



SEND

Rationale

The Mission Statement of St Paul's School for Girls states that every aspect of school life is permeated by the belief of the school community:

- a) in a loving God, as revealed by Jesus Christ
- b) that all persons are sacred because each is made in the image of God and is therefore deserving of respect.
- c) that all creation is an expression of the goodness and love of God revealed through it.
- d) that all are entitled in justice, to be given the opportunity to develop fully as persons and thus have equality of access to the curriculum.

This policy is placed firmly in the context of the school's aims and Mission Statement which emphasises the dignity of the person and our commitment to delivering a broad, balanced and relevant curriculum to all pupils, within a Christian, Catholic environment. Each pupil is to be supported to feel personally valued, is to be helped to discover and develop her potential, to develop respect, reverence and responsibility for herself and others, and should at the end of her time in school face the future with confidence in her personal qualities and achievements.

1. Compliance and Setting

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) (Code of Practice 0 – 25 (April 2015) 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 (April 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- In conjunction with the Special Educational Needs Coordinator (SENCO), Senior Leadership Team (SLT), SEND Governor, Parents and Pupils.

The SENCO is Mrs Abigail O'Neill, St Paul's School for Girls, Vernon Road, Edgbaston, and Birmingham. Mrs O'Neill has completed the national SENCO Award 2020 (Birmingham University) fulfilling clause 64, C & F Bill, 2014.

The SLT SEND advocate is Dr Dawn Casserly (Headteacher)

Ref: *Role of the SENCO in Schools SEND Code of Practice, 6.89.*



Our SEND Policy is written in the light of St. Paul's School Mission Statement which believes that every person is created in the image of God, so everyone in school is equally important and entitled to be treated with respect and justice.

This policy is placed firmly in the context of the school's aim and mission statement which emphasises its commitment to delivering a broad, balanced and relevant curriculum to all pupils, within a Christian, Catholic environment. Each pupil is to be supported to feel personally valued and develop their potential.

This policy was written collaboratively between the SENCO, SLT, the SEND governor, parents and pupils. Contributions from parents and pupils have been included following questionnaire responses and parent meetings.

2. Aims

- To raise the aspirations of and expectations for all pupils with SEND.
- For St Paul's School to focus upon outcomes for children and young people and not just to focus upon hours of provision/support.
- To raise achievement of pupils with SEND.
- To work in partnership with parents and young people.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with SEND pupils
- To offer advice for parents in relation to their daughter's SEND
- To work with other professionals to provide targeted support for pupils where appropriate.

3. Identifying Special Educational Needs

The SEND Code of Practice April 2015 outlines four broad areas of needs.

These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas offer an overview of the range of needs that St Paul's will need to plan for. The purpose of identification is to work out what action St Paul's needs to take, not to fit a pupil into a category. At St Paul's 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 or young person.



Quality first teaching by class teacher/subject specialist teachers is vital in providing support for all pupils. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Pg. 88 Section 6.37 onwards.

What is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4A) A graduated approach to SEND

How does St Paul's decide which pupils are recorded as SEND?

Responsibilities of class teachers at St Paul's:

- All 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.
- All teachers have regular observations of their teaching to ensure the quality of this. Any teacher who requires additional support to meet the needs of pupils with SEND is given support from SLT, the SENCO and appropriate outside agencies.

Responsibilities of class teacher and SENCO:

- The class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This data includes high quality and accurate formative assessments before a decision is made about whether a pupil has SEND.
- For higher levels of need St Paul's uses the following services-
 - Pupil and School Support
 - Sensory Support Service
 - Mobility support Service
 - Educational Psychologist
 - Speech and Language Therapist



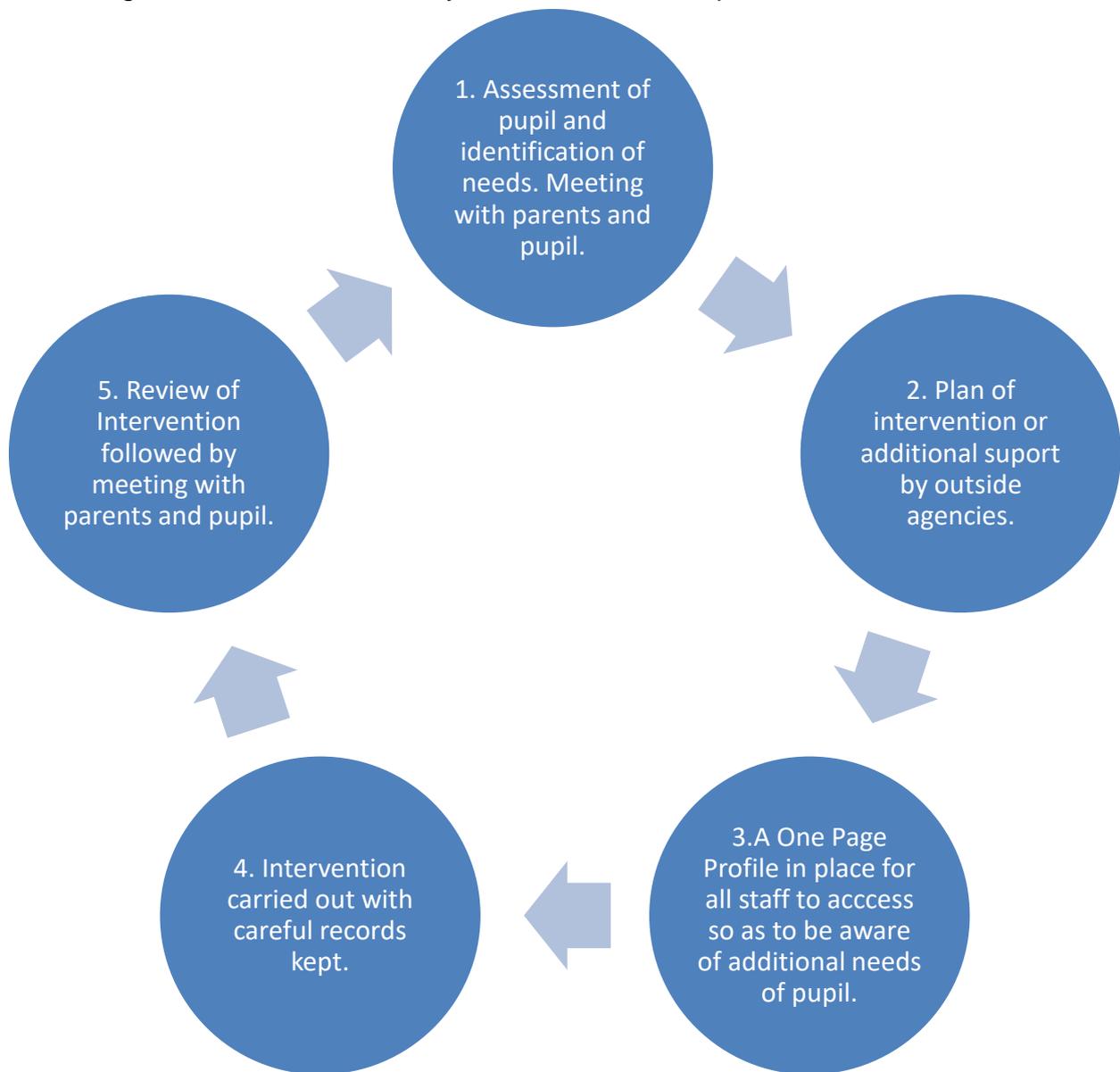
- Communication and Autism Team
- Decisions are made about referrals to these services through discussions with pupils, parents/carers, class teachers and SENCO.

How is the decision made to place pupils on the register?

- If following additional support from class teachers a pupil is still making slow progress then the SENCO will assess the pupil for SEND. A discussion with parents/carers and the pupil then takes place to plan what support is needed. This support follows a cycle of **ASSESS – PLAN - DO – REVIEW**. Interventions are planned for an individual or groups of children.

4B) Managing Pupils on the SEND register

The diagram below outlines the cycle of assessment - plan- do- review at St Paul's.



Reviewed Sept 19
Reviewed Sept 20
Reviewed Jan 22
Reviewed Oct 22



1. A pupil who has made slow or limited progress despite quality first teaching and planned evidenced additional support is referred to the SENCO. The SENCO then contacts parents to gather their views and will assess the pupil if appropriate. The needs of the pupil may require an assessment by an Education Psychologist or Speech and Language therapist. For any outside agency to assess or support a pupil, consent of parents is sought and the outcomes are reported back in a timely manner. The pupil is then recorded on the Inclusion list by the SENCO if the outcomes suggest the pupil has SEND.
2. A plan of support is then decided in conjunction with the pupil, parents and school staff. If outside agencies are involved they too take part in this planning. Smart Targets are written for the planned support and shared with pupil and parents. Each intervention is time limited.
3. The SENCO or a Pupil Intervention and Progress assistant (PIP) will then write a One Page Profile which outlines targets and additional support for the pupil. All One Page Profiles can be accessed by all staff via the shared area.
4. Interventions for support take place and are monitored by school staff. The SENCO monitors interventions on a two week cycle.
5. Support is reviewed and the success is evaluated through monitoring and any SMART targets set. A decision is then made about the next steps of support.

Every pupil on the Inclusion list has a termly meeting with the SENCO or PIP. It is the responsibility of the member of staff at the meeting to record changes to provision on the pupil's One Page Profile. Prior to these meetings the SEND team meet to discuss the next learning steps for all pupils on the Inclusion list. Teachers are asked to comment upon the progress of pupils in relation to their SEND targets. It is the overall responsibility of the SENCO to ensure that records of provision are kept up to date.

5. Criteria for exiting the Inclusion list

If a pupil makes accelerated progress and the gap between them and their peers has closed then the pupil will exit the Inclusion list. A decision will be made using internal data and standardised testing. A discussion between subject teachers, the learning support team, the pupil and parents will always take place before a final decision is made.

6. Supporting pupils and Families

- Parents are guided towards the LA offer (Regulation 53, part 4) via the school's information report.
- The school Information report can be found on the school website.(*Regulation 51, Part 3, section 69(3)(a)*)
- The school admission policy can be located on the school website.
- Pupils who have a persistent learning difficulty may have an assessment for dyslexia once they are in Year 9 at the discretion of the school.
- Pupils who are currently on the Inclusion list, or those who have been on this list during the previous twelve months, are assessed in the summer term of



Year 9 for access arrangements. The SENCO currently assesses pupils for access arrangements and it is her responsibility to inform parents and pupils of the outcomes of assessments. The exams' officer then works in conjunction with the SENCO to monitor the implementation of these arrangements. All teachers are made aware of pupils who have access arrangements through INSET time, pupil One Page Profile and via a list in the shared area.

- St Paul's will take into account reports written by other professionals and implement any strategies recommended where there are resources available within the confines of the school. Reports in relation to access arrangements written by other professionals will be considered but not necessarily implemented unless the directions are in line with the pupil's usual way of working **within school**.
- Transition is supported within school through pupil support plans where all support is recorded by class teachers each academic year. If a pupil leaves St Paul's their SEND records are sent to the new school. It is the responsibility of the SENCO to complete any post 16 questionnaires about additional support pupils have received. The SENCO also has the responsibility of liaising with outside agencies for the successful transition of vulnerable students. – from class to class, across key stages and to another school – including Secondary School and Post 16.

7. Supporting pupils at St Paul's with medical conditions:

- St Paul's recognises that pupils at school with medical conditions should be fully 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 an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.
- Pupils with medical needs are supported through plans provided by the LA nursing team. An identified senior teacher, Mrs Canavan, coordinates this process and ensures that information is given to both teaching and non-teaching staff where appropriate. Meetings are held with parents, pupils, and the senior teacher responsible for medical needs and any other professionals involved with the child's care. Training is given to all staff to meet the medical needs of all girls. See medical policy.

8 Monitoring and evaluation of SEND

- The progress of each pupil is monitored carefully following the school's assessment calendar. Each student has formal assessments termly which are then reported to parents.
- The SENCO uses the data from this monitoring to plan additional support needed for both pupils and departments where appropriate.



- Parents and pupils have an opportunity to express any concerns about progress or provision termly.

9. Training and resources.

- SEND is funded through the notional SEND budget.
- Staff training needs are identified through lesson observations either at a departmental or SLT level. Pupil needs also dictate staff training needs; for example, staff may need additional training to support the needs of a visually impaired student. The SENCO arranges this.
- 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 who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

10 Roles and responsibilities

- Role of SEND Governor. The (SEND) Code of Practice 1 September 2014(6.3) states there should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND. The SEND Governor is Mrs. Maria Hodgson. Her role includes:
 1. Helping to raise awareness of SEND issues at governing body meetings
 2. Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
 3. Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school in conjunction with the SENCO
 4. Helping to review the school's policy on provision for pupils with SEND
 5. Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice
- SEND Pupil and Progress Assistants (PIPs) are line managed by the SENCO. The role of a PIP is to support pupils with SEND both in class and in small groups to make accelerate progress.
- Designated Teacher with specific Safeguarding responsibility is Mrs Canavan. The member of staff responsible for managing **CIC/LAC (Children in Care/Looked After Children)** funding is Mrs Canavan. The link Governor for **CIC/LAC (Children in Care/Looked After Children)** is Mr **Phil Coughlan**.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Canavan.



11 Storing and managing Information

All data is stored in accordance with the school Data Protection Policy and GDPR. Manual data and records for current students will be stored where it is not accessible to anyone who does not have a legitimate reason to view or process that data. Electronic data is stored in a similar way.

12 Reviewing the policy

- In line with the Code of Practice 2014 this document will be reviewed annually. All stakeholders will be involved in this process through informal discussions.

13 Accessibility

Statutory Responsibilities

- St Paul's in accordance with the SEN and Disability Act 2001 has an accessibility plan in place which is reviewed every three years.
- St Paul's works in partnership with pupils and adults with additional needs to remove barriers to learning. The support of outside agencies also helps school to identify possible barriers and solutions. A checklist is in place and updated regularly.
- All pupils have access to curriculum, after school clubs and visits. The individual needs of pupils are assessed and reasonable support is implemented so that the pupil can access all activities.
- The school site has been adapted to meet the needs of a number of VI pupils. This work has been carried out with input from the Sensory team.
- Support for students with visual stress is offered via appropriate coloured exercise books. Pupils also have access to laptops where they have a learning need. Text books are also enlarged for any student requiring this format.
- The SENCO can be contacted via email or telephone. All pupils on the SEND Inclusion list have her email address. The SENCO aims to reply within twenty four hours.

14 Dealing with complaints

- Complaints are dealt with following school policy. The aim is always to offer a resolution to any difficulties.
- The SEND Information report clearly states how a parent may complain to the school. In the first instance the parent would contact the SENCO who investigate the complaint. After discussion with the member of staff involved a plan of resolution would be formed in conjunction with the student and parent.
- If the complaint is about the SENCO then parents have the contact details of the SEND governor and the Head teacher.



15 Bullying

- Bullying of all learners is dealt with by following the school Bullying Policy. In all cases of reported bullying the following systems are in place: an investigation into alleged bullying, statements are recorded and information gathered is checked. If bullying has occurred then there will be a correction of actions and counselling is offered. The aim is to change behaviors of any pupil who had behaved unkindly to another student through following the Gospel value that all persons are deserving of respect.
- The school bullying policy can be found on the school website.
- Vulnerable students are offered a support group at lunch time where there are planned and structured activities led by an adult; this still offers the girls an opportunity to socialize with their peers. This is particularly important for those girls with autism who may find unstructured times confusing and disorientating.
- Vulnerable learners, those with autism or those with social communication difficulties have support via a social skills group. This is an opportunity for these girls to learn how to communicate effectively.
- Vulnerable learners and their parents are invited to an e-safety awareness session.

16) Appendices

- Parents can contact Mrs O'Neill, SENCO, either through the school office 0121 454 0895 or email aconeill@stpaulgl.bham.sch.uk
- Parents can contact Mrs Hodgson, SEND Governor, via the school office 0121 454 0895
- All other staff can be contacted via the school office 0121 454 0895

Glossary

CIC – Children In Care

EAL- English as an Additional Language

EHCP - Education, Health, Care Plan

LA- Local Authority

LAC- Looked after Children

PIP- Pupil, Intervention and Progress Assistant

Nasen- National Association for Special Educational Needs

SENCO- Special Educational Needs Coordinator

SEND- Special Educational Needs and Disability

SLT- Senior Leadership Team

SMART- Specific, Measurable, Attainable, Realistic and Timely targets

VI- Visually Impaired

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