

## **St Paul's School for Girls SEND Policy 2018**

### **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 a 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 Miss Helen Davies, St Paul's School for Girls, Vernon Road, Edgbaston, and Birmingham. Miss Davies has completed the national SENCO Award 2014 (Birmingham University) fulfilling clause 64, C & F Bill, 2014.

The SLT SEND advocate is Dr Dawn Casserly (Head Teacher) 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.

## **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 SEN Inclusion Policy
- To provide support and advice for all staff working with pupils who have SEND
- 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 need

(6.27-6.35) 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.

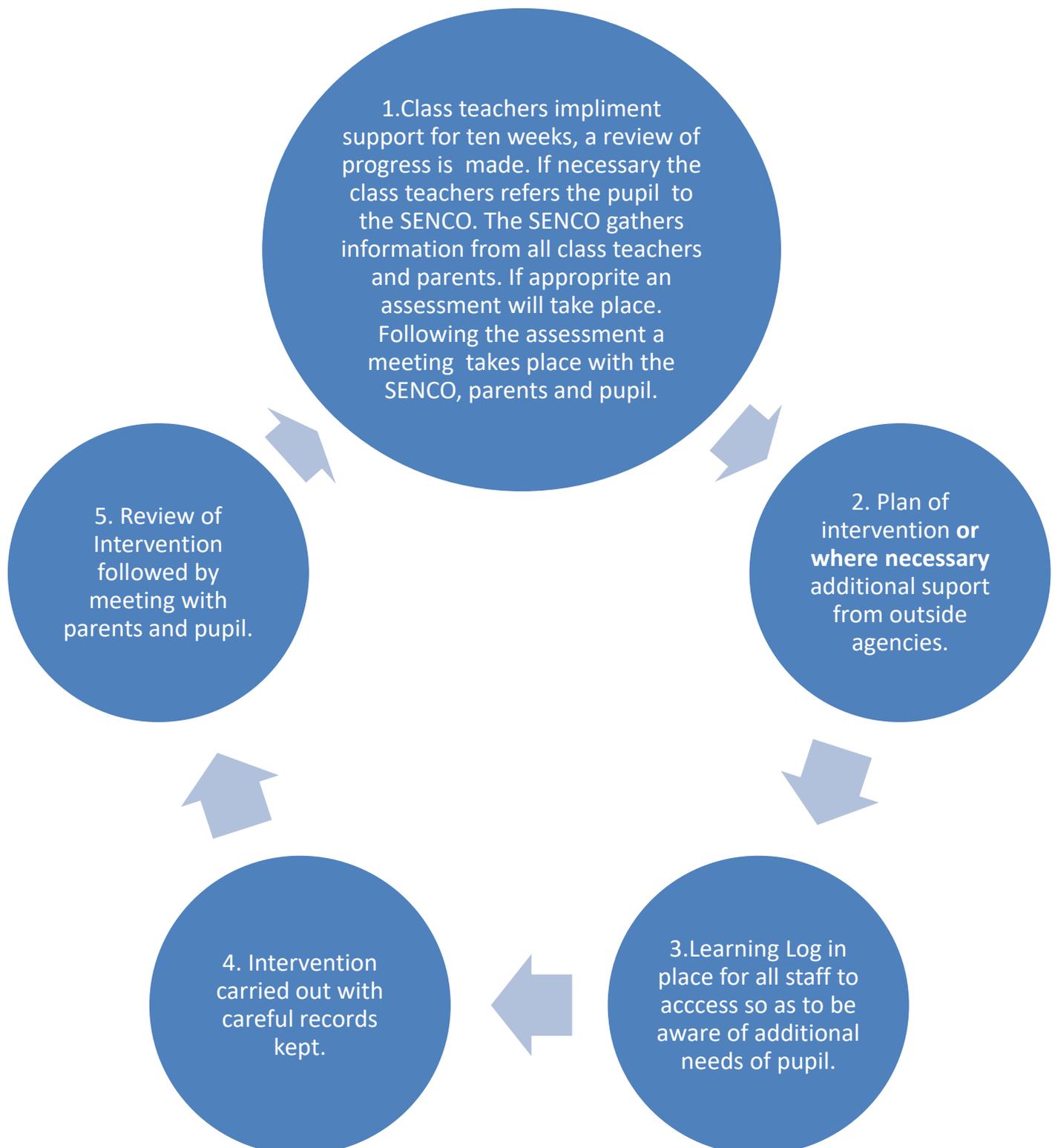
Responsibilities of class teacher and SENCO:

- The class teacher and SENCO consider all 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 a class teacher identifies that a pupil potentially has additional needs, then classroom support for a minimum of ten weeks from the class teacher is implemented. The class teacher reviews the impact of this support and if the pupil continues to make less than expected progress the pupil will be referred to the SENCO. The SENCO then gathers feedback from all class teachers in relation to the pupil's progress and contact parents to discuss any concerns they may have. The SENCO, using collated evidence, decides whether a SEND assessment is appropriate. If an assessment indicates that a pupil has any additional needs, then support must be put in place. A discussion with parents/carers and the pupil takes place to plan support. 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 above outlines the cycle of assessment - plan- do- review at St Paul's.

1. A pupil who has made slow or limited progress despite quality first teaching and planned evidenced additional support from the class teacher is referred to the SENCO. The SENCO contacts parents and all class teachers to gather their views and will assess the pupil if appropriate. The needs of the pupil may require additional assessments from the 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, usually through a face to face meeting. The pupil is then recorded on the Inclusion list by the SENCO if the outcomes suggest the pupil has SEND. This information is always shared with parents.
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 Learning Log which outlines targets and additional support for the pupil. All Learning Logs 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 the 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, PIP or class teachers. It is the responsibility of the member of staff at the meeting to record changes to provision on the pupil's Learning Log. 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.

### **Entry onto the Inclusion list for pupils with Social Emotional and Mental Health needs (SEMH)**

If a pupil is working with an outside agency for SEMH support, then this need may impact upon their school life. At St Paul's we consider the holistic needs of all pupils and these extend beyond the classroom and academic pursuits. When a parent notifies the school in relation to any support their daughter receives for SEMH then this information is shared with the SENCO.

The SENCO will talk to the pupil and parent to see what support they need and would like from the school to enable the holistic wellbeing of the pupil to be maintained. School will consider what support they can offer in conjunction with outside agencies.

For a pupil to be placed on the Inclusion list for SEMH the difficulties would either be persistent or acute, affecting attendance or academic progress. Usually the pupil would be working with a psychologist, psychiatrist or counsellor on a regular basis. In exceptional circumstances where the school feels that it is appropriate to support the pupil whilst a referral is made to Forward Thinking Birmingham then support may be offered. Support offered is not in place of specialist mental health intervention. This support is to supplement and reinforce strategies used by specialist providers. The aim of in school support is to reduce the impact of difficulties upon academic progress and attendance. Pupils experiencing emotional difficulties - for example, bereavement - may also be supported in school and a referral may also be made to an appropriate outside agency.

A baseline assessment will be carried out before any intervention begins. The assessment may include the use of the Strengths and Difficulties questionnaire or the Boxall Profile.

As with all other pupils on the Inclusion list, a Learning Log will be written in partnership with the pupil and their family; this will be shared with teachers.

## **5.) Criteria for exiting the Inclusion list**

If a pupil makes accelerated progress and the attainment gap 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.

### **Exit from the Inclusion list for SEMH**

Following a period of intervention from outside agencies and in school support, a termly review meeting will be held with the pupil, parents and, where possible, other professionals involved.

If the pupil has been discharged from outside agency involvement, then there will be a period of 'watchful waiting' rather than regular school support continuing. If the pupil continues to maintain good academic progress and attendance they would then exit the Inclusion list

A review of the baseline assessment and academic progress would be completed before exiting the Inclusion list.

### **SEMH impacting upon ability to attend lessons and learn**

If a pupil with SEMH needs arrives at the school and is unable to learn due to their anxieties or mental health needs, then a parent would be contacted. On an individual basis a decision would be made as to whether the pupil should be collected by an adult and then study at home for the remainder of the school day.

## **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)*)
- St Paul's has termly parent coffee mornings, usually targeting a specific area of need.
- 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 if this is deemed helpful to identify required support.
- 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. Any assessments for access arrangements begin with information provided by class teachers. 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 Learning Logs and via a list in the shared area.
- St Paul's will consider reports written by other professionals and will consider implementing strategies recommended where there are resources available within the confines of the school. Reports in relation to access arrangements written by other professionals will only be considered in line with the pupil's usual way of working **within school and JCQ regulation.**
- Transition is supported within school through Learning Log records where all support is recorded by the SENCO each academic year. 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 with medical conditions should be fully supported so that they have full access to education, including school trips and physical education, using the best endeavours of the school. 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 (EHC) plan 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 as appropriate.
- Parents and pupils have an opportunity to express any concerns about progress or provision termly.
- Following feedback from pupils and parents discussions with staff take place to see what provision alterations can be made.

## **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.
- 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.
- The SENCO is a member of PATOS.

## **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 SEN 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 and disability 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.
6. 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.
7. Designated Teacher with specific Safeguarding responsibility is Mrs Canavan
8. The member of staff responsible for managing LAC funding is Mrs Canavan
9. The member of staff responsible for managing the 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.

Manual data and records for current students will be stored where it 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.

## **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.
- All pupils have access to a broad 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, using best endeavors.
- The school site has been adapted to meet the needs of a VI student. 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, following evidence from outside agencies. 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 an email address to contact the department. 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

- St Paul's SEND Information Report, 2014 can be found on the school website.
- Policies included:
  - [Inclusion Policy](#)
  - Medical needs Policy
  - [Bullying Policy](#)
  - [Disability and Equality Policy](#)
- Parents can contact Miss Davies, SENCO, either through the school office 0121 454 0895 or email [educationsupport@stpaulgl.bham.sch.uk](mailto:educationsupport@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

EAL- English as an Additional Language

EHC Plan- Education, Health, Care Plan

LA- Local Authority

LAC- Looked after Children

PATOS- Professional, Association of Teachers of Students with specific learning disabilities

PIP- Pupil, Intervention and Progress Assistant

SEMH- Social Emotional and Mental Health 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



St Paul's School for Girls

SEND POLICY reviewed Autumn 2018

