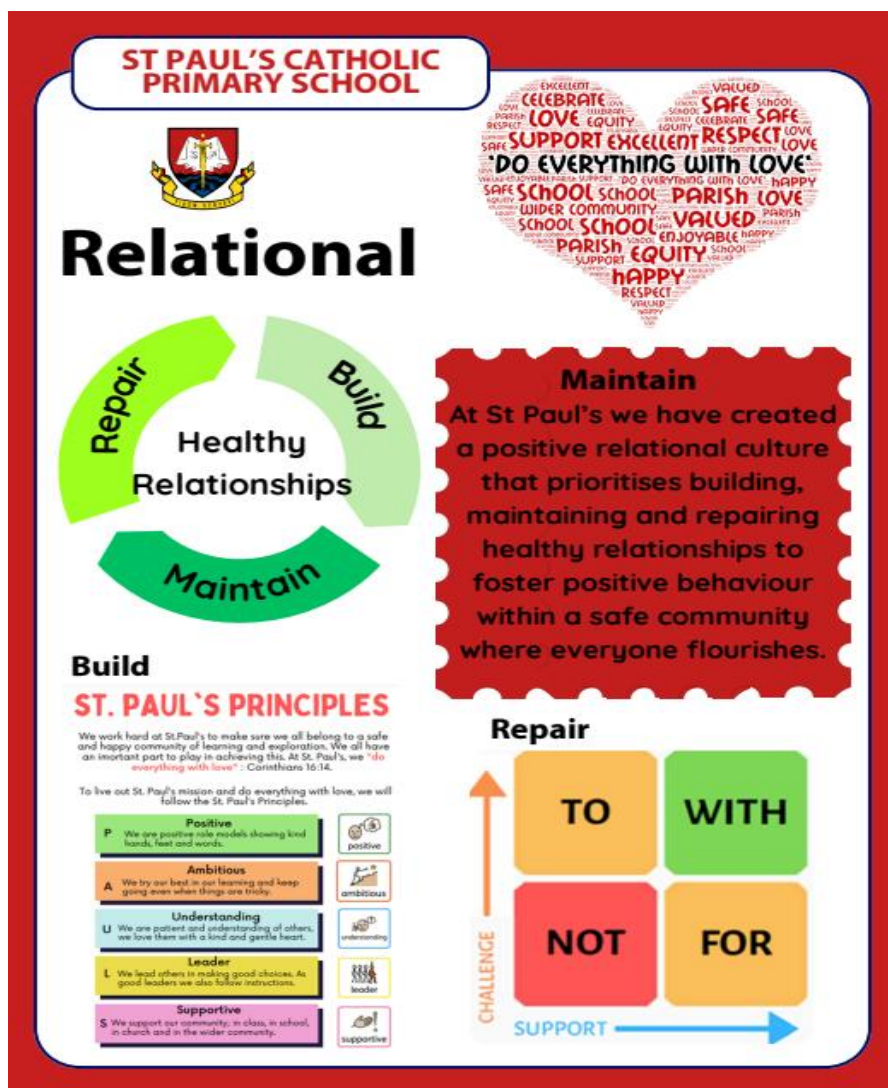




St Paul's Catholic Primary School and Nursery

SEND and Inclusion Policy



This policy complies with the statutory requirement laid out in the SEND code of Practise 0-25 (September 2014 updated April 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND code of Practise 0-25 (September 2014 updated April 2020)
- Schools SEN Information Report Regulations (2014)

Ratified
Review Date

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Please note the SEN information report is within this document as SEN policy.

SEND Policy & Information Report



Our mission statement is: 'Do everything with love' (St. Paul's first letter to the 16:14)

At St. Paul's the children are at the heart of everything we do. We believe that all pupils should be respected and valued as part of our mission statement. We aim to:

- Provide an outstanding education for all our children with a curriculum differentiated to meet individual needs.
- Encourage our children to have high aspirations for themselves and to develop a love for learning and resilience.
- Value the needs of each child as a whole including social, emotional and mental health needs; as well as promoting the spiritual, moral, social and cultural aspects of education.
- Ensure all children feel heard and valued as part of our school community, celebrating the individuals that make up that community and resolving any conflict with a restorative ethos; from this year we are implementing 'Relational Practise' to fully embrace this vision putting relationships and child-centred solutions at the heart of everything we do.

Introduction

Special Educational Needs and Disability (SEND) is the term used for children who may need additional support from that needed by the majority of their peers. This means that the provision given goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This is often termed as 'Ordinarily Available Provision'. Children who are identified as having a SEND need, have their needs assessed so that the provision can be tailored to their specific requirements. At St Paul's we will ensure that all children have access to resources and support that meets their needs, and breaks down any barriers to accessing education. We will ensure wherever possible those children identified as having SEND will have the same access to activities as children without additional needs.

The 2014 SEN Code of Practice state clearly that '*all teachers are teachers of SEN*' and all of our staff are committed to making every pupil's time with us a happy and rewarding experience. Our school has an Inclusion's Leader who is responsible for overseeing and co-ordinating the provision or support for identified pupils with SEND.

Throughout this document the provision that is offered to children with SEND is explained in different sections. If you have any further questions in the first instance please contact your class teacher. You can also contact the Inclusion Leader through the main office on 02392375488.

This report has been put together by the school Inclusion Leader, based on the requirements set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Visions and Values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND)

Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (INCLUSION LEADERS) and the SEN information report

Inclusion and equal opportunities

At St Paul's we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

'Areas of Need' explained

The SEND 'Code of Practice' (Sept 2014) states that there are four main areas that cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	Children may have a delay or disorder in one or more of the following areas: Attention / Interaction skills: This means that pupils may find it difficult to: ● Ignore distractions. ● Stay focussed on tasks or instructions ● Stay on task without a prompt. ● Complete tasks ● Use appropriate interaction. ● Maintain peer relationships. ● Initiate or maintain a conversation. Understanding / Receptive Language: This means that they will need : ● Visual support to understand or process spoken language. ● Augmented communication systems ● Repetition of language and some basic language needs to be used to aid their understanding. Speech / Expressive Language: They will need help to: ● Develop their language and vocabulary. ● Support to develop their ideas and conversations, ● Develop their speech sound system. ● Support with their Grammar / phonological awareness
Cognition and Learning	Children may have difficulties with the skills needed for effective learning such as the use of: ● Language ● Sequencing and organisational skills ● An understanding of number ● Problem solving and conceptual understanding. ● Fine and gross motor skills ● Independent learning skills ● Exercising choice ● Decision making ● Information processing Children may have a specific learning disability that profiles their learning needs also.
Social, Emotional and Mental Health	Children may have difficulties with social and emotional development which may lead to or stem from ● Social isolation ● Behaviour difficulties ● Attention and hyperactivity difficulties (ADHD) ● Anxiety and depression ● Attachment disorders ● Low self esteem ● Issues with self-image
Sensory and /or Physical	Children may have a medical or genetic condition that could lead to difficulties with: ● Specific medical conditions ● Gross/fine motor skills ● Visual/hearing impairment ● Accessing the curriculum without adaptation ● Physically accessing the building(s) without equipment ● Oversensitivity to noise /smells/light/touch/taste ● Toileting/self care

4. Roles and responsibilities

The INCLUSION LEADER

The INCLUSION LEADER is Sophie Were who can be contacted through the school office. They will:

- Work with the headteacher, SEN governor and SLT to determine the strategic development of the SEN policy and provision in the school. They have responsibility for co-ordinating the provision made for children with Special Educational Needs and Disabilities, ensuring that St Paul's is a fully inclusive school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

In addition to this, they are the Senior Mental Health Lead for the school, as well as Designated Teacher for Looked After Children, and Deputy Designated Safeguarding Lead.

The SEN Governor

The SEN Governor is Susan Mulcahy who can be contacted through the school office.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and INCLUSION LEADER to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the INCLUSION LEADER and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the INCLUSION LEADER to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Teaching assistants (TAs)

We have a team of 16 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All our teaching assistants are trained to deliver interventions such as:

Bucket time, identiplay, pinny time, RWI tutoring, social stories, sensory circuits, widget, clicker and supporting language including blanks questioning.

Pastoral Workers:

The school has:

Emotional Literacy Support Assistant

These are highly trained and experienced to support the children in overcoming any difficulties that cause barriers to learning, both work in class and in 1:1 groups. As part of their work, delivering both group and 1:1 interventions to support emotional literacy, and social skills.

St Christopher (Nurture):

The school has:

Nurture Leader– co-leading with the Inclusion Leader

Deputy Nurture Leader

These roles lead the day to day running of the Nurture provision, overseen by the Inclusion Leader.

They work closely with the children within their nurture sessions to meet their targets and provide a homely and safe setting. They also work closely with class teachers to ensure targets are practised in class too, and good practise and strategies are shared with all class staff.

St Anne (Alternative provision)

St Anne is an alternative setting for KS1 and in particular a small group of EY children with complex needs. It can also be used as a breakout space for EY children and will have a range of resources for children to access such as independent work stations, use of schedules and individual timetables, curiosity containers, grounding activities and sensory equipment and circuits.

Family Support:

The school has:

Family Support Worker - part of the wider pastoral team and supports families directly to empower them at an Early Help level, signpost to other services within Portsmouth

Attendance Officer - supports families where attendance may be a barrier to a child's education

Speech and Language Assistants (within school; ELKLAN trained):

Newly appointed for September 2026, to meet the increased need within the area of need (Communication and Interaction), they work closely with the NHS Speech and Language Therapist link to carry out individual Speech and Language programmes, as well as groups and other interventions (such as Pre-teaching vocabulary, Time to Talk, Nursery Narratives).

Mental Health Support Team – as a Portsmouth school, we also access support directly from the Mental Health Support team, who are part of CAMHS, and do more targeted work with students and parents around anxiety.

Neurodiversity family support worker – as a Portsmouth school, we have an allocated family support worker from the ND team who supports parents and families as well as provides training for both families and staff. Termly consultation meetings are held to discuss individual cases.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Educational psychologists

School nurses

ND team

MHST

Social services and other local authority (LA)-provided support services

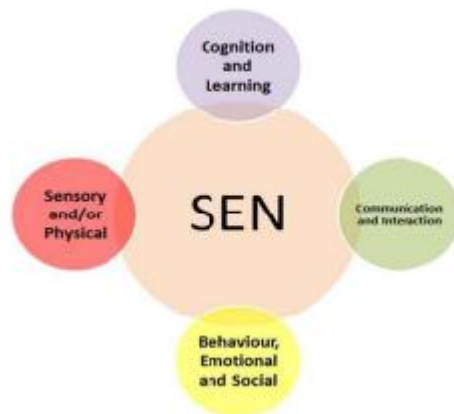
SEN information Report

The kinds of SEN that are provided for at St Paul's

Our school currently provides additional and/or different provision for

a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties



How does St Paul's know if my child needs extra help?

Children may be identified in a variety of ways.

- Liaison from a previous school
- Child performing well below age expected levels
- Concerns raised by a parent
- Through discussions at regular pupil progress meetings between the Senior Leadership Team, class teacher and Inclusion Leader
- Concerns raised by class staff (and an Inclusion Support Referral made).
- Liaison with external agencies e.g. medical needs

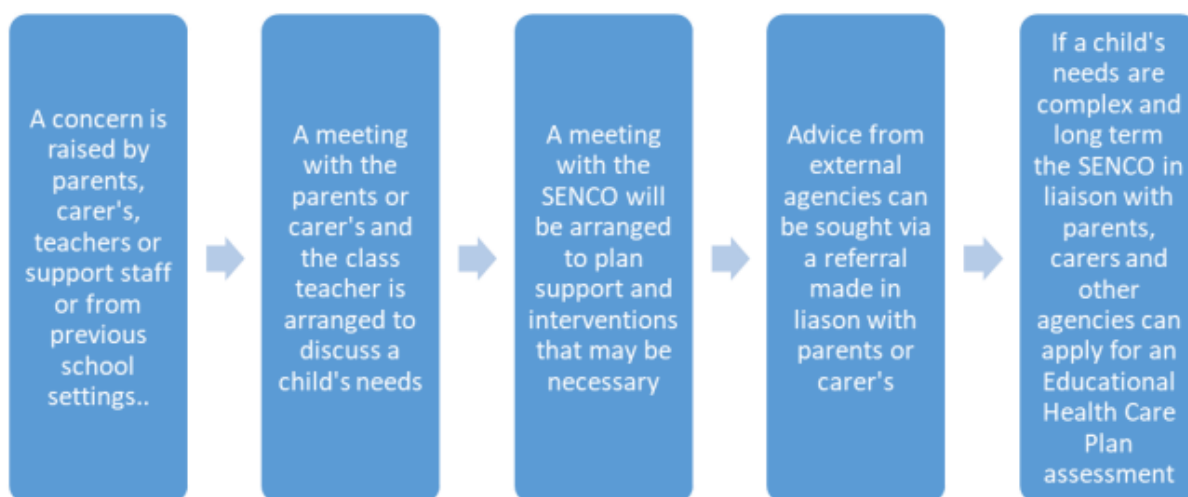
What does St Paul's do once a need has been identified?

Once an Inclusion Support Referral has been made, we follow an 'Assess, Plan, Do, Review' Process. This is done in class first – a need is assessed, and then planned for. This plan is then carried out and reviewed by the teacher – this may be enough in some cases to fill that need. If the need or gap is still there the class teacher will refer to the Inclusion Leader who will follow the same cycle, this time using interventions from 'Wave 2'. If the need is still there, referrals to other professionals and agencies will be made (Wave 3 interventions) and a SEND support plan put in place. After this if the gap is still not closing with their peers, we may refer for an Education, Health and Care Plan.

It is also important to state that once a need has been identified, if they are then put on the SEND register, this does not mean they are then on here for the rest of their school career. Targets and needs are reviewed termly and if they are being met and gaps are no longer above and beyond their peers, then they will be taken off the register; it is flexible to reflect the current picture of need at any one time. Please note, low progress and low attainment will not automatically mean a pupil is recorded as having SEN.

What should I do if I believe my child has special educational needs?

Talk to us – firstly contact your child's class teacher. If you have further concerns, please contact the Inclusion Leader. We are always happy to discuss your concerns and are committed to building positive relations with our parents.



How will St Paul's support my child?

Our Inclusion Leader will oversee any provision and progress of any child requiring additional support in school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant working with your child either individually or as part of a group, if this is considered necessary. The regularity of these sessions will be explained to parents when the support starts.

Consulting and involving pupils and parents

At St Paul's School, we operate an 'open door' policy. We will ensure that we have regular discussions with a pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Assessing and reviewing pupils' progress towards outcomes

We follow the four-part cycle of assess, plan, do, review.

Assess:

We use assessment data, carry out observations, hold discussions with staff, parents and carers to identify and analyse a child's needs. Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan:

We hold discussions and meetings with staff, parents, carers and any specialists who are involved to plan what interventions and support will be put in place for a child. We will always set a clear date for review.

Do:

Class teachers and support staff will implement the interventions and support as planned. The INCLUSION LEADER will monitor and support staff at all times.

Review:

The INCLUSION LEADER, staff, parents, carers and any specialists from outside agencies will discuss how effective the support and interventions have been. If possible, they will measure the impact that these interventions have had on a child and their progress. Next steps are then carefully planned.



How do we know if it has had an impact?

Regular progress meetings will track that a child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or

expected age levels. Intervention programmes will be evaluated to ensure that they are being effective; if little or no progress has been made, alternative interventions may be provided after discussions with all involved. Parents will be informed of their child's progress at Parents Evenings or more frequent review meetings. Children may be removed from the SEND register when they have reached age expected levels.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least three times a year in Parents Evening to discuss your child's needs, support and progress as well as at least twice a year to update and coproduce any SEN support plans your child may have. An annual pupil passport will also be provided that includes comments from the pupil, class teacher and parents around a child's need. For further information, the Inclusion Leader is available to discuss support in more detail or may arrange for a review meeting to be held. You are welcome any time to make an appointment to meet with either the class teacher or Inclusion Leader and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If your child has complex SEND they may have an Education, Health & Social Care Plan (EHC Plan), which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written annually. If a child does have an EHCP, parents or school can request an interim Annual Review to review these needs and targets at any time in the year – you do not have to wait until the yearly date given.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. Children discuss and set their targets with their class teacher in Pupil Conferencing sessions. If your child is on the SEN register they will also be able to share their views as part of their pupil passport. If your child has a EHC Plan, their views will be sought before any review meetings, and they will be invited to take part as part of the Person-centred approach. Any new referrals made for Inclusion Support within the school by teachers, also require both parent and pupil views being taken before any assessments are carried out.

The Waves of Intervention available at St Paul's:

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in English and Maths lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels.

Wave 3: Focussed, individualised programmes for pupils working well below age expectation.

	Wave 1 intervention Whole School Approach (1st Quality Teaching)	Wave 2 intervention Targeted Support For Individuals or small groups	Wave 3 intervention Specialised Intervention for those with additional needs
Teaching Approach	• Access to a varied and stimulating Mastery curriculum. • Use of individualised teaching approaches according to needs and interest to ensure effective inclusion of all pupils. • Barriers identified on each plan and strategies planned in to overcome/reduce these barriers.	• Teacher and Teaching Assistant providing targeted individual and group support as appropriate. This is identified through pupil progress. • Assessment for Learning is used to inform planning to ensure all	• Support in place for children who are not making progress e.g. • Precision Teaching (Reading/Writing/Maths) • SEN support plans which are overseen by the Inclusion leader. Co-produced by class teacher, any relevant external agencies (i.e. Educational Psychologist; CAHMS; SALT*) and parents. Where

	• Clear objectives shared with the children throughout the lesson. • Careful explanation of new vocabulary. • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. • Consistent routines and systems across the school (including class timetables) • Regular assessment of children's progress and setting next steps in learning • Groups changed to reflect children's learning needs for each lesson • Classroom environment to support learning, adapted as appropriate. Neutral colours used to support visual load for all. • Hands on learning school trips. • Opportunities for independent and guided work, with chances to work with a range of peers of differing abilities throughout the school day. • Whole school approach to learning in a relational way, developing resilience and positive self-esteem. • Refer to the Portsmouth Ordinarily available Provision Document (2015).	children's needs are met. • Termly provision of interventions (tracked through Edukey) for each class identify groups for catch up in English and Maths (including groups targeting inference, handwriting, phonics, spelling, number, times tables, grammar, plus any more that are identified needs specific to those classes). • Daily readers (1:1) • Read Write Inc tutoring (1:1) • Pupil Conferencing. • Inclusion leader observation/assessment. • Parent discussion with Inclusion Leader. • Refer to the Portsmouth Ordinarily available Provision Document (2015).	appropriate these are written with children themselves also. • Any SEND support plans will be in relevant books in class to track progress with targets. Also each child will have an Independent bag with games and resources to practise their targets independently within class. • Referral to any outside agencies as needed. • Application for an Education Health Care Plan (EHCP) if needed. • Refer to the Portsmouth Ordinarily available Provision Document (2015). SALT = Speech and Language Therapist CAMHS = Child and Adolescent Mental Health Service.
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Waves of Intervention specific to the 'Areas of Need'

(AS ABOVE – refers to the general interventions stated in the section above 'The Waves of Intervention available at St Paul's')

	Wave 1 intervention Whole School Approach (1st Quality Teaching)	Wave 2 intervention Targeted Support For Individuals or small groups	Wave 3 intervention Specialised Intervention for those with additional needs
Communication and Interaction Needs. □ Speech, Language and Communication . □ Autistic Spectrum Disorders.	AS ABOVE + • ICT (e.g., iPads, PCs, talking tins) to support learning. • Talk partners • Drama / Role play • Outside theatre groups/shows. • Golden Time / Peer interaction. • Outside learning activities. • Puppets.	AS ABOVE + • Additional Speaking and Listening groups (e.g. Time to Talk EYFS; Neurodiversity social communication groups KS1/2) • Social stories • Communication boards.	AS ABOVE + • Speech & Language Therapy individual programmes (as set by NHS SALT or by internal SALT referral forms) • Speech and Language Assistant TAs trained by SALT to deliver specific children's

	• Clear verbal instructions / explanations which can be simplified with visual or concrete support. • Visual timetables in all classes. • Timers. • Particular focus on Communication rich environment in EYFS	• Symbols – use of 'Communication In Print' throughout school (consistent symbols used). • Makaton (as required, plus used for whole class in nursery and reception) • Groups set by above professional to support areas of need in more than one pupil. • Pre-Teaching Vocabulary intervention.	programmes on 1:1 and at group level • Work stations with individualised tasks working towards targets. • Individualised visual timetables, including 'Now and Next' schedule. • Personalised Social stories, • Targets specified in SEN support plans (reviewed termly by Inclusion Leader, class teacher, pupils and parent/carers). • Use of the Neurodiversity Profiles created with class teacher, parent and another other relevant professionals (facilitated by Inclusion Lead) and referred to the Portsmouth ND team after at least one review where appropriate.
Cognition and Learning. ☐ Moderate Learning Needs ☐ Severe Learning Needs	AS ABOVE + • Differentiated work and approaches to teaching. • Appropriate and high quality resources. • Remove all potential barriers for all pupils. • Targeted and timely support for all. • Feedback relevant to ability ,specific learning objectives and individualised success criteria. • Consideration of home, cultural, language and heritage. • Promotion of a positive attitude to learning and behaviour. • Motivation to help build positive self-esteem and increase concentration.	AS ABOVE + • Group intervention for organisational skills (e.g. Narrative Groups, mind mapping) • Same day interventions by the class teacher. • Subject specific group interventions (as identified in general section above). • Memory games groups for those identified with difficulty in audio visual memory (from Lucid Cops programme). • Reading benchmarking of all children termly – identify ECAR assessments. • Access to specialist support through the Inclusion	AS ABOVE + • 1:1 evidence based intervention programmes (e.g.) Precision Teaching – see full list in general section above) • 1:1 scribes or readers for assessments. • 1:1 / 1:2 TA support for certain subjects (as identified by need or in EHCP).

	• Time allowances within lessons for learning breaks as needed. • Promotion of tolerance for others and respect for different skills & abilities. • ICT (iPads, PCs, talking tins etc). SEND Ipads and laptops available (plus computing Lead delivers CPD to teachers re use of technology in supporting SEND learners)	OUTREACH service.	
Sensory and Physical Needs. ☐ Hearing Impairment. ☐ Visual Impairment. ☐ Multi-sensory Impairment. ☐ Physical Needs. ☐ Medical Needs.	AS ABOVE + • Whole school approach. • Specialist Sports director. • After school clubs. • Audit of environment to consider adaptations (in line with health and safety policies). • Access to a base for therapy if required. • Modification of organisation, routine & environment (i.e. most accessible classroom etc).	AS ABOVE + • Hand gym / BEAM (Balance education and movement). • Handwriting practice • Extra 1:1 / small group activities • Motor skills groups • Write dance • Targeted small group / individual intervention to address specific needs such as self help skills, independence. • Physical aids where necessary or advised by specialists. • Sensory integration (i.e. early morning programmes sensory circuits/use of sensory room) • Sensory brain breaks for individuals as required (often based on a now and next schedule. Child-led by UKS2)	AS ABOVE + • Medical Care plans regularly reviewed in conjunction with outside professionals. • School Nurse • 1:1 therapy/care by school staff who have been trained by outside professionals. • Access and liaison with the Physiotherapist and Occupational Therapy services. • Specialist Teacher Advisors for hearing and visual impairments. • Individualised social stories to support using new equipment or adaptations for child understanding of own needs.
Social, Emotional and Mental Health ☐ Moderate Learning Needs ☐ Severe Learning Needs	AS ABOVE + • Whole school approach based around our school values of love, respect and inclusion.	AS ABOVE + • Small group intervention mainly delivered by Pastoral team including Lego therapy, PATHS etc.	AS ABOVE + • Working with the Joint Action Team & other outside agencies (e.g.) CAMHS, Harbour school, to ensure

	• Mental Wellbeing whole school workshops led by in school Mental Wellbeing Team and supported with parent workshops and assemblies from MHST – this being accessed to ALL, not just as a reactive measure when mental wellbeing a 'need'. • Use of Relational Practise and Restorative Justice. • Careful record keeping and sharing information to ensure care & safety of pupils. • Whole school approach; PSHE curriculum throughout the school (<i>updated Sept 2023 in line with new national curriculum and increased weekly focus on mental wellbeing</i>) • Opportunities for children to talk about any fears, confusion, worries. • Provision to explain and discuss about events and circumstances surrounding parental mental health problems (Family Support worker). • Breakfast club.	• 1:1 Emotional Literacy & First Aid, Loss Companion from ELSAs, • Time to Talk groups. • Friendship groups from ELSAs. • Mental Health first aid. • Assertive Mentoring (1:1 with a member of SLT) • Lunchtime and playtime support available daily from pastoral team and Nurture open lunchtimes to all. • Anger and Anxiety Gremlins. • Behaviour logs/charts. • Time Out. • Teacher referral for SALT groups in the afternoon using the Boxall Profile (please see nurture policy).	appropriate support is provided. • Early Help Assessment referral completion (stronger futures toolkit). • 1:1 support where needed. • Nurture group – targeted support using the gaps identified on Boxall Profile (with Nurture staff and Inclusion Leader).
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Matching the curriculum to individual's needs

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Following a Mastery curriculum, every child has access to high aspiring learning targets. However, this will be differentiated and scaffolded to make sure that any barriers for children to access that learning, are removed or reduced as much as possible. On occasions this can mean work is individually differentiated; however, this is done being mindful of everyone being fully included in the class. The benefit of this type of differentiation is that all children can access a lesson and learn at their level, whilst not capping potential progress by saying that certain children will or will not be able to do something. It is more about teachers finding different ways to help children so that they can access the learning, and are engaged to do so. For children identified as having a SEND need, their support plan targets will also ensure the day to day learning matches their needs too.

Adaptations to the curriculum and learning environment

At St Paul's School, we make the following adaptations to ensure we meet all pupils' needs:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, adapting our teaching style, adapting content of the lesson
- Adapting our resources and staffing to meet the needs of all children
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font texts
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and so on
- Use of seating such as individual work stations and seating children with visual or hearing needs at the front of the class

Supporting pupils moving between phases and preparing for adulthood

Teachers at St Paul's School have dedicated time for meetings to handover a class at the end of the academic year. The INCLUSION LEADER ensures that new class teachers are aware of interventions and support that is already in place for children on the SEN register and helps them to plan for this.

For those children who may leave our school during an academic year we ensure that all SEN records are sent by the school office to the new school and contact is made with the new INCLUSION LEADER to pass on information.

For children in Year 6 transferring to Secondary school we ensure that our INCLUSION LEADER liaises closely with the INCLUSION LEADER's from the local Secondary schools. This usually takes the form of a face-to-face meeting where information is passed on and detailed discussions can take place.

If an EHCP is in place and school places have been allocated it may be possible for us to invite the INCLUSION LEADER from the school that the child is transferring to to the Annual Review meeting.

We support parents and carers in choosing the appropriate provision for their child to move on to by arranging and accompanying them on school visits.

It may be necessary for a child with a SEN to have a different induction pattern upon entering our school or starting another and this will be planned in agreement with the Head teacher, INCLUSION LEADER, parents and carers.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Leader for advice and guidance and may be given support from the Pastoral team. This may involve working alongside outside agencies such as Health and Social Services, and/or CAMHS. The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is required to ensure a child's good health (i.e.) medicine for life threatening conditions such as asthma and diabetes. On a day-to-day basis the teaching assistants oversee the administration of such medicines. Parents need to make arrangements to personally administer such medicines if necessary.

At St Paul's School all staff work together to educate and celebrate the whole child as an individual, preparing them spiritually, morally, physically, socially, intellectually and emotionally for their future lives. We provide a firm and consistent framework of discipline and encourage children to take responsibility for themselves.

Our Emotional Literacy Support Assistant (ELSA) Monica Secchi, provides emotional support to children with identified needs. The ELSA can work with children individually or in small groups to explore areas such as grief, resilience and difficulties with social skills.

What specialist services and expertise are available at, or accessed by St Paul's?

Our Inclusion Leader is a qualified teacher who also holds the national INCLUSION LEADER accreditation.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Specialist Intervention (CAMHS) and the ND team; Health, including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; physiotherapists; social services and Early help including social workers and Educational Psychologists.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged and supported to take part in our residential trips to Stubbington and Kingswood.

All pupils are encouraged and supported to take part in sports day/school productions /class workshops/worship

No pupil is excluded from taking part in these activities because of their SEN or disability.

For more information please refer to our schools Accessibility Plan that can be found on the school website.

What trained staff are there at St Paul's to support my child?

We have:

- One fully trained ELSA (Emotional Literacy Support Assistants)
- Two Nurture staff
- A number of staff trained in Team TEACH approach, focusing on de-escalation skills and safe handling if required (all TAs who work 1:1 with children are included in this).
- Teaching assistants have training in delivering Pre-teaching, reading and spelling/phonics programmes and reading interventions as well as social stories, sensory circuits and widget.
- 1 internal Speech and Language Assistant.
- Inclusion Leader
- Whole school training on a range of areas to do with Inclusion, based on the current needs of our pupils – including in Relational Practise, Restorative Justice and in all areas of need throughout the year through staff meetings, INSET days, and other staff training.

Securing equipment and facilities

We are a well-resourced school with lots of equipment to support our children with specific needs. We take advice from outside agencies as to specific equipment that might be needed to support our children. We have some quiet spaces around our school that can be used to deliver specific interventions.

Evaluating the effectiveness of SEN provision

At St Paul's School, we evaluate the effectiveness of our provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their SEN plans twice a year
- Reviewing the impact of interventions after a specified number of weeks
- Using parental questionnaires
- Half termly monitoring of the SEN register, provision and interventions by the Inclusion leader
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans that involve the child, parents, staff and all outside
- agencies that are involved in supporting the child

How is the decision made about what type and how much support my child will receive?

The class teacher, alongside the Inclusion Leader and possibly outside agencies, will discuss the child's needs and what support would be appropriate. Different children will require different levels

of support in order to bridge the gap to achieve age expected levels. This will be through on-going assessments and discussions with parents.

What is the school's admission arrangements for pupils with SEND?

At St Paul's we adhere to the Portsmouth Fair Access Protocol and we will always endeavour to make the necessary adjustments and modifications so that a particular child with SEND needs is able to attend. However, we are not a wheel chair accessible site so if your child needs specialist provision it is advisable to contact the school and speak with the Inclusion Leader or Headteacher.

What should I do if I have a complaint regarding SEND within St Paul's?

Depending on the nature of the complaint, if you feel able, the first point of contact would be the class teacher and the Inclusion Leader. After that it would be the Headteacher and the SEND governor. We hope that through discussion we will be able to resolve any problems. For further assistance, please look at the Complaints policy (on the school website).

Contact details for raising concerns

Please contact the school office on school_admin@st-pauls.portsmouth.sch.uk

Support for Parents of children with SEND: Helpful links.

As well as any support we can offer in school, we would like to signpost you to other organisations / places that may be of use.

Portsmouth Local Offer: This is the Local Authority website with all of the support available for children and parents in Portsmouth.

<http://www.portsmouthlocaloffer.org/>

Portsmouth Parent Voice: Information and participation run by parents for parents of children with additional/special needs and/or disability.

www.portsmouthparentvoice.org

t. 07825 185608

The Government Parent Guide to SEND (August 2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

(Or can be found on www.gov.uk by doing a search 'Parent SEND guide')

Please also see our school website and Facebook page where we regularly signpost to other support available for all parents, including workshops and resources available both through the school and the local community.

For more specific help or advice or local groups please see the Local Offer (website above) or contact the school (02392375488)

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Monitoring arrangements

The Senior Leadership Team and Governors will review this policy and information report every year. The report will be updated if any changes to the information are made during the year.

Glossary of terms used:

SEND: Special Educational Needs and Disabilities

INCLUSION LEADER: Special Educational Needs Co-Ordinator

ELSA: Emotional Literacy Support Assistant

EHCP: Education Health and Care Plan

SALT: Speech and Language Therapist

CAMHS: Child and Adolescent Mental Health Service.

MHST: Mental Health Support Team

Lucid Cops Programme: This is a programme used to identify areas of need in phonological (phonics); decoding (reading) or auditory (memory) difficulties – previously associated with dyslexia.

Boxall Profile: This is a tool used to assess developmental gaps, and those in social aspects of learning. Statements are given, and answered in numbers from most likely to not at all. These are then put on a graph to see how far away from 'age expected' those gaps are.

In reading other documents around SEND you may find other abbreviations. Please get in touch if you would like any of these explained.

Other related policies (on school website)

Attendance Policy

Nurture Policy

Behaviour Policy

Equality policy

Medical conditions policy

Child protection and Safeguarding policy