



St Paul's School

SEND POLICY



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Owner Name	Kerenza Palmer
Owner Job Title	Head of School

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1	Implemented	Unknown	August 2015
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1. Introduction and Rationale

St Paul's School is committed to ensuring that every pupil who enters into our school feels safe and supported. All pupils at St Paul's have an Educational Health and Care plan with a primary need of social, emotional and mental health difficulties, alongside various other difficulties such as ASD, ADHD, ODD, dyslexia, dysgraphia and dyspraxia. All of which can present a multitude of barriers to learning and progress. Statements indicate that all pupils currently require education outside the 'mainstream' in order to meet their needs, and that their social or academic achievement is significantly outside age appropriate expectations.

The SEND code of practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they;

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

Our philosophy of inclusion recognises that special educational needs are a continuum and as a school, in partnership with parents and carers and the LA, we are charged with the responsibility of meeting the needs of all pupils as effectively as we can, wherever they are on that continuum, in order that they may realise their potential.

2. Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- Equality Act 2010: advice for schools DfE (2013)
- SEND code of practice: 0 to 25 years (2015)
- The Children and Families Act (2014)
- The SEND Regulations (2014)
- Keeping Children Safe in Education (2022)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers' Standards (2012)

This policy should be read in conjunction with the Local Offer (SEND Information Report), that is published on the St Paul's School website. The Local Offer provides a detailed insight into the specific mechanisms to support our young people with SEND. The Equality Act 2010 brought together a range of previous acts into a single act, aiming to harmonise and strengthen discrimination law and support progress on equality. Schools have a legal responsibility:

- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage
- To not treat disabled students 'less favourably'
- Disability discrimination is less favourable treatment than that received by someone else for a reason related to the student's disability when it cannot be justified

3. The School Ethos and Values that underpin the policy

The school is part of St Paul's Community Development Trust which gives the school secure roots in the local neighbourhood.

St Paul's School is an inclusive, diverse and compassionate SEN School supporting young people with a primary need of social, emotional and mental health difficulties. We have built a culture which fosters it's values at the heart of all that we do. Our values include:

Honesty Empathy Ambition Respect Trust

Our staff are dedicated, compassionate and supportive. They have high expectations for themselves and our pupils.

Our restorative and trauma informed approach provides pupils with a safe school community where they are listened to, and where every action and interaction provides a learning opportunity. We look for opportunities for each child. Our curriculum is broad and balanced, offering pupils with an engaging and relevant learning experience that will equip them with the skills they will need to successfully transition into their next chapter of education and / or employment.

We encourage pupils to **BELIEVE** in themselves, to set out to **ACHIEVE** their targets and ultimately go on to **SUCCEED**.

Special Educational Needs policy and practice is an important element in meeting the needs of the school's pupils.

4. Meeting the Educational Needs of Pupils

a) Assessment

In order to meet the SEN of pupils it is important that a clear view of the needs of each pupil is achieved.

Assessment of pupils' needs is based on the following:

- Educational and health Care Plan (EHCP)
- Reports from previous provisions, educational psychologist, Behaviour Support Service, Medical Practitioners, and other agencies.
- Baseline testing within half term of admission to the school.
- Profile of academic attainment in core curriculum areas
- Termly end of unit assessments and work sampling
- Ongoing teacher assessment
- Pupil assessment of their own achievements and needs
- Review of achievement of IEP targets
- Annual review of EHCP

Assessment information is used to inform class based activities and appropriate differentiation, to inform the setting of targets for Individual Education Plans, and to identify any need for support from other agencies.

b) Individual Education and SEMH targets

- Every pupil at St Paul's School has a personal development target and a vocational / education targets to include English and Maths live at any one time.
- Targets are devised in response to assessment information gathered. Where appropriate to age and ability, pupils will be involved in setting and reviewing some or all of their targets. Targets set should be clear and S.M.A.R.T.
- They are not of uniform timescales across the school as this does not meet individual needs of our pupils.
- Targets are by their very nature individual to each pupil. They are chosen on the basis of **additional need** beyond the needs of the rest of the class group. In practice this means that every pupil will have targets based on their individual emotional, social or behavioural needs.
- Where pupils have been diagnosed with specific conditions e.g. ASC or ADHD targets will seek to address the needs presented by these conditions.

c) Annual Reviews

- An Annual Review of Education and Health Care Plans takes place yearly, usually as close to the anniversary of the date of finalised EHCP as is possible.

- The Annual Review gathers the views of pupil, parents, members of school staff, the LA and other professionals to monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.
- Interim or early reviews may be called where necessary, due to concerns raised by parents or the school, to make arrangements for transition or on the recommendation of a previous annual review or report.
- The Annual Review process consists of collection and collation of information from all involved parties, an Annual Review meeting attended by all involved parties, followed by a report to the LA on the outcomes of the meeting.
- The Annual Review will consider whether the pupil is progressing successfully towards the targets set out in the statement, whether new targets should be set, whether statement, provision and placement should be maintained.
- The agreed outcomes of the Annual Review meeting will be summarised and sent as a completed report pro-forma to the LA SENAR team where any substantial changes (particularly the addition of residential provision) will require the consideration and approval of the SEN panel.

d) Meeting the needs of pupils with identified specific conditions

The ethos of the school and the general principles of good behaviour management effectively meet the needs of the diagnosed conditions of the majority of the school's population.

- Pupils are set clear, firm, understandable boundaries
- A calm and consistent approach to unwanted behaviours is applied
- Classroom and school rules are discussed and understood by pupils
- Reasons for sanctions are clear and linked to specific behaviours
- Pupils are encouraged to reflect on areas for development
- Staff listen and consider carefully pupil's views
- A restorative approach to behaviour management is being adopted across the schools.

Meeting of pupils' needs is enhanced by using more targeted approaches to meet specific needs.

This is especially true in the case of Autistic Spectrum Condition. The school has undertaken a good deal of training with all staff to raise the awareness and understanding of pupils diagnosed with a condition on the Autistic Spectrum. Thus to address the needs of this group staff employ a number of strategies to address their needs, where appropriate to their position on the spectrum, and in addition to the principles outlined above. These include the use of pictorial, symbolic or written timetables to give a clear structure in which the ASC pupil can work. Communication is enhanced, where appropriate, by the use of social stories, comic strip conversations or symbols. Teachers may use texts featuring characters with Autistic Spectrum conditions to help pupils to gain a better understanding of the challenges they face.

6. Roles and Responsibilities

The SENCO role is shared between the Head Teacher and the Deputy Head teacher with support from the EHCP Co-ordinator. They conduct Annual Review Meetings, summarise the outcomes of these meetings and make recommendations to the LA SENAR team.

Changes to the EHCP can only be made by SENAR and/or their SEN panel which meets regularly to consider recommendations for change of provision. Major changes to the statement such as change of provision (including the addition of residential provision), change of school placement or ceasing to maintain a EHCP can only be made by the SEN Panel.

All teachers are responsible for the assessment of their pupils and the necessary planning to meet their needs, including the preparation and review of targets. Teachers also communicate with pupil and parents during the process of preparation and review of targets. Teachers produce a report outlining progress of pupils which also informs the Annual Review process. Teachers attend the Annual Review meeting where possible in order to contribute further to this process. Support staff work with pupils under the direction of the class teacher in order to support them in achieving targets.

7. Monitoring and Evaluation

The Head Teacher and Governors seek to ensure that the SEND policy is discussed, understood, agreed and put into practice.

As a school and in line with the code of practice success is measured against:

- How well the culture, practice, management and deployment of resources are used to ensure the success of all pupils.
- The extent to which best practice is known and used.
- The extent to which pupils contribute to their own learning
- How parents and professionals work in partnership to ensure the best provision.
- The process of monitoring and reviewing practice and how this is then used to impact on learning.
- The effectiveness of the Annual Review process.
- How well the targets are meeting the needs of our pupils.