salford Reading Test, BVPS (vocabulary); Sandwell numeracy assessment; Indirect Dyslexia Learning (IDL) Programme, Boxall Profile, strengths and difficulties questionnaires and motor skills assessments.

The assessment will be reviewed as is appropriate to the individual assessment and the needs of the child. (Where there is deemed to be no additional need, the child will continue to be monitored by the class teacher and any additional provision accessed will be recorded on the school provision map).

PLAN

Assessment and discussion with parents inform the 'Plan' of Assess, Plan, Do, Review. The plan is in the form of an Individual Education Plan (IEP) which is drawn up in draft to formalise discussions with parents and the child and from collated information and advice from external agencies. The final draft should reflect the views of all parties. This plan becomes the focus of the 'Do' and 'Review' parts of the graduated approach. IEPs are reviewed at least three times a year as part of parent's evening discussions and can be reviewed more frequently as appropriate.

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

The class teacher will remain responsible for the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class teacher, they should still retain the responsibility for the child and their progress. Class teachers should liaise closely with the teaching assistant or specialist teacher to plan and assess the impact of the intervention and how they can be linked back to whole class learning.

TO SUPPORT ACCESS TO THE CURRICULUM AND THE TEACHING OF PUPILS WITH SENDCO

The school provides a SENCO to oversee inclusion and support

Teachers who 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.

The curriculum can be differentiated to ensure all pupils are able to access it, for example, by grouping, 1:1 work, adapting teaching styles to support kinaesthetic learners or dyslexic learners, adaptation of the content of the lesson to support children in need of chunking of learning, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud. Additionally it may be necessary to adapt our resources and staffing to meet changing needs or use recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts as advised by outside agencies.

We will also provide the following interventions:

Read Write Inc

Fresh Start

1:1 coaching

Nessy Reading and Spelling

The school aims to include all SEND students in all the activities of the school as far as it is appropriate. All pupils are encouraged to go on our residential trips and participate in sports days, visits and school activities. The welfare of the child is at the heart of decisions and discussions with parents and children are essential in ensuring that the needs of the individual are met.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION REVIEW

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

- Reviewing progress against national expectations at pupil progress meeting with senior leaders, this will look at progress made against prior attainment and progress towards national expectations assessed through end of term assessments and teacher observation and judgement.
- Reviewing pupils' individual progress towards their targets on their IEPs
- Reviewing the impact of interventions after a term
- Using pupil questionnaires or through feedback interviews
- Monitoring by the SENCO including learning walks, individual observations where appropriate and work scrutiny over time
- Using provision maps to measure levels of support required over time
- Holding annual reviews for pupils with EHC plans
- Early Help reviews for children with SEN

The monitoring of this provision will lead to review and adjustment of additional support.

CRITERIA FOR EXITING THE SEND REGISTER

Through the review part of the 'assess, plan, do review' process, if a child has made significant progress which puts them in line with their peers, and ensuring all stakeholders agree, the pupil will be removed from the SEND census but will still be regularly monitored to ensure progress is maintained.

REQUESTING AN EDUCATION, HEALTH AND CARE (EHC) ASSESSMENT.

"The purpose of an EHC plan is to make special educational provision to meet the needs of the child or young person, to secure improved outcomes for them across education, health and social care and as they get older, prepare them for adulthood."

Code of Practice. 2014. Chapter 9/9.2

IDENTIFICATION

As outlined in the Code of Practice, 'SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress the school or parents can consider requesting an Education, Health and Care Assessment.'

To support an EHCP application the school will provide evidence of the school's actions taken as part of the SEN support; where an EHCP assessment is required evidence must show that the school has exceed 15 hours of support each week or £6000 of support over the academic year evidenced through the 'assess, plan, do, review' approach. An EHCP assessment does not always lead to the EHCP being introduced. The LA must make a decision on the outcome within 20 weeks and they must communicate this decision to school, parents and student.

To support an EHCP application the school will provide evidence where this is available in school from:

- IEPs with records of reviews and outcomes
- Costed provision maps
- Medical history where this is relevant
- Educational and other assessments for example from Educational Psychologists or specialist teachers
- Views of parents and of the child
- Involvement of other professionals including social services and or healthcare services.

PROCESS FOR ACTION, RECORD-KEEPING AND REVIEW AROUND AN EHCP PLAN

On receipt of an EHCP from the local authority, the child's provision and support will be maintained providing the student remains in education. The SENCO with the class teacher will formulate an action plan of support/provision based on outcomes and how best to support these outcomes. This consultation process MUST continually involve the child, parents and other external agencies. The SEND register will be updated to reflect the EHCP.

The child's needs will be met in mainstream lessons and dependent on outcomes from the plan, small group or 1 to 1 intervention will be arranged. All agreed provision will be monitored to ensure impact is made on the additional need of the child. A formal annual review meeting will take place involving any agencies and services who support the child and parents. At the annual review, progress is discussed and a statement is made to the authority that it is necessary to:

- i) Maintain the plan ii) Request an amendment to the plan to meet the needs of the student.
- iii) Request ceasing the Education Health Care Plan and revert back to School assessment and provision.

EVALUATING SUCCESS

A termly update on SEND is provided to the Governors and Headteacher and a full report on SEND is provided at the end of the Summer term. This reports on:

- Number of children on the SEND register
- Primary areas of need at SEN support level and EHCP level
- Effectiveness of impact of additional SEN provision on pupils outcomes with regard to progress and attainment
- Attendance, exclusions and behaviour of SEN pupils
- The effectiveness and impact of multiagency interventions & support
- The effectiveness of partnership working with SEN pupils parents/carers
- Impact of staff/SENCo SEN INSET on improving SEN pupils outcomes
- Income and expenditure on SEN
- Impact of SEN developments, projects, interventions or initiatives
- Strengths
- Analysis points which will be put forward for the SEN school development plan
- SEN Governor comments on the strengths and weaknesses in SEN policy and provision existing within the school.

TRANSITION:

SEND Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. These will form the basis of transition information both between year groups and when a child moves school. This information will be shared to support the transition of the child and to ensure their needs are known and understood.

These will include an appropriate combination of:

- Profile of Additional Needs with a child transition passport (profile)
- Description and nature of a child's difficulty
- Individual Education Plans including strategies to be adopted to support inclusion
- Provision Maps
- Reviews and meetings where applicable
- Reports from outside agencies where applicable

WORKING WITH OTHER AGENCIES

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child. The following services/agencies are available to/involvement with the school:

Educational Psychology

Sensory Support Services

Emotional and social support through the Lancashire Child and Family Welfare Team Social Services

Health Services

Child and Adolescent Mental Health Services (CAMHS)

Voluntary organisations

Early Help Hub Bolton

CONTACT WITH PARENTS

Parents are viewed as partners in their child's education and an open dialogue is encouraged to ensure that parents are informed about their child's learning and that school are aware of any changes that may impact on the child in school. They will be contacted should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of children who have special educational needs will be:

- Class teachers and or the SENCO will inform the parents if their child is requiring modification to lessons and if they have additional needs.
- Parent's evenings enable progress to be discussed and further appointments can be arranged with the class teacher and /or SENCO as required.
- Additionally children with EHCPs will have annual reviews, these will take place every 11 months for children in KS1 and KS2, and every 6 months for children in the Early Years.
- Parents can, at any time, request access to the records relating to their own child and any school documentation they may feel appropriate. Although, a timeline of preparation will need to be communicated.

ADMISSION ARRANGEMENTS

The school adheres to the published admission policy and will not discriminate any student with SEND under the admission policy. It does, however, endeavour to provide appropriate support for students with a range of special educational needs.

ACCESS FOR THE DISABLED

The school is mostly on one level and wheelchair accessible; alternative arrangements can be made to access the one room that is not accessible. The needs of the child will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

SPECIAL EDUCATIONAL NEEDS BUDGET ALLOCATION AND ANALYSIS IN RELATION TO THE DELIVERY OF SEND SUPPORT

The Executive Head and the Head Teacher are responsible for the operational management of the budget for special educational needs provision. The academy uses a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. The SEND provision map is used to specify the cost of support for those children at SEND Support and where a top-up funding level of provision is in place. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding is applied for from the local authority. Those children with Top-up Funding, Exceptional funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHC plan), have detailed individual costed provision plans.

The SEND budget is used to:

- Provide additional teaching and support staff
- Deliver targeted interventions
- The purchase of specialist resources • Buy back specialist provision and outreach
- Educational Psychology Service.
- Release for staff to undertake statutory duties

REQUESTING A PERSONAL BUDGET

A Personal Budget is an allocation of money identified to provide support for an eligible person to meet their identified needs, which must support the outcomes specified in the EHC Plan. Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan. Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.

The EHC Plan will clearly state which outcomes can be met by a Personal Budget (if a Personal Budget is agreed). Parents views must be considered when deciding how the money will be spent. The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan. The personal budget can include funding from education, health and social care.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at St Paul's are encouraged to undertake training and development.

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism and dyslexia.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- The SENDCO is kept up to date about SEND issues through work with the Trust Inclusion Manager

STORING AND MANAGING INFORMATION

Documents are stored and managed in line with the school's information management guidelines:

- All SEND documents are stored in a locked filing cabinet
- All electronic documents are password protected
- All documents no longer required are shredded
- All documents, electronic and hard copies, are passed on to high schools on transition and a receipt is requested
- If a child transfers to another school, all documents are passed to the receiving school and a receipt is requested from the receiving school.

- Record keeping procedures follow the school's confidentiality policy and GDPR policies

DEALING WITH COMPLAINTS

The complaints procedure for SEND is in line with the Wigan LA complaints procedure. The complaints procedure for the school can be found on the School Website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then they should contact the SENCO (Miss Taylor), the Headteacher or the Interim Executive Headteacher; Mr S Colothan and Mrs J Woodcock. If the concern cannot be resolved then parents may contact the SEND Governor. Parents also have the right to contact the Local Authority.

BULLYING

Instances of bullying are extremely rare at St Paul's, however the school has clear procedures for dealing with any issues of bullying when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning. The school aims to raise awareness of the additional needs of children and teach understanding, celebrating strengths and differences. Support is sought from outside agencies to help children achieve a better understanding of conditions that are part of our community. The school's anti-bullying policy is published on the website.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

The school accessibility plan

The school SEND information report

The school equity policy

REVIEWING THE POLICY

This Policy will be updated annually and presented to Governors. The SEND Governor will meet with the SENDCO to monitor SEND provision and progress. This will be reported at termly Governing Body Meetings.

This Policy will be reviewed annually.