ST PAUL'S CE PRIMARY SCHOOL

St Paul's CE Primary School

Special Educational Needs Policy

Agreed by Governing Body on:	10 December 2025
Policy review date:	11 December 2026

At St Paul's Primary School it is our belief that all children have an equal right to a full and well-rounded education which will enable them to achieve their potential and become life-long learning where all are valued, trusted and work collaboratively to achieve this. We are committed to providing relevant and challenging learning experiences for all of our children that allow them the opportunities to achieve to the highest of standards.

This SEND policy details how we will do our best to ensure the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with special educational needs, allowing them to join in all school activities together with their peers.

St Paul's Primary School has a Special Educational Needs Coordinator (SENCO), and a named governor responsible for SEND. Together with the Head Teacher, they ensure this SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Through all teaching and learning we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at St Paul's Primary School we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Brighton and Hove that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about

public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

St. Paul's Primary school Local Offer can be found on https://www.brighton-hove.gov.uk/directories/special-educational-needs-and-disability-send-support/st-pauls-church-england-primary

This policy complies with the statutory requirement 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 Feb 2013
- ✓ SEND Code of Practice 0 – 25 (July 2014)
- ✓ Schools SEN Information Report Regulations (2014)
- ✓ Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- ✓ The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Positive relationships and Behaviour Policy (2018)

SEN definition

"Special educational needs (SEN)

xiii. 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.

xiv. 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***

1. ***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.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD."

(SEND Code of Practice 2015: pg. 15)

AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways:

➢ whole class, small groups and individual
➢ monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
➢ providing access to and progression within the curriculum
➢ working with parents and other agencies to provide support and opportunities for those children with SEND

- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing pupil progress

OBJECTIVES

- identify and provide for pupils who have special educational needs and
- additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and
- provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

TYPES OF SEN

SEN is divided into 4 types:

Communication and Interaction - this includes children with developmental language delay, impairments or disorders; Cerebral visual impairment; hearing impairment; plus those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or developmental co-ordination disorder.

Social, mental and emotional Health - this includes children who may have experienced trauma or show attachment difficulties; are withdrawn or isolated, disruptive or disturbing, hyperactive or lack

concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties e.g. pupils with cerebral palsy.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is *'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

we **must** make reasonable adjustments, including the provision of auxiliary

aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

IDENTIFICATION, ASSESSMENT AND REVIEW
The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Through discussion with the SENCo descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place twice a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Learning plans are used to record additional provision and interventions for pupils on the SEND register.

A Graduated Approach to SEN Support
At St. Paul's, we adopt a "high quality teaching" approach.
The key characteristics of high quality teaching are:

- ✓ highly focused lesson design with sharp objectives

- ✓ high demands of pupil involvement and engagement with their learning
- ✓ high levels of interaction for all pupils
- ✓ appropriate use of teacher questioning, modelling and explaining
- ✓ an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- ✓ an expectation that pupils will accept responsibility for their own learning and work independently
- ✓ regular use of encouragement and authentic praise to engage and motivate pupils.

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 high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks and termly pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We regularly assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.
This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline
• fails to match or better the child's previous rate of progress

• fails to close the attainment gap between the child and their peers
• widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support then forms 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 SEN of children and young people.

The four elements of the approach are:
- ✓ Assess
- ✓ Plan
- ✓ Do
- ✓ Review

Assess

This involves the class or subject teacher who is concerned about the child's rate of progress working with the SENCO to get as clear a picture as possible of the child's needs. It should bring together all the assessment data, both current and previous, gathered from as many sources as possible, including from the parents and the child themselves. This assessment information should be reviewed regularly to ensure that support and intervention are properly 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. Professionals from other agencies can be involved with parental permission.

Plan

Parents must be informed when special educational provision is being made for their child.

The teacher and the SENCO should agree in consultation with the parents 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 should 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 and the child's Provision Map.

Do

The class or subject teacher remains responsible for working with the child on a daily basis. Even where some interventions take place away from the main class, they still retain responsibility for the pupil. They should work with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and plan how their learning and their outcomes can be linked to and reinforced by classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed at the agreed date.

The impact and quality of the support and interventions should be evaluated along with the pupil's and parents' views. This should feed back into the analysis of the pupil's needs. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education, Health and Care Plan (EHCP) (or where the pupil has a statement of SEN or a Learning Difficulties Assessment that has not yet been converted to an EHCP), the LA must review that plan at a minimum every 12 months. Schools must co- operate with the LA in the review process.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a learning plan. Children with a statement or EHCP have learning plans which set out targets for each child. In addition every child has a pupil passport which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Passport. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings take place twice a year, where parents and pupils will be involved in reviewing progress and setting new outcomes to form their child's provision map. Pupil passports that are completed with the children form an important part of this target setting procedure.
Class teachers are responsible for evidencing progress according to the outcomes described in the learning plan and for maintaining and updating Pupil Passports. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

There are three levels of support for pupils with SEND of which funding is agreed locally and is given to schools under three main headings:

Element 1: an amount of money for each pupil in the school

Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. The amount varies from one authority to another. There is usually more funding for each pupil in a secondary school than in a primary school. In 2023-24 each child receives £3,351.88 in primary schools**.** This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEN.

Element 2: the school's notional SEN budget

Every school receives an additional amount of money to help make special educational provision1 to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The formula usually gives more money to schools that have more children on free school meals and more children who are not doing as well as others in English and Maths. This provides a good guide to how many children with SEN a school is likely to have.

A small number of schools may find they have many more children with SEN than expected. This might happen where, for example, a school has a good reputation for teaching children with SEN. Where this does happen, the school can ask the local authority for additional funding.

The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN.

Reminder: special educational provision is anything that is 'additional to or different from' the provision that is made for all children. Provision which is for all children is funded from the core budget.

Element 2 is called the notional SEN budget because no-one tells schools exactly how they should spend their money. When funding is delegated to schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEN; and the local authority has a duty to set out what schools are expected to provide from their delegated budget. 2 This information must be published on the local authority website.3

Element 3: top-up funding

If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block.

Element 3 is provided by the local authority for an individual pupil who has a high level of needs and schools are expected to use this funding to make provision for that individual pupil.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Brighton and Hove Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

WORKING IN PARTNERSHIP WITH PARENTS

We believe that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEN

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to other agencies where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies

regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The SENCO organises twice yearly parent / carer forums as well as ASC parent / carer meetings. During these times specialist services may be invited to talk to the group or staff from the school can demonstrate specific interventions or resources. The groups also provide a time for parents and carers to share information, advice and provide support for one another.

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 (SEN) 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.

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 are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENCO regularly attend the City Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole.
The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning difficulties
- supporting class teachers in devising strategies, planning interventions, learning plans and Pupil passports
- setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year or termly tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in local authority SEN forums / training / panels

Class teachers are responsible for:

- Providing quality first teaching for all children

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

TAs / INAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs to ensure inclusion of all pupils with SEND within the class. They play an important role in implementing targets shown on provision maps and maintaining Pupil Profiles as well as monitoring progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in the SENCo office; this room is locked overnight. Individual pupils details, learning plans, provisions and pupil passports are all recorded on the password protected school 'Edukey' website. SEND records will be passed on to a child's next setting when he or she leaves St. Paul's. The school has a GDPR policy which applies to all written pupil records and discussions concerning pupils.

ACCESSIBILITY

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. St Paul's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Positive relationships and Behaviour Policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Supporting Pupils with Special Medical Needs
- Personal Care policy

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

Rebecca Ferriday and Michelle Lord
December 2025