

# St Pauls Coven SEND Policy 2025 – 2026



## **Our School**

### **Our School Vision**

At St Pauls C of E School Coven We believe that children have just one childhood; we want their earliest school experience to be an exciting, magical journey, packed with inspirational and unforgettable learning experiences. We encourage our children to explore, to invent and to create. By steering their natural curiosity we develop children who are confident, bold and prepared to be challenged. Our children learn about, and have confidence in, themselves as learners. They set themselves goals and have high aspirations for their future. We aspire to build individual learning powers and enjoy an ethos that builds high levels of self-esteem; instils a strong determination to succeed and promotes a thirst for life-long learning.

The supportive ethos within the school enables pupils of all abilities to thrive as they grow and develop. We recognise the importance of achieving high standards as well as developing well rounded individuals. The school's provision allows pupils to recognise the joy of achievement and our aim is to equip our pupils with the skills to become global citizens of the future, who are able to make a positive contribution to society.

### **September 2025 Information**

St Pauls currently has 135 children on role

There are currently 5 children on SEND register with a range of needs from universal to specialist. (3.7% compared to last year 8.4% a decline of 4.7%)

3 children (2.2%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)

2 children that have an EHCP (1.4%) and 3 children (2.2%) have a SEND Support Provision Plan (3.4%)

## Policy introduction

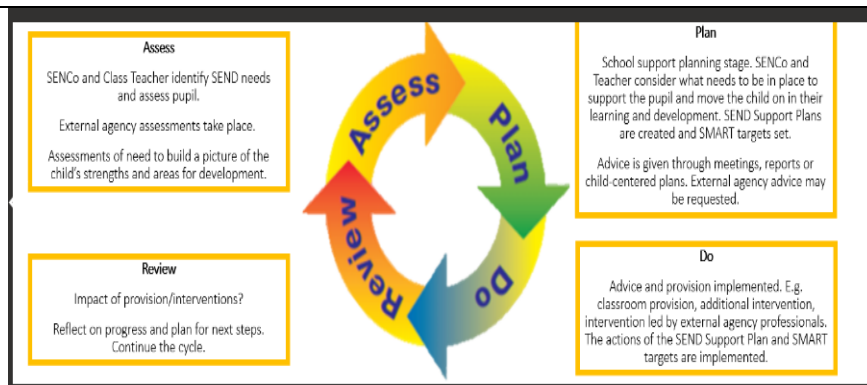
Explain the purpose of the policy and the legislation it complies with..

- SEN Code of Practice 0-25 (2015)
  - Equality Act 2010
  - Part 3 of the Children and Families Act (2015)
  - The Special Educational Needs and Disability Regulations (2014)
- The introduction identifies other relevant school policies which are linked to the SEND Policy.
- Accessibility Plan
  - Equalities and Diversity Policy
  - Supporting Children with Medical Needs Policy
  - Safeguarding Policy
  - Behaviour Policy
  - Positive Handling Policy
  - Teaching and Learning Policy
  - Complaints Policy

## Policy development and implementation

The policy has been created by the school's SENCo in line with the legislation listed and our admission arrangements. Our governors, Head teacher and staff were consulted. The SENCo is responsible for the design and implementation of this policy. Stakeholders are able to access this document via our website.

## Identifying and Assessing Need



### Identifying Children's Needs

We identify children's SEND needs by:

- Talking to nurseries and previous schools about a child's needs before children arrive at St Pauls.
- Visiting known children with SEND in early years' settings before they arrive at St Pauls
- Undertaking our own observations, checklists and assessments to identify learning needs within school
- Receiving information and report from health practitioners and other professionals about children's needs
- Speaking to the SENCO of the previous school and as well as parents to ensure as much information as possible is known about the child
- Tracking a child's academic progress through teacher observation, feedback and formal assessment.

## **. What should I do if I think my child or young person needs extra help?**

If you think your child may have SEND or might need extra help, please do the following:

- Speak with your child's class teacher by contacting the school office and requesting an appointment
- Points you may want to think about before meeting with your class teacher of the SENCO are:
  - Why do you think your child has SEND?
  - What needs do you feel your child has that are of concern?
  - Does your child learn at the same rate as other children?
  - Did your child meet all of their early learning goals: 2 year check?
  - How do you feel school could help you?
  - What are you able to do to help?
- Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please do the following:

- Speak to the school's SENCO Mrs. Stafford 01902291124 via the school office or Email the school office
- SENCO Mrs Stafford has been a SENCO since 2015 and has the NASENCO award

- Should you still feel that your concerns have not been addressed that contact our head teacher, Mrs Richards via the school office on 01902291124

## **First Steps to Identification**

Our first step to identify a child with SEND is to :

- Identify the concern from our observations, information and assessments. The school identifies children using a range of sources including internal assessments, progress over time, external agency information and medical information. St Pauls Primary Academy assesses children at the end of each lesson, at half termly intervals and again at the end of each term. We use a range of different assessments for all children alongside teacher assessment and statutory assessments.
  - Teachers will then contact parents/carers via telephone or request a face to face meeting for a discussion about their concerns and agree a series of strategies or next steps to be taken
  - The teachers will refer to the SENCO after putting in place different strategies with your child in their classrooms
  - Discussions with class teacher and SENCO are undertaken as and when required as part of a graduated response

Many children who join us have already been in early educational/ pre-school settings. In some cases children join St Paul's CE First School with their needs already assessed. All children are assessed when they enter our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school

resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practice. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support a child in an Individual Support plan, the plan is written with the child and parents and will show the long-term outcomes for the child, and the teaching strategies to be used. It will also indicate the shorter term targets and the date for the plan to be reviewed. This review will take place at least once a term.

We can also refer pupils to the SEND hub meetings. These take place every half term and provide a forum for us to discuss your child's difficulties and to be able to refer individuals to outside agencies. Children will only be referred to the hub with your consent. Agencies present at the hub meetings include members of the Staffordshire SEND team, Family Support and Educational Psychology service.

If the child continues to demonstrate significant cause for concern, an application can be made to the Local Authority for an Education, Health & Care Plan to be issued. A range of written evidence about the child will support the request.

#### **Planning the Support:**

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice. Within each cycle the following may occur:

#### **• Step 1: Initial Concern**

o Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Quality First Teaching are made.

o The class teacher will inform Parents/carers of the concern verbally.

o The class teacher will inform the SENCO of their initial concern and the actions they take.

#### **• Step 2: Targeted Support**

o If a concern continues over time, further support / adjustments will be made to support the child by the class teacher.

o The teacher monitors and reviews the outcome of the additional support / reasonable adjustments.

o If further intervention may be required, class teachers will raise this at Pupil Progress meetings with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.

#### **• Step 3: Review of Need**

	<p>o The SENCO reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.</p> <p>o If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to an internal Monitoring Register and consider the next steps to support the child in conjunction with Parents/carers and staff. This may involve the use of other agencies and referrals may be made.</p> <p>o If the child meets SEND criteria, the SENCO will contact parents to discuss their child in initial meeting, where the current needs and support required is discussed and the child will be placed on the school's SEND register. See stage 4.</p> <p><b>• Step 4: Formal Registration of SEND</b></p> <p>o The teacher will write an Individual Support plan (ISP) recording the child's targets and support needs following discussion with the SENCO and Parent.</p> <p>o The SENCO adds child to the school's SEND Register, ensuring additional provision is put into place.</p> <p>o The SENCO compiles a provision map &amp; ensures additional provision is put into place.</p> <p>o The ISP is a working document to inform teaching staff, support staff and parents of the child's current identified needs</p> <p><b>• Step 5: Review of SEND Needs</b></p> <p>o A PfS is reviewed 3 times a year with teacher and SENCO: October, February and May. These SEND Review meetings may lead to:</p> <ul style="list-style-type: none"> <li>▪ Movement of the child to the monitoring register – ISP is no longer required</li> <li>▪ Continued SEND support with new ISP targets written by teacher (with advice and agreement with the SENCO)</li> <li>▪ A referral to outside agency by SENCO for additional advice or support</li> <li>▪ An application for an EHCNA leading to possible EHCP (if there is sufficient evidence to meet Staffordshire Criteria) via the SEND and Inclusion Hub or directly with Staffordshire County Council.</li> </ul> <p>o An ISP is shared and discussed with parents after each half term break, which allows for any changes in pupil needs to be shared, which can also result in the pathway of support being changed at any time.</p>
<p><b>Roles and responsibilities</b></p>	<p><b>Responsibilities</b></p> <p>All members of the school community should be aware of the procedures for identifying, assessing and making provision for children with special educational needs. Regular training is given to all staff to ensure they are aware and able to carry out their responsibilities.</p> <p><b>The Governors:</b></p> <p>The Governing Body (LAC) are responsible for ensuring that they use their best endeavours to meet the needs of children and young people with special educational needs in their school.</p> <p><b>The Head Teacher:</b></p> <p>The Head teacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.</p>








	<p><b>The SENDCO:</b> The named SENDCo is Mrs A Stafford</p> <p><b>Responsibilities will include.</b></p> <ul style="list-style-type: none"> <li>- Overseeing the day-to-day operation of the school's SEND policy</li> <li>- Co-ordinating provision for children with special educational needs</li> <li>- Liaising with and advising other teachers</li> <li>- Managing teaching assistants and 1:1 support assistants</li> <li>- Overseeing the records of all children with special educational needs</li> <li>- Liaising with parents of children with special educational needs</li> <li>- Contributing to the in-service training of staff</li> <li>- Liaising with external agencies.</li> </ul> <p><b>Class Teachers:</b></p> <ul style="list-style-type: none"> <li>- Pupils with SEND are the responsibility of the class teacher</li> <li>- In conjunction with the SENDCO write targets</li> <li>- Implement and resource Assess, Plan, do, review cycle</li> <li>- Discuss with TA's strategies and resources to implement targets and interventions</li> <li>- Communicate with parents regarding progress</li> <li>- Monitor and evaluate pupil progress with TA's and instigate further action/strategies.</li> </ul> <p><b>Teaching Assistants:</b> Teaching assistants working with children identified as having special educational needs will:</p> <ul style="list-style-type: none"> <li>- Support the class teacher by working with SEND pupils either individually or in groups</li> <li>- Have a clear understanding of the child's /group targets and the resources to be used</li> <li>- Monitor progress on a weekly basis in an agreed format</li> <li>- Receive feedback from the class teacher and receive new guidance on the basis of the feedback.</li> </ul>
<b>Admissions</b>	The school will admit pupils with already identified special educational needs as well as identifying and providing for pupils not previously identified as having special educational needs.
<b>Staff training</b>	<p><b><u>What training are the staff supporting children and young people with SEND had or are having?</u></b></p> <p>The school is committed to ensuring staff are highly trained. The SENCO attends termly updates arranged through Staffordshire University Academy Trust. Additional SEN training is delivered according to need. The SENCO has completed the National SENCO award.</p> <p>Our SENDCo is Mrs A Stafford. She is a fully qualified and very experienced teacher and has The National Award for SENDCo's.</p>

All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.

The SENDCo provides advice and guidance to staff that has a measurable impact on out-comes has on the needs of pupils with SEND.

Our Teaching assistants also receive continuing professional development and support from class teachers and the SENDCo. Professional development opportunities for teachers and teaching assistants have included: phonics and early reading, ELSA.

We work closely with external agencies, relevant to each individual child's needs. These currently include paediatricians, speech and language therapists, occupational therapists, educational psychologists, autism outreach team, GPs, school nurse, family support and other social services.

			
Autism (Level 1)	Attachment	Phonics (catch-up)	Reading for those who struggle
			
Specific Learning Difficulties	Nurture support	Speech and Language	

**Monitoring and evaluating the policy**

The SENDCO is responsible for the development, implementation and review of the policy. The policy is developed by SENDCO with support from Head teacher.

**Policy approved by the LAC:**  
**Policy will be reviewed by:**

**Schools are also required to produce an [SEN information report on an annual basis \(statutory requirement\)](#)**

SEN Information report can be viewed on the school website