



# St Paul's Church of England Primary School Special Educational Needs Policy

**Adopted by:** Full Governing Board  
**On:** 11<sup>th</sup> November 2021  
**Review:** Autumn 2022

## A - Compliance

This policy complies with the statutory requirement laid out in the *SEND Code of Practice: 0 – 25* (January 2015) 3.66, page 55 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice: 0-25 DfE (January 2015)
- School SEN Information Report Regulations (2014) – Hampshire's Illustrative Regulations on: [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at School with medical conditions DfE (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document DfE (September 2013)
- Child Protection Policy
- Accessibility Plan
- Teachers Standards DfE (June 2013)
- NASEN Help Sheet: Updating SEN Policy for Schools (2014)
- This policy was created by the Headteacher with the Inclusion Coordinator and SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND

## B - Key Information

The Inclusion Coordinator role is a defined role within the school's staffing structure, separate from the SLT. Mrs Corinne Lee is the school's Inclusion Coordinator. The Headteacher is the advocate on the SLT.

The Governor with oversight of the school's arrangements for SEN and disability is Mrs Sara Ward.

## C - School Aims, Beliefs and Values

*Caring for All; Growing with God*

*The central Christian ethos of the whole school community promotes a reflective, caring and respectful attitude towards others and the environment.*

- *There are high expectations of all members of our school community and success in all areas is celebrated.*
- *We strive to use resources effectively and support our staff in their professional development, thus enabling all children to become successful, happy and confident.*
- *We foster a proactive attitude towards new technologies, thus providing further opportunities to support learning throughout the school.*

- *We encourage children to be involved in their own learning and to have positive self-esteem, enabling them to take a full and valuable part as citizens in the wider community.*
- *Our school values each child. We encourage all children to maximise their potential in all areas of the curriculum and their personal development.*
- *We are committed to the idea of equal opportunity regardless of gender, disability, race, creed or colour.*

We recognise that mainstream schooling should be an option for as many pupils as possible. Pupils with Special Educational Needs (SEN) and those with disabilities often thrive in mainstream schooling where adequate provision is available and that the whole school benefits from an inclusive approach. Our policy establishes how we make appropriate provision for SEN pupils and those with disabilities and how we work with partner agencies to ensure that all pupils in our school maximise their potential in all areas of the curriculum and their personal development.

We believe that every teacher is a teacher of every young child or young person including those with SEN and/or a disability.

The aim of our school's approach to SEN is to raise the aspirations of and expectations for all pupils with SEN and/or a disability. Our focus is on outcomes and not just hours of provision or support. We promote high standards and the fulfillment of potential to enable our pupils to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition first to high school and then on into adult life.

In line with legislation, we:

- use our best endeavours to make sure that a child with SEN and/or a disability gets the support that they need – doing all we can within a mainstream setting to meet children's SEN or disability
- ensure that children with SEN and/or a disability engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the Inclusion Coordinator
- inform parents when we are making special educational provision for a child, beyond usual class differentiation or usual streaming/setting arrangements
- publish a SEN information report, providing details of the school's SEN provision

#### **D- Policy Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide an Inclusion Coordinator who will work with SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils and those with disabilities

## **E - Identifying Special Educational Needs**

Special educational needs can be characterised against four broad areas of need:

### **1) Communication and interaction**

*Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

### **2) Cognition and learning**

*Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.*

*Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

### **3) Social, emotional and mental health difficulties**

*Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

### **4) Sensory and/or physical needs**

*Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.*

At St Paul's School we identify the needs of the pupils by considering the needs of the whole child, not just the special educational needs and/or disabilities of the child.

In deciding whether to make special educational provision, the class teacher and Inclusion Coordinator consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals in the local authority.

There are other factors, which can have an impact on progress and attainment, but they ARE NOT Special Educational Needs. These include:

- Disability (Schools have a "reasonable adjustment" duty under Disability Equality legislation) A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Disability on its own does not automatically constitute SEN. Some children with a disability are not considered to have SEN. An example might be where their disability does not prevent or hinder them from making use of educational facilities.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behaviour is not a definition of SEN but may be a response to a need within the SEN broad areas of need.

#### **F- A Graduated Approach to SEN Support**

This section of the policy sets out the process by which our school identifies and manages children with SEN.

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.

All pupils at St Paul's school are entitled to receive high quality teaching, differentiated for individual pupils. It is also the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Senior leaders, Middle leaders, governors and the LDBS attached advisor regularly assess the quality of provision through observation, review and moderation of teaching, assessment outcomes, books, learning environment and pupil and parent views. The outcomes of these and other monitoring activities are used to plan support and in-service training for staff. This includes improving teachers' understanding of strategies to identify and support vulnerable pupils and to develop their knowledge of the SEN most frequently encountered.

Pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching offered by high quality teaching. The model below identifies the progression through high quality teaching used to determine a SEN identification:

| Non-SEN Support   |  |  | SEN Support   |  |   |
|---|--|--|---|--|---|
| Wave 1  | Wave 2   | Wave 3   | Wave 1  | Wave 2   | Wave 3  |
| High quality, differentiated teaching.  | High quality, differentiated teaching, plus a time-limited intervention. (For pupils who may need help to accelerate their progress) | Individualised long-term support for a child's long-term need. The child may have a need that is not SEN, for example, being an EAL child, needing long-term language support to secure vocabulary and language. | High quality, differentiated teaching.  | High quality, differentiated teaching, plus a time-limited intervention. (For pupils who may need help to accelerate their progress) | Individualised long-term support for a child's long-term need. The child will have a SEN need. This pupil may have some intervention from an external specialist. |
| <p>This support structure is in place to support pupils who may be making poor progress because of a reason unrelated to SEN, such as:</p> <ul style="list-style-type: none"> <li>• A gap in learning</li> <li>• A learning delay with a positive trajectory</li> <li>• Low attainment</li> </ul> |  |  | <p>Where a SEN need lies beyond wave 3, an Education, Health and Care Plan assessment may be requested.</p> |  |   |

High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The decision to make special educational provision is usually taken by the class teacher and the Inclusion Coordinator. The Inclusion Coordinator schedules termly meetings with teachers to review needs in their class and is available at any other time should an urgent need for provision become apparent, for example following the admission of a new pupil. The class teacher and Inclusion Coordinator consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. The teacher and Inclusion Coordinator may also use effective tools and early assessment materials available within the school.

The Inclusion Coordinator participates in termly meetings with the school's designated Educational Psychologist from the local borough. These meetings are used to identify and address the need for assessment with more specialised assessments for pupils with the highest levels of need.

The decision to place pupils on the SEN register is taken by the Inclusion Coordinator in consultation with the class teacher and the SLT SEN advocate. The decision is taken against an assess, plan, do and review cycle. The assessment and plan element of this cycle are used to determine placement on the register.

Where a teacher has concerns about a child and their progress and feels that there may be a special educational need, they will speak with the parents and the Inclusion Coordinator. If a pupil is being considered for inclusion on the SEN register, the class teacher and/or Inclusion Coordinator will discuss their concerns and the assessments that they have made with the pupil's parents before finalising a decision.

Teachers and/or the Inclusion Coordinator may discuss their concerns with the pupil and his/her parent depending upon the age of the pupil. The teacher and/or Inclusion Coordinator will use age-appropriate language to ensure that the pupil understands the discussion and can contribute effectively.

The school has an open door policy, meaning that teaching staff, middle and senior leaders are all accessible informally at the end of the day, by telephone or by email. Parents can also book an appointment with staff through the school office. The school holds termly parents' meetings for all parents, and the Inclusion Coordinator will be in attendance.

If a parent has a concern about possible SEN needs of their own child, they are encouraged to speak with their child's class teacher. They may also make an appointment to meet the Inclusion Coordinator.

### **G - Managing Pupils' Needs on the SEN Register**

The school has a framework for identification, intervention and review for pupils identified with special educational needs. Class teachers are the lead professionals for managing pupils' SEN needs. The Inclusion Coordinator manages and assures quality across the framework.

Class teachers and parents can discuss the needs of any pupils with the Inclusion Coordinator throughout the year to determine whether or not a pupil may have special educational needs that require further provision.

The Inclusion Coordinator schedules termly meetings with all class teachers to discuss and review the needs of pupils in their class. The purpose of these meetings is to: a) identify pupils with SEN and plan for their needs. b) to review provision for existing SEN pupils. The Inclusion Coordinator supports each class teacher to make and distributes records of the meetings, which identify agreed actions for each pupil with SEN. The record includes:

- The SEN needs that have been identified
- How to remove key barriers to learning effectively
- What actions will be taken

Pupils recorded on the school's special needs register are identified as SEN Support pupils.

For those children with the highest level of SEN need, the teacher and Inclusion Coordinator may complete a Support Plan, which is reviewed and updated at each subsequent meeting. The Support Plan sets out:

- the SEN needs that have been identified
- outcomes for the child
- the additional provision and support needed in order to achieve these outcomes
- how long it will be needed for
- who will deliver the provision
- what budgetary implications there may be
- what success will look like
- when progress within the Support Plan should be reviewed.

The class teacher is the lead in developing SEN records and Support Plans for their class. The class teacher also holds responsibility for evidencing progress according to the outcomes described in the plan.

Progress for all pupils is reviewed in the school's benchmarking meetings. The Inclusion Coordinator has information from benchmarking meetings alongside the teacher meetings. The purpose of this is to review the progress of the children on the SEN register, for SLT to feedback teachers comments on SEN to the Inclusion Coordinator, and for a plan of action to be agreed upon. Where it is decided that further action and support is needed for a child, the plan of action should be distributed to those adults involved in their education, including teachers and support staff.

#### *HOW IS LEVEL OF PROVISION DETERMINED?*

St Paul's CE Primary School is a mainstream school without any specialist unit. We support pupils with SEN in line with our statutory obligations, as described in this policy. Where a child's (currently on the school roll) needs cannot adequately be met in our mainstream setting, we will support families in identifying and securing a place in a more specialised setting.

We may not be able to meet a child's SEN needs for a number of reasons:

- The building or site, despite reasonable adaptation, is unable to provide an appropriate environment for the pupil's needs to be met.
- Staff in the school have insufficient specialist skills or experience to meet the needs of the pupil and appropriate training is: inaccessible, beyond the reasonable training capabilities of the school (may require extensive HE level training) or a suitably qualified professional cannot be recruited or engaged within the budget available to SEN provision.
- The school is unable to provide specialist resources, which are beyond the scope of a mainstream school and the budget allocation for SEN provision.
- Pupil numbers and mainstream provision present a barrier to progress for a pupil with SEN.
- Resources and provision in a specialist setting may be better able to meet the needs of the pupil and remaining in our school would limit progress.

Where an application for a place at the school is received for a child (not yet on roll) with an identified SEN need, careful consideration is given to the application and the details provided through the local authority. The school makes an assessment of the child's needs and the capacity of the school to meet those needs. Where the pupil's needs can be met within the scope of the school's SEN provision, as set out in this policy, a place will be given and the SEN process described above will operate to ensure that the pupil's needs are appropriately met. Where there may be some question as to whether our mainstream setting is an appropriate setting, further advice and information is sought from the local authority. If on receipt of that information, the school is able to meet the needs, a place is offered. If the school is not able to meet the needs the local authority is informed, with a detailed response outlining the areas of need that the school feels it would be unable to meet.

Where a pupil is identified as having a high level of need, either having worked through to Wave 3 of SEN support as described above or having been admitted with a high level of need, the school may need to engage specialist services to support the provision.

The main route for obtaining a specialist assessment and intervention is through the termly meetings between the Inclusion Coordinator and the school's designated Educational Psychologist. Pupils' needs and current provision are discussed in the meeting in order to identify the appropriate specialist support needed and to ensure that access is prioritised. The specialist professionals that the school works with include:

- The Education Welfare service
- The Early Intervention Service (Educational psychology) SENSS – visual, hearing, physical impairments team, family support services, therapeutic services)
- Hounslow Language Service (HLS)
- Speech and Language Therapists
- Specialist nursing service
- Occupational Therapists
- Physiotherapy service
- Child and Adolescent Mental Health Services

All children identified as needing further specialist support will already be within the school's SEN Support framework and their parents will already be involved in the planning and implementation of provision. The class teacher and Inclusion Coordinator will contact parents in advance of any assessment or involvement of a specialist. Parents and pupils will be invited to meet with the specialist and contribute to the support package offered by them. Parents will also be invited to review meetings as the package unfolds.

Additional, individual support may be bought in when it falls within a child's EHC plan.

Where a child enters the school with pre-existing specialist support commissioned by a previous state-funded provider, the school will liaise with the specialist to determine whether support should continue with the current specialist or be transferred to specialists within the local authority.

On occasion a parent may commission private specialist support. The Inclusion Coordinator will liaise with any private specialist once the school is informed, sharing information with the parent's

permission. Where needs and provision meet the threshold for support through the SEN system, the school may discuss a child's needs with the Educational Psychologist.

The school may apply to the local authority for additional funding to support their *High Needs*. The LA has a protocol for applying for *High Needs* funding. This can be found on the *Hounslow Services for Schools* website under the Local Offer. The *High Needs* Panel considers applications from schools. The funding is provided for pupils whose needs fit the following criteria:

**a. Medical Referrals:**

Where a pupil has a short-term medical need which cannot reasonably be contained within the school's normal allocation of resources, due to additional staffing needs.

Where the pupil has sustained an accident, which has left short-term physical or sensory impairment as a result of which intensive and or/specialist support is required.

Where a pupil requires a one-off item of specialist equipment linked to their medical condition or disability, which is necessary to enable them to access education

**b. New arrivals:**

Where a pupil has arrived in the authority without a statement, but the level of the pupil's special needs is above that intended to be covered by the devolved SEN resources. Their needs may be for supervision to ensure the pupil's safety and welfare or for medical or personal care.

**c. Health and Safety:**

Pupils who do not have a statement, but whose behaviour has escalated to such a level that they are posing significant health and safety risks to themselves and/or others;

Pupils who demonstrate frequently repeated behaviour which poses a risk of significant harm to him/herself and/or others;

Pupils whose behaviour cannot be managed within the established support mechanisms and who routinely require more than one member of staff to maintain their own or others' safety.

The Inclusion Coordinator will coordinate applications for *High Needs* funding, liaising with parents and pupils. The application is signed off by the Headteacher. An application for *High Needs* funding is made on the LA application form, downloadable from the Services for Schools website:

[https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/High\\_needs\\_funding.aspx](https://fsd.hounslow.gov.uk/synergyweb/local_offer/High_needs_funding.aspx)

**H - Criteria for Exiting the SEN Register**

As part of the termly review meetings the class teacher and Inclusion Coordinator will review progress of all children identified with SEN. Children whose attainment and progress match national expectations, whose SEN needs have been addressed through SEN provision and who are not likely to fall back if provision is reduced will be identified for removal from the SEN register.

Where pupils have a high level of SEN need, with a Support Plan and external support, advice will be taken by the Inclusion Coordinator from the professionals involved with the pupil as to whether their SEN support can be reduced or whether the child can be removed from the SEN register. The Inclusion Coordinator will discuss any changes to SEN status for pupils with high needs with parents and with the pupil, where appropriate.

### **I - Supporting Pupils and Families**

We publish information about the school's SEN policies, procedures and practices on the school website. In addition, we link to the Local Authority's Local Offer:

[https://www.hounslow.gov.uk/info/20080/children\\_with\\_disabilities/1826/hounslow\\_local\\_offer](https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer)

The LA Local Offer provides details of all support services and organisations available within the borough.

The school publishes its own *SEN Information Report* with information about provision and practices. This is available on the school website:

<https://www.stpauls.hounslow.sch.uk/index.php/special-educational-needs>

A hard copy of this document can be obtained from the school office on request.

The school works with a range of local organisations and charities to support pupils and families. In the past year this has included *The Lady Capel* fund, *Need and Taylor* and other local charities.

The school's admissions arrangements are published on both the school's website:

<http://www.stpauls.hounslow.sch.uk/index.php/admissions> and on the LA website:

[http://www.hounslow.gov.uk/index/education\\_and\\_learning/schools\\_and\\_colleges/admissions.htm](http://www.hounslow.gov.uk/index/education_and_learning/schools_and_colleges/admissions.htm)

The Inclusion Coordinator and class teacher work together to apply for access arrangements for pupils with SEN when they are completing national assessments. They follow the national guidelines published by the DfE. Access Arrangements can include alterations to the presentation of the papers, rest breaks, provision of additional time, provision of a reader, scribe or amanuensis or use of a technological aid. Similar access arrangements are provided within school for other significant assessments.

The school has a transition plan. The transition plan provides the opportunity for staff and pupils to gain information on the next step in their education before starting the new academic year. In the summer term, class teachers, with the support of the Inclusion Coordinator devise a transition plan for pupils with Education Health Plans. These plans are shared with relevant professionals and the parents and pupil. Attached Learning Support Assistants contribute by creating a transition journal for the pupil, including pictures and information about the new class.

In the summer term, teachers meet together to pass information up to the next teacher. This includes information about pupils with SEN. Teachers also meet their classes in the final full week

of the school year. The Inclusion Coordinator liaises with teachers to support the transition of SEN pupils.

The Inclusion Coordinator works with the local authority to support pupils with Education Health Plans in applying for a secondary school place.

In the summer term, the Inclusion Coordinator meets secondary colleagues to share information on SEN pupils with their receiving school. Most pupils will also participate in a transition day in the final half term of the school year, attending their new school for a session.

The school has a policy on supporting medical conditions of pupils. This can be found on our website on the policies page.

### **J - 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 pupils may also have Special Educational Needs and may have an Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as special educational provision and the SEND Code of Practice (2014) is followed.

The school has clear arrangements for supporting pupils with medical conditions and these are set out in the policy *Supporting pupils with medical conditions*. The policy can be downloaded from the [policy section](#) of the school website or a hard copy can be requested from the school office.

### **K - Monitoring and Evaluation of SEND**

The school regularly monitors and evaluates the quality of provision for all pupils with SEN. We review academic progress in benchmarking meetings. The quality and impact of provision for children with an EHCP is evaluated as part of the review process.

The Inclusion Coordinator evaluates the quality of provision through observation of teaching and TA/LSA staff and through evaluations at the end of specific interventions. The Inclusion Coordinator also seeks evaluation from outside professionals providing support in the school.

At the end of the academic year, the Inclusion Coordinator produces a summary report on the effectiveness and quality of provision. The Inclusion Coordinator identifies possible future developments and refinements to SEN provision in the school.

The SEN governor meets with the Inclusion Coordinator termly to evaluate and review SEN provision in the school.

The school conducts parent, staff and pupil surveys throughout the year. Aspects of SEN provision are identified in these surveys.

## **L - Training and Resources**

The school receives funding for Special Educational Needs provision through the schools' funding formula, allocated through the Local Authority annually. The school receives some additional funding for pupils with seducation health care plans. This funding is used to meet the needs of pupils with SEN for example through: buying into LA specialist provision, employing additional staff to work with SEN pupils, purchasing resources and providing training for staff.

SEN INSET (In-service training) is determined according to: the specific needs of current SEN pupils, the experience and skills of staff in the school and availability of SEN training from the LA and private providers. We prefer to provide whole-staff INSET on key SEN issues and needs as this underscores the inclusive aspect of SEN provision. Examples of recent whole-school SEN training include dyslexia and specific literacy needs, Speech and Language and Autistic Spectrum disorder. Individual or small group inset is provided for staff working closely with pupils with a high level of need or to deliver a specific SEN programme.

During the first INSET session of each academic year and during induction for staff employed in-year, SEN provision and needs are explained and discussed. The Inclusion Coordinator meets regularly with teaching and support staff to explain systems and structures around the school's SEN provision and practice and to discuss the individual needs of pupils.

The school's Inclusion Coordinator attends LA network meetings in order to keep up to date with local and national updates in SEND. The school also subscribes to NASEN, The national association for special educational needs.

St Paul's CE Primary school, as a VA CE school, is part of the London diocesan board for education. We participate in SEN networks and support provided within the diocese.

## **M - Roles and Responsibilities**

### *The SEN Governor*

The role of the SEN governor is strategic. There are four main areas of responsibility:

1. Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.
2. Supporting the implementation of the school's Special Educational Needs Policy.
3. Sharing information.
4. Meeting with the Inclusion Coordinator at least once a term to review and support SEN provision in-line with the school's policy.

### *SEN Teaching Assistants*

Most teaching assistants employed in school have some element of SEN support within their role. Some are fully employed to support SEN (LSAs – Learning Support Assistants). They are line managed by the Inclusion Coordinator. They are responsible for carrying out the SEN provision identified by the Inclusion Coordinator. They are inducted and trained to provide support in line with pupil/cohort requirements. They are responsible for assessing the impact of their support, in line with their training and reporting to the class teacher/Inclusion Coordinator the impact of their

support. SEN Teaching assistants may also be required to liaise with parents. The Inclusion Coordinator will initiate these arrangements depending upon the needs and support programme for specific pupils.

*Designated Teacher with Safeguarding Responsibilities*

The designated safeguarding lead is responsible for ensuring that concerns around safeguarding are addressed effectively and forwarded to the Early Help Hounslow where necessary in a timely manner. They are also responsible for disseminating/arranging safeguarding training for school staff and governors and for keeping appropriate records in a secure location. Full details of the school's safeguarding arrangements can be found in the Child Protection Policy.

The headteacher, Mr Wright, is currently responsible for managing the Pupil Premium Grant and Looked After Child funding.

The headteacher, Mr Wright, is currently responsible for managing the school's responsibility for meeting the medical needs of pupils. Further details of the school's arrangements can be found in the Supporting Pupils with Medical Conditions policy.

## **N - Storing and Managing Information**

SEN information and records are stored by the Inclusion Coordinator in a secure cupboard. Relevant information for staff working with pupils with SEN is held in SEN folders by the class teacher and basic SEN information is recorded on the school's management information system *Arbor*. *Arbor* is password protected and secured in the cloud.

Documents are retained and disposed of in line with the guidelines set out in the [Records Management Toolkit for Schools \(Information and Records Management Society, 2019\)](#).

## **O - Policy Review**

The SEN policy is reviewed annually. The Inclusion Coordinator and SEN Governor will discuss amendments to the policy in their meetings and submit them for approval by the Governing Board during the annual review. Where an urgent amendment is needed approval will be sought at the next Full Governing Board meeting.

## **P - Accessibility**

In line with the statutory obligations laid out in The Equality Act 2010 St Paul's CE Primary School has systems in place for devising and refining accessibility of the school for disabled pupils. This is covered within the school's Single Equalities Scheme and includes an Accessibility Plan.

The school identifies and removes barriers to learning through dialogue and audit between the Inclusion Coordinator, governors, pupils and parents where relevant.

The redevelopment of the site following the major fire of August 2013 enabled the school to make significant improvements in accessibility to the building. Some of the enhancements made include: enhanced external lighting of the building, contrastive electric sockets and media plugs at waist height in classrooms, the use of neutral/tonal colours in decoration to avoid sensory over-stimulation and the improvement of external play surfaces and step markings and improvement of the school's IT infrastructure to provide full wifi access and to migrate key information systems onto the cloud, facilitating access for all users of the building.

## **Q - Dealing with Complaints**

The school has a complaints policy, which sets out the procedures for making a complaint. The complaints policy is accessible on the school's website. A hard copy can be requested from the school office.

We believe that most concerns can be dealt with successfully at a very early stage. To enable this the school has a number of procedures in place. We operate an open door policy. This includes having senior staff on the school gate at the start and end of every school day, encouraging parents and carers to speak directly with teachers at the end of the school day and arranging parent/teacher meetings where necessary to discuss and resolve concerns at an early stage. We also have a 'suggestions and feedback' link in the contact us section of the school's website and we invite contact via email or telephone. We also conduct regular parent and pupil surveys on a range

of issues around school life, providing feedback directly to parents and uploading it to the school's website.

### **R - Bullying**

The school has a behaviour policy, which sets out our approach to behaviour management. We recognise that pupils with SEN or disabilities can sometimes be vulnerable to bullying and monitor provision for pupils to identify and address any aspect of bullying that may manifest itself.

In devising provision for pupils with SEN and/or disabilities we sometimes include additional provision for peers to explain the needs of specific pupils and to support the effective social and emotional development of the entire class. The need for independence and resilience for pupils with SEN and/or disabilities is also central to the devising of provision.

We may use social stories, assemblies, circle time, theatre provision or internet resources to support inclusivity throughout the school.

## Appendix 1

### **St Paul's CE Primary School SEN Information Report.**

This document can be downloaded from the school's website at:

<https://www.stpauls.hounslow.sch.uk/index.php/special-educational-needs> .

A hard copy can be requested from the school office.