



**Policy  
For  
Inclusion  
&  
Special Educational Needs and/or Disabilities  
(SEND)**



**'Every teacher is a teacher of every pupil'  
DfE – letter to teachers 2014**

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## Section 1

## Introduction & Rationale

St. Paul's Academy is fully inclusive Catholic Academy which welcomes all students regardless of their level of need, ability or disability, ethnicity and socio-economic background. We expect all students who come to the academy to achieve their potential and to have their achievements recognised and valued.

This policy is a comprehensive guide to the range of provision at St. Paul's Academy for students with additional needs.

## Section 2 – Responsibility for the coordination of Inclusion / SEND provision & whole school vision

The Inclusion Learning Zone works to provide an all round support package for students. At St. Paul's Academy we aim to support the needs of the whole child.

The Assistant Principals: Inclusion are Graham Sidwell & Áine Allen, who also has overall responsibility for the coordination of SEND Provision. [aine.allen@stpauls.greenwich.sch.uk](mailto:aine.allen@stpauls.greenwich.sch.uk) The Assistant Principals for Inclusion are members of the Senior Leadership Team and, as such, are the advocates for Inclusion / SEND at school leadership level. This policy has been written by Áine Allen the Head of Additional Needs in consultation with the school leadership team, representatives from the teaching and support staff and parents.

Helen Loten – Is the Year 7 SENDCo – [Helen.loten@stpauls.greenwich.sch.uk](mailto:Helen.loten@stpauls.greenwich.sch.uk)

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This policy complies with the statutory requirement set out in the SEND Code of Practice 0 -25 (from 1<sup>st</sup> September 2014 revised in 2015) and was written with due regard to the Equality Act 2010. All support with learning at St. Paul's Academy is carried out in accordance with the above. It is the responsibility of all members of staff to meet all educational needs of all our students.

This policy was written with reference to the following documents

- Equality Act 2010 – advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Sept 2014 /2015
- Schools SEN Information Report Regulations
- DfE Guidance on supporting pupils with medical conditions April 2014
- St. Paul's Academy Safeguarding policy
- St. Paul's Academy Accessibility plan (updated September 2015)
- Teachers standards 2012

This policy is interlinked and should be read alongside other school policies and procedures, for example

- Behaviour Management Policy
- Assessment guidelines
- Accessibility Plan
- Safeguarding Policy
- Intimate and Personal Care Policy
- Moving and Handling Policy

## The Inclusion Learning Zone

Incorporated within the Inclusion Learning Zone are the SEND department, learning mentor team and school counsellor. Staff from these teams work together to support students' learning, medical, social and emotional needs. as well as the services provided by the school nurse, careers advisor and other bought in services including Speech & Language Therapy, Educational Psychology, Greenwich Inclusion and CAMHS. We also work with other agencies such as voluntary support workers XLP who are based in the local community. Looked After Children are also supported under the umbrella of Inclusion.

## St. Paul's Academy Mission Statement

*Established by the trustees of the Archdiocese of Southwark, this Catholic Academy seeks to create a community, which is characterised by gospel values and the teaching of the Catholic Church.*

*The Academy seeks to serve both the Catholic and the local community, welcoming all those who embrace its values and share its quest for excellence:*

*To provide opportunities for all young people to develop the knowledge, skills and wisdom necessary for effective learning.*

*To enable learners to develop their intellectual, social, moral, spiritual and physical potential to the full in order to become proactive members of both the local and wider community.*

### **The Governors and Staff of St. Paul's Academy recognise the following definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act, 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

**Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.**

The governing body of St. Paul's Academy believe that the majority of special educational needs will be met in the classroom. In order to ensure that every student is on an equal footing with his/her peers as far as is reasonably possible, the Academy aims to provide all its students with **high quality teaching and learning**. We aim to use our

**best endeavours** to ensure that the necessary provision is made for any pupil who has additional needs. It is the duty of the Head of Additional Needs to make those needs known to all staff. We aim to ensure that all **teachers** and **support staff** are **highly trained** and are able to **identify** and **provide** for those pupils who have additional needs, as well as to enable pupils with special educational needs and/or disabilities to join all school activities together with other students.

### **Aims**

- Provide every student with access to a broad and balanced curriculum
- Promote independence and equality for all students
- Ensure that we celebrate the wide range of our students' achievements
- Support all students to excel by offering individual pathways for progression at every level
- Prepare and equip all students with the skills and attributes necessary for adult life including decision making
- Create a welcoming atmosphere for all visitors including parents and carers

### **Objectives**

**To identify and make appropriate provision for students who have additional needs** - Initially, this is most effectively done by gathering information prior to entry from parents, education, health and care colleagues, feeder schools, primary school staff, Inclusion and SEND links. In addition to this, on arrival at the academy, baseline assessments are carried out on all students. Information gathered is then shared with staff as early as possible to aid planning and allocation of teaching groups. Where needs have not been previously identified, all staff have an obligation to report observations to the Head of Additional Needs and/or Lead Learning Mentor/ Raising Standards leader. All concerns will be raised at Inclusion Panel meetings where appropriate support is agreed and deployed or further specialist help is discussed.

**To work within the guidance of the SEN Code of Practice, 2014** - Using all the information gathered as outlined above, the Head of Additional Needs assigns support to the most complex students in consultation with the class teachers, heads of department, lead learning mentor, support staff as well as listening to the wishes of individual students. General, subject specialist support is also deployed within learning zones.

**To create and operate an accessible 'whole student, whole school' approach to the management and provision of support for students with additional needs to ensure that they have full access to the curriculum on offer at the academy.** This will be co-ordinated by the Head of Additional Needs (who reports to the principal), negotiated with all staff and students and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. This will take place on a formal and informal basis

**To work with parents and carers to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

**To work with and in support of outside agencies when the student's needs cannot be met by the school alone.** St. Paul's Academy accesses additional support from the Education Psychology Service, Speech and Language Therapy, Children's Services, School Nurse & Community Paediatrics, Occupational & Physio therapies, Music and Drama Therapies, Career's Adviser, ASD Outreach, Parent Partnership, Child and Adolescent Mental Health Services (CAMHS), MASH, Families First, STEPS programme, Greenwich Toy Library, XLP Youth Workers among others.

## **Section 4: Identifying Special Educational & Additional Needs**

For most of our students most of the time, **High Quality Teaching** will be sufficient to ensure they achieve their full potential. However some of our students have additional needs and/or disabilities which prevent them either from achieving the level expected for students of their age or from making progress in line with their underlying ability.

In accordance with the **SEN Code of practice**, These needs fall into four main categories:

- **Communication and interaction** - including Speech, Language and Communication difficulties, ASD, ADHD.
- **Cognition and learning** – including SpLD (Dyslexia), Moderate learning difficulties, Global Delay
- **Social, mental and emotional health** - emotional and mental health issues
- **Sensory and/or physical** – including hearing and visual impairments and physical disabilities

#### **Some students have needs which are not considered SEN but which may impact on progress or attainment**

- Some disabilities – the Code of Practice stipulates that reasonable adjustments should be made under current disability Equality legislation
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium
- Being a Looked After Child
- Being the child of Serviceman/woman

Student support for **all** is discussed and **allocated** at the **Inclusion Panel Meetings** which take place on a half termly cycle for each year group. These meetings are attended by The Principal, Associate principal, Head of Progress and Intervention, Lead Learning Mentor, Attendance Officers, Head of Additional Needs and Raising Standards leaders. All support is recorded on students' individual provision maps (a historical record of support offered to individual students).

### **SECTION 5 - Arrangements for the coordination of support for students with additional needs**

The Governors ensure that SEND and Additional needs are provided for and implemented through the School Improvement Plan and the Inclusion (incorporating SEND) Action plan both of which are reviewed annually.

The majority of additional needs are met in the classroom via **High Quality teaching** supported by **subject specialist teaching assistants**. Students with **special educational needs** including those with more **complex needs** are included in all lessons. They are supported in the classroom alongside their peers by subject specialist teaching assistants and **specialist SEND staff**. Teaching and support staff are made aware of students' needs and are provided with appropriate advice and support strategies by the SEND team. These are stored individually on SIMS or accessible on the staff Shared Area. Withdrawal from lessons is kept to a minimum. Students are only withdrawn when are receiving a specialist intervention e.g. Dyslexia or physiotherapy and this may be on a short term basis. The needs of students with physical disabilities are met by specialist SEND support staff.

Social, emotional and mental health needs are addressed by all staff supported by the Learning Mentors and the counsellor. Inclusion staff work to raise awareness of mental health needs across the academy through workshops and staff training.

There may be times when we need to access more specialist support or help. The Inclusion team works with the following agencies:

*Speech and Language Therapy, Occupational Therapy, Physiotherapy, Greenwich MOVE Programme, Educational Psychology Services, CAMHS< Greenwich Sensory services (both hearing and Visually Impaired), ASD Outreach, School Nurse and Children's Services.* We also work with a range of other community groups and bought in services.

All staff have access to the **SEND Register / Inclusion List / Medical Lists** on the Shared Area. This is a list of the needs (including SEND) of all students and signposts to relevant **teaching strategies**. The Assistant Principal: Inclusion has responsibility for managing and updating the **Inclusion Lists** and **individual provision maps** via the Shared Area, Email and SIMS.

All staff can access the following documents on the staff shared area:

- St. Paul's Academy Inclusion & SEND Policy, and all other policies listed earlier
- A copy of the full Inclusion, Medical & SEND lists
- School's contribution to the Greenwich Local Offer.
- A bank of classroom support strategies which covers the range of needs
- Powerpoints and notes from all SEND staff training sessions
- Information on individual student's ' special educational needs including pupil profiles and advice sheets

Staff can also access professional reports, annual review reports, medical updates as well as **Individual Provision maps** via SIMS.

By accessing the above every staff member will have complete and up-to-date information about the needs of all students and their requirements; enabling them to provide for the individual needs of all students.

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

As stated previously all students are entitled to **Quality First Teaching** as the first step to meeting their additional needs.

*'...high quality teaching, appropriately differentiated is the first step in responding to possible SEND..... SEND provision is underpinned by high quality teaching and compromised by anything less.'*

DfE letter to schools April 2014

## **Entitlement for all – high quality, appropriately differentiated teaching**

- All teachers must provide high quality, appropriately differentiated teaching for all students in their teaching groups.
- All teachers are responsible and accountable for the progress and development of all students in their teaching groups including where students access support from SEN Teaching assistants or specialist staff.
- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by the Inclusion Panel: HOLZ Progress and Intervention, Raising Standards Leaders, Head of Additional Needs, Lead Learning Mentor. The panel may recommend additional support or interventions as appropriate.

- Once a pupil has been identified as possibly having SEN they will be closely monitored by all staff in order to gauge their level of learning and possible difficulties.
- The subject teacher, with the support of teaching assistants and using recommended teaching and support strategies, will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SEND Department will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- All students will continue to be monitored by the HOLZ progress & Intervention, supported by Raising Standards leaders and discussed at the Inclusion Panel if expected progress is not being made
- Parents will be informed of progress 3 times a year and if there are circumstances under which they are being monitored in addition to above, parents will be written to or invited to the school for a meeting. Parents are encouraged to share information and queries with the school.
- Inclusion panel, learning zone meetings, meetings and parent consultation evenings are used to monitor, assess and review the progress being made by all students including those with additional needs.

### **SEND Support (K) – Single category of Support (replacing SA/SA+)**

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register as receiving **SEND support**. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- **Assess** – Using all school information available, including assessments and teacher observations, SEND department should carry out an analysis of need based on a comparison of national data and expectations. For higher levels of need refer for appropriate assessments from outside agencies and professionals.
- **Plan** – Agree and plan interventions in consultation with teaching & support staff, student, parent and external agencies if appropriate. Expected outcomes should be clear. Record on Individual provision map with appropriate strategies.
- **Do** – Implement plan including time frame. (Class teacher continues to have responsibility for progress and will help to measure impact of plan).
- **Review** – Has expected progress been made? If not, do outcomes need to change? Repeat cycle. If yes, SEN support no longer required....student will continue to make progress with high quality teaching. **All students continue to be monitored via the Inclusion panel.**

### **What is SEND Support?**

Students who require specialist input or have needs which cannot be met solely by quality first teaching will be supported under the single category of **SEND support** which is **outcomes based**. St. Paul's Academy provides a range of support including 'in class' SEND support (working alongside subject specialist support), Dyslexia groups, 1-1 intervention as needed, OT / Physiotherapy groups, transition groups, friendship groups, mentoring sessions, language and social skills groups.

At St. Paul's we aim to put the most intensive support in with Year 7 and 8 students with a view to students being more ready for independence by Year 9 when they embark on Key Stage 4 studies.

A very small number of students who are not ready for independence by the end of Year 8 will follow a supported **individual** Life Skills curriculum pathway, which runs alongside and supports the core curriculum in Key stage 4.

The level of provision is decided by the **Assistant Principal: Inclusion** supported by the **Inclusion panel** and based on feedback from assessments including reading age, progress reports, consultations with parents, TAs, advice from specialists and outside agencies.

**See St. Paul's Academy's contribution to Local offer.**

The SEND Department will write to parents & carers of students who receive this level of support to outline exactly what support their child is receiving. Parents of students with high needs are invited in to meet with the SEND Department. Those on an EHC plan will have more frequent face to face feedback.

### **Exiting SEND Support**

**SEND Support** is not necessarily offered to students indefinitely. When progress is made, as outlined above, students will go back to being supported and monitored through **quality first teaching** and **pastoral support** which will be **monitored** through the Inclusion panel.

When a student does not make progress with what we can offer at St. Paul's Academy, we may need to seek advice and/or assessments from specialists such as Speech and Language therapists, Educational Psychology Services. This will be done by the Head of Additional Needs in consultation with teaching & support staff and parents who will be kept informed throughout the process of referral.

### **EHC Plans / Statements of Special Educational Needs**

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties or when a school can demonstrate that the student is not making progress despite a high level of intervention, they may undergo a **Statutory Assessment** process. This is usually requested by the school but also can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The process of applying for an EHC Plan begins with putting together a personal profile of a student which is primarily **student centred** but draws together information from a variety of sources including

- Parents
- School staff including subject teachers / pastoral support / TAs
- Head of Additional Needs
- Social Care
- Health professionals if appropriate

This group of people will form and inform the TAC (Team around the Child) process and will meet regularly. Information will be gathered relating to the current provision and resources used to support the student will be mapped out. Targets will be set and action points taken at each meeting. The completed profile is then sent to the SEN panel at Local Authority level. The panel is formed of a group of people from education, health and social care who review the application and decide whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

- If it is decided that the needs of an individual are not being met by the support that is ordinarily available, then all involved will begin the process of drawing up an EHC plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

All students with statements of SEN and/or EHC plans have a level of support which is stipulated by their statements or plans. All current statements will be converted to EHC plans by April 2018.

## **Section 6 - Supporting Students and Families**

The governing body of St. Paul's Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND /Additional needs leading to the correct intervention and provision.
- Continuing social and academic progress of students with SEND/ Additional Needs to enable personal success.
- Parental views are considered and valued.

### **Admission Arrangements**

Please also refer to the information contained in our school prospectus.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEN; those with Education, Health and Care Plans and those without. Students with a Statement / EHC plan and their parents are invited to the school in Year 6 for an induction meeting. Other high needs students, if identified by primary school or other agencies, may also be invited. Where necessary, consultations and advance provision will be made for new students. All parents are offered a guide to Inclusion/SEND which is available on the school website. Also available on the website is the school contribution to the SEND Local offer and the annual SEN Information report (statutory requirement) as well as those policies mentioned earlier.

### **Contact with Families**

SEND and Inclusion staff are available to meet or correspond with parents as needed. In addition to keeping in touch with parents by letter to outline provision, Inclusion/SEND staff are available at every parents' consultation evening. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs and will continue for as long as is necessary.

### **Additional Support for Families**

Some families require additional interventions and support from time to time Referrals to Children's Services (including the Children with Disabilities team) or other agencies including Families First may need to take place. This decision is usually made by the Inclusion Panel. The Head of Additional Needs may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up as a result of these consultations.

Some students and their families are offered support through the TAC (team around the child) process or offered BSP (Behaviour Support Plans). These are led by the Head of Inclusion and the Lead Learning Mentor.

The principal or Inclusion/SEN governor may also be contacted at any point to assist parents with SEND /Additional Needs matters.

Further information for parents can be found on the School website **SEND/Inclusion – Information for Parents and Carers**

### **Exam Access Arrangements**

The Head of Additional Needs prepares a list of students eligible for assessment for exam access arrangements. The list is based on need and will include all students with SpLD (Dyslexia) and other difficulties which affect processing. These assessments are currently carried out by a specialist teacher. The arrangements are shared with all staff via the shared area and parents are informed in writing. All staff are encouraged to refer students to be assessed if they believe that the student might benefit from extra time or special consideration

### **Transition**

Students who require support with transition to the academy in Year 7 are identified in Year 5 and Year 6 by primary colleagues and through SENDCo meetings. All students identified are invited for transition visits. As above, families are also involved in the transition process.

When they arrive at St. Paul's Academy, year 7 students with high needs are supported by SEND staff with the settling in process including getting to know the school building, working with a timetable and coping with the new demands of a secondary school timetable.

If a student with high needs moves to another school during their time at St. Paul's Academy, a TAC process is usually initiated to ensure a smooth transfer.

When moving on from St. Paul's Academy to post 16, the school careers Personal Advisor meets with some students and their parents as early as Year 10 (list drawn up by Inclusion/SEND staff) to advise and assist with choices and college applications. Inclusion/SEND staff also coordinate additional visits to sixth forms and colleges as needed. Where appropriate other agencies such as ASD Outreach are invited to become involved, for example, if some students find change difficult to cope with. The individual curriculum coordinator / Assistant SENDCo ensures that all the relevant paperwork is passed on to ensure continuity of provision where appropriate.

## **Section 7 – Supporting Students at School with Medical Conditions**

This section was written with reference to the DfE Guidance to Supporting Students with medical needs 2014

The governing body of St. Paul's Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including physical education and social trips. Some students with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students with medical conditions may also have special educational needs (SEN) and may have a statement or EHC plan which brings together health & social care needs as well as their special educational provision. The school will ensure that all recommendations are put in place with due regard to the new SEND code of Practice (2014).

Please also refer to the **school's medical policy** for further information.

## Section 8 – Monitoring and Evaluation of Inclusion / SEND

SEND provision and the Inclusion/SEND policy is formally reviewed on an annual basis through the SEN Report. This evaluation is carried out by the Head of Additional Needs in consultation with the principal and the board of governors. Information is gathered from different sources such as pupil and parent surveys/teacher and staff surveys/ parents' evenings/ consultation evening/ report feedback forms. The SEN report will be published by the governing body of St. Paul's Academy in accordance with section 69 of the Children and Families Act 2014.

The target time for the annual delivery of the SEN report is by the end of the autumn term.

In order to ensure continued best practice, the Inclusion learning zone also encourages feedback from staff, parents and students during the academic year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. As stated above, parents and students may access staff from the Inclusion learning zone as needed. We have an open door policy where parents can access the Head of Additional Needs, the learning mentors and other staff regularly without making an appointment. Further feedback from parents can be given at any time through email contact.

## Section 9 – Training and Resources

SEND provision at St. Paul's Academy is funded by a devolved budget. All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. (9 hours of support per identified pupil) Some pupils with SEN may access additional funding. This fund is controlled by the principal.

SEND training for staff is identified via an annual inclusion audit where individual staff look at their own practice and prioritise training needs for the following year. The Head of Additional Needs plans SEND training sessions and workshops based on staff responses. Dyslexia training and Speech & Language training are offered annually. Other sessions include ASD training, Mental Health Awareness, Moving and Handling, SEND Reforms, Differentiation.

Teaching assistants benefit from an ongoing professional development programme delivered by Lead TAs, the Head of Additional Needs and visiting professionals.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of students, all staff are encouraged to undertake a variety of training and development. Some of this may be signposted by the Head of Additional Needs. This may be volunteering to become involved in a working party such as the **Inclusion Links** team or become involved in a discussion group led by a professional colleague such as the educational psychologist or Speech and Language Therapist.

The Inclusion Links team led by the Head of Additional Needs is a working party which looks at current issues in SEND/Inclusion such as the SEND Reforms, policy changes and the impact of these issues on their classroom practice. This team of colleagues represent inclusion at Learning Zone Level.

New teachers and support staff attend an SEND Induction workshop which addresses all the systems and processes in place around the school's Inclusion /SEND provision. Staff are also invited to meet with the Head of Additional Needs if they need further support and advice. Advice is also sent out via email through frequent updates.

All staff (teachers and teaching assistants) are encouraged to invite the Head of Additional Needs to observe their lessons and look at their inclusive practice.

The Head of Additional Needs regularly undertakes training and attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in Inclusion/ SEND practice.

SEND Staff are based in the Inclusion office which students can access when they need it. They also have use of a therapies room and a classroom for SEND interventions.

The learning mentors are based in 'the ark' where students can *self* refer to during their breaks or in their own time.

## Section 10 – Roles and Responsibilities

It is the belief of the governing body that SEND provision is a whole school matter. The board of governors, in consultation with the principal, has a legal responsibility for determining the policy and provision for students with additional needs. St. Paul's Academy has a named governor who takes a particular interest in this aspect of the school. The SEND Governor is **Fr. Michael Branch**

The **governing body** ensures that

- all students with Special Educational Needs are admitted to the school in accordance with the admissions arrangements
- the necessary provision is made for all students with SEND
- all staff are aware of their responsibilities for students with additional needs
- all staff work with due regard to the SEN Code of Practice 2014
- parents are involved at every stage, should the school wish to make SEND provision for their son/daughter
- they are informed about SEND issues so that they can play a part in the self evaluation process.

The **Principal** is responsible for

- The management of all aspects of the school's work, including provision for students with additional needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the Head of Additional Needs / SENDCo
- The deployment of all SEND support staff within the school
- Monitoring and reporting to the governors about the implementation of the SEND/Inclusion policies and the effects of the policies on the school as a whole.

The **SENDCos & Assistant Principal / Inclusion** are responsible for

- Overseeing the day to day operation of the school's SEND / Inclusion Policy
- Ensuring that all pupils, including those with special educational needs and/or disabilities receive their full educational entitlement and have access to the whole curriculum.
- Managing staff – teaching staff and TAs - This includes timetabling, delegation of tasks, advising, supporting and monitoring, team meetings and individual consultations
- Planning, managing and reviewing **Wave 2 and Wave 3** Interventions and the development of alternative teaching strategies. Plan individual curriculum / teaching programmes where necessary
- Strategic overview of SEN and Inclusion throughout the school including planning, policy writing, advising and supporting other staff. This includes overseeing individual / group provision maps
- Oversee the maintenance and updating of all Inclusion / SEND files
- Preparing and managing statutory assessment paperwork
- Preparing and managing transfers of Statements of SEN to EHC Plans
- Organising, attending, chairing and the administration of annual reviews (including writing the school's advice and the recommendation report)
- Meeting with parents and carers

- Organising frequent planning meetings / Preparing referrals and attending meetings with outside agencies: EPS / SALT / OT / ASD Outreach / Physiotherapy / MOVE / Careers / CWDT / STEPS
- Teaching - Delivering KS4 Curriculum / Coordinating LFL programme
- Managing transition processes (year 6 – 7 and Yr 11 -12)
- Tracking pupil progress using all available data and evidence
- Initiating and carrying out assessments
- Managing budget and resources
- Working with relevant staff on special arrangements for tests and external examinations
- Leading CPD for a range of staff, governors and parents
- Ensuring staff awareness of the needs of all students on the Inclusion/ SEND registers
- Supporting teaching and support staff with quality first teaching (Wave 1 provision) e.g. through written information (Inclusion/ SEND registers / keeping provision maps up to date / SEND workshops and individual/ group consultations, support with differentiation of curriculum to ensure full access for all pupils
- Advising on a variety of teaching styles to support the learning styles of individual pupils (whole school strategies documents on shared area / provision maps)
- Monitoring class teachers, advising on and supporting their teaching and curriculum delivery for those pupils with special educational needs
- Carrying out annual SEND/Inclusion Audits & observations
- Analysing data to ensure that teaching and learning is effective via inclusion panel and alongside HOLZ progress and Intervention
- Providing support and training (where necessary) for teachers to manage and work effectively with other adults.
- Keeping up to date with legislative changes and SEND Reforms and ensuring information is shared with relevant staff.

#### Role of **SEN Teaching Assistants** –

They are responsible for

- Ensuring that they are aware of the school's SEND policy and SEND procedures
- Providing a range of support including In class support / 1-1 support / Targeted intervention groups / Therapies – OT / Physio / SALT / Literacy groups / Friendship groups / Transition groups
- Support students under guidance of subject teacher / SENDCo / guidance on statement
- Working alongside teaching staff to differentiate work, make appropriate adjustments
- Key worker duties - Increased links with parents – additional meetings / EHC workshops / contribute to annual review process
- Attending and contribute to staff training and team meetings
- Plan, deliver and evaluate interventions & ensure they are plotted on provision map (work with SENDCo/Asst SENDCo)
- Report concerns / observations about students to relevant staff
- Attend meetings about high needs students and as requested
- Physical support / intimate care if appropriate

#### Role of **Learning Zone Teaching Assistants** –

They are responsible for

- Ensuring that they are aware of the school's SEND policy and SEND procedures,

- Providing a range of subject specialist support including in class support / 1-1 support / Targeted intervention as agreed with class teacher
- Support students under guidance of subject teacher / SENDCo / guidance on statement
- Working alongside teaching staff to differentiate work, make appropriate adjustments
- Attending and contributing to staff training and team meetings
- Report concerns / observations about students to relevant staff
- Attend meetings about high needs students and as requested
- Physical support if appropriate

## Safeguarding Responsibility

Names of designated members of staff with **specific Safeguarding responsibility:**

Safeguarding Leads: Siobhan Malone (Vice Principal), **Kim Nicholas** (Lead Learning Mentor)

Safeguarding Team: **Huw Francis** (Learning Mentor), **Áine Allen** (Co Assistant Principal: Inclusion), **Graham Sidwell** (HOLZ: Inclusion), **Helen Loten** Year 7 SENDCo (January 2017), **Balvinder Assi** (Inclusion Coordinator), **Raphael Tetley** (Lay chaplain)

See school **Safeguarding Policy** for further information - updated January 2017. Stored on website

## Section 11 - Storing and Managing Information

The Inclusion zone of St. Paul's Academy operates a centralised file system for students with additional needs which includes those with special educational needs. These files are stored in alphabetical order in year groups and contain the following subsections: **SEN, Medical**, and **Mentoring**, and a copy each student's individual provision map.

The files are kept in locked filing cabinets on the management corridor which has restricted access for students and visitors.

Safeguarding files are kept separately and securely.

Files are passed on to post 16 providers where appropriate or stored for 5 years when a student with additional needs leaves the academy.

## Section 12 – Reviewing the Policy

This Inclusion / SEND policy will be stored on the shared area for all staff. It will also be stored on the school website. In light of the ongoing SEND reforms it will be reviewed on an annual basis.

**The next review will take place in January 2018.**

## Section 13 - Accessibility

The governing body of St. Paul's Academy has a duty to ensure that there is no discrimination against any sub-group within its community. With this in mind the school has put in place policies and procedures so that students with a disability are not treated less favourably in the service, education or support they receive than students without a disability. Meeting these requirements is consistent with the Inclusion / SEND Policy.

The DDA, as amended by the SEN and Disability Act 2001, and the Equality Act 2010 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

**St. Paul's Academy's Accessibility plan** for the current site was first produced in 2010, was updated in March 2015 is due to be reviewed in 2018. It is currently available on request but will be stored on the school website.

## **Section 14 – Complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the relevant member of staff. If their complaint is in regard to the support offered to their child by the Inclusion / SEND Department, they should contact the Head of Additional Needs, the Head of Inclusion or the Lead learning mentor.

If this is unsuccessful, parents or carers may make a formal complaint. They can do this by contacting the principal or the board of governors.

Áine Allen

**SENDCo/ Head of Additional Needs  
January 2017**