

St Paul's

C of E Primary School



A place to belong

Special Educational Needs and Inclusion Policy

Acting Headteacher: Charlotte Hughes

Member of Staff Responsible: Emma Hartley

Reviewing Committee: FGB

Effective Date of Use: 21st October 2026

Date of Review: Autumn Term 2027

Statutory Policy

This policy was reviewed and approved by the Full Governing Board on the 21st October 2026. It is effective from this date and remains in force until the next scheduled full annual review by the Full Governing Body in Autumn 2027. Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments. All such updates will be clearly documented and communicated to staff.

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia)*, *Compassion*, *Perseverance* and *Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Special Educational Needs and Inclusion Policy

This policy should be read in conjunction with the SEND Information Report and Local Offer for St Paul's CE Primary School.

This policy is written in line with:

- SEN Code of Practice (January 2015 updated April 2020)
- Education Act 1996, Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- City of York Council Special Educational Needs and Disability (SEND) Strategy, 2021 to 2025.
- KCSIE 2026
- Working together to safeguard Children 2026
- Data Protection Act 2018 / UK GDPR

This policy will be implemented in conjunction with the following other school policies:

- Equal Opportunities Policy
- Behaviour Policy
- Pupil Premium Policy
- Anti-Bullying Policy
- SEND Report
- Curriculum Policy
- Supporting Children with Medical Conditions Policy
- Complaints Policy
- Safeguarding Policy

Rationale

St Paul's CE Primary School welcomes all children and is committed to meeting the special educational needs of pupils and ensuring that they make progress. Class teachers are responsible and accountable for the progress for and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As a Christian School we recognize that we are all children of God; special and unique in our own ways. Our Core aim is to provide all children and families with 'A place to belong'. Through our Christian values of family, kindness, compassion and perseverance we strive to provide a rich learning environment for all pupils whatever their needs. We recognise the diversity of the children in our care and take account of the requirement to make provision for them. We support these children and encourage them to participate in all aspects of school life.

St Paul's CE Primary School is committed to providing an appropriate and high quality education to all the children living in our locality. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic, creative and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Definitions

Children have Special Educational Needs and Disabilities if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for them.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in mainstream schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or
- (d) above or would so do 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.

Aims and Objectives

The aims of our Special Educational Needs and Disabilities (SEND) policy at St Paul's are:

- That every child be valued equally and be given every opportunity to achieve their full potential
- That a family-centred approach to SEN is essential to achieve the best outcomes; parents know their children best.
- That children with SEND have their particular need identified at an early stage and that they should be supported to ensure continuing progress and development.
- That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and the National Curriculum

- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom
- That parents/carers of children with SEND be informed, supported and involved in their children's education and be able to contribute towards their ongoing development.
- That the views and wishes of the child concerned be taken into account, in the light of their age and understanding.
- That all staff working in the school share in the responsibility of meeting the needs of the children with SEND
- That school staff working with children with SEND be informed of and supported in ways of assisting children and addressing their future development.
- That resources, beyond ordinarily available provision, should be made available to support the education of children with SEND and be used effectively for that purpose.
- That the school develops in all children an awareness of the needs of children with SEND and foster a positive attitude towards and a supportive environment for such children.
- That the effectiveness of the school's policy and provision for SEND be kept under regular review.

At St Paul's CE Primary, we will implement special educational provision under Section 21 of the Children and Families Act 2014. We will make our best endeavours to ensure that such provision is made for those who need it.

Identification

Each child with SEND is unique and their needs will be considered individually. However, children's needs broadly fall into four areas:

- (a) **Cognition and Learning needs** (including Specific Learning Difficulty, Moderate learning difficulties, dyslexia, dyspraxia or dyscalculia)
- (b) **Social, Emotional and Mental Health** (including Attention Deficit disorder, Attention Deficit hyperactivity disorder, Attachment disorder)
- (c) **Communication and Interaction needs** (including difficulties communicating with others. Those with Autistic Spectrum Condition may display difficulties in this area)
- (d) **Sensory and/or physical needs** (including visual or hearing impairment).

Learning Difficulties

At St Paul's, all children are regularly assessed both through observation, marking, discussion and written assessments. From these we can identify those children who are falling significantly behind the expected attainment for their age group and will need special provision.

Behavioural Difficulties

We understand that behaviour is driven by an underlying need. We operate a whole-school behaviour policy with an emphasis on the relational, attachment friendly approach, which enables the vast majority of pupils to participate in the life of the school within appropriate boundaries. If, however, a child constantly finds it difficult to behave in an appropriate manner and the mainstream classroom strategies are proving ineffectual then a discussion will take place with the parents/carers as to what additional measures might be put in place to help the child and investigate any underlying causes. Our School Behaviour Policy will provide further information on the school approach to supporting behaviour, including any restrictive interventions.

Other Needs/ Difficulties:

Where children are causing concern in other areas which is impacting on their learning the class teacher will speak to the SENDCo and, with the parents permission, the appropriate professionals (speech and language therapists, school nurse etc.) may be asked to assess the child.

Parents will always be informed and their child's needs discussed before they are placed on the SEND register.

Identifying pupils with SEND and assessing their needs

A range of evidence including information concerning progress in areas other than academic attainment e.g. social and emotional development is considered when identifying the nature and level of a child's needs. This includes:

- Information about attainment and progress from previous settings
- Information from parents/carers
- Information from class teachers based on observations and from the regular assessments of all children in the class which will identify children whose progress:
 - is significantly slower than that of their peers starting from the same baseline
 - does not match or better the child's previous rate of progress

- does not close the attainment gap between the child and their peers
- widens the attainment gap
- Information from specific assessments carried out by the SENDCo or outside agencies (Educational Psychologist, NHS Occupational Therapist, NHS Speech and Language service, Child and Adolescent Mental Health Service etc.)

Slow progress and low attainment, persistent disruptive or withdrawn behaviours or poor concentration will not automatically mean a pupil is recorded as having SEND. The decisions as to whether to put a child on the school's SEND register and whether their needs can be met by ordinarily available provision, or whether something different or additional (SEN support) is needed will be made in consultation with the SENDCo and with reference to the City of York Special Educational Needs Banding Documents to only identify levels of need. These are used in conjunction with the CYC Ordinarily available provision document which indicates the core offer of provision or adaptations required for SEN support.

Care will be taken in identifying and assessing SEND for children whose first language is not English; difficulties related solely to limitations in English as an additional language will not be identified as SEND. Our school policy on English as an additional language provides further information on supporting adaptations

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's progress against desired outcomes. This will draw on:

- The teacher's and teaching assistant's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant
- Information from specific assessments carried out by outside agencies.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. Adaptive teaching will complement the ordinarily available provision to support the needs of individual pupils and may include the use of specific interventions. We aim to be highly flexible and creative in our approach to teaching children with SEND, and where necessary develop highly personalised provision. We are committed to following the frameworks advocated by the City of York's Specialist Teaching Teams.

<https://democracy.york.gov.uk/documents/s172751/Annex%20B%20SEND%20Ordinarily%20Available%20Provision%20PRINT.pdf>.)

We aim to work with parents/carers and external services to provide early and accurate identification of needs, high-quality teaching of a knowledge rich curriculum, and prompt access to targeted support where it is needed. The adaptations we make to our well-designed and highly ambitious curriculum aim to support more pupils to access the support they need in school without the needs for an EHCP.

Adaptations to the curriculum and learning environment

We make a wide range of adaptations to ensure all pupils' needs are met and that pupils with SEND are increasingly able to participate in the curriculum. These adaptations include:

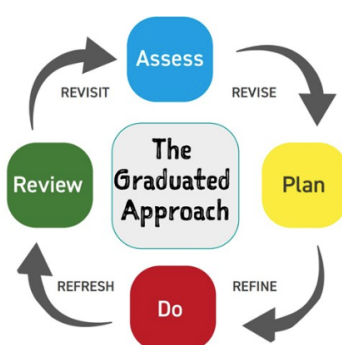
- Adaptations to our curriculum, for example, by grouping, offering 1:1 work, using a multi-sensory teaching style etc.
- Adapting our resources and staffing for example providing children with difficulties relating to attachment and trauma with a key worker and where possible ensuring continued contact throughout school
- Using recommended aids, such as laptops, coloured overlays, dyslexia friendly fonts and backgrounds, visual timetables, task sheets etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, supporting auditory information with visual supports.
- Maintaining an autism friendly school environment—calm consistent colour scheme, absence of automated bells, use of consistent visual symbols
- Attachment friendly behaviour policy
- Dyslexia friendly strategies - our school Dyslexia policy details these.

Graduated Levels of Intervention

The Code of Practice and teacher standards says that every teacher is a teacher of Special Educational Needs (SEN). High quality teaching is effective for all children and young people. Through delivering quality first teaching settings are implementing the graduated response. The Ordinarily Available Provision is about simple additions, adjustments or changes that a teacher can put into place to adapt their teaching and remove any potential barriers to learning for the pupils in their care. For example, a simple adaptation may offer more structure, or more reassurance, or ensure information is presented in a way that avoids common confusion.

Assess, Plan, Do, Review Cycle

All SEND support should follow the Graduated Approach. The Graduated Approach involves making assessments of individual needs, planning and trialing different types of support, and learning from what has worked and what needs revising. It includes detailed assessments, frequent reviews and specialist expertise in successive cycles in order to match interventions to the needs of children and young people. This graduated response is also called the Assess, Plan, Do Review.



Assess: We will talk to a child's parents/carers or the young person themselves to work out what support might be needed

Plan: once a child or young person's needs have been identified, school staff will work together with them and their family to decide what outcomes they want the child or young person to achieve and what support should be put in place to help them achieve those outcomes

Do: the staff, supported by the Special Educational Needs Coordinator (SENCO) where relevant, should put this support into practice

Review: the support received by the child or young person should be reviewed by everyone involved to see if it's working; if it is, it might continue, however, if it's not working, or if the outcomes have been achieved, some of the arrangements might be changed which may include consultation with external services. This may be Behaviour Support, Speech and Language Therapy, Specialist Teaching Support for specific difficulties, Educational Psychology, Primary Mental Health, Well-being worker or possibly specific NHS Agencies (e.g. audiology, occupational therapy). In some cases where outside expertise is needed such a referral may be made as soon as difficulties present.

Children requiring this level of support may have a pupil 'All About Me' passport document. This will detail achievements and areas of need and will be completed by the child and family on an annual basis. These children may also be provided with a Support plan which records short term outcomes and provision. For children requiring this level of support, termly meetings will be held with the parents/carers, class teacher and SENDCo to discuss progress, achievements, and areas of concern and agree actions.

Once this has been implemented, potentially for numerous successive cycles but progress is still not being made, parents/carers or the school may decide it is time to request a needs assessment from the local authority. This assessment may result in an Education, Health and Care Plan (EHCP).

The SENDCo and Head Teacher will arrange for all the necessary documentation and evidence to be submitted in support of the request. The local authority must decide whether or not to proceed with an assessment and must inform parents/carers of their decision within a maximum of 6 weeks of receiving a request for an assessment (RSA). The SEN Case Workers will also make a phone call in the few days following the RSA and will be able to talk through any questions the family may have. The whole assessment and planning process, from the point of assessment is requested until the final Education Health and Care plan must not take longer than 20 weeks. The York SEND offer website provides information on the process <https://www.yorksend.org/downloads/file/40/one-page-guide-week-by-week>

Education Health Care Plan (EHCP)

The Local Authority is responsible for the determination of an Education Health and Care Plan, which is subject to annual review. This plan focuses on outcomes and the achievement of these outcomes as a collaboration between Education and Health services. We will also make the arrangements for the Annual Review Meeting to be held at the designated time.

The EHCP now focuses on 7 outcomes. Further information on the seven outcomes below can be found on the York SEND Offer website:

<https://www.yorksend.org/get-involved/outcomes-framework>



Partnership with Parents & Carers

At St Paul's, we always seek to work in partnership with parents and carers. This is important in enabling children with SEND to achieve their potential. The school and parents and carers will work collaboratively to gain as much information as is possible about the child's difficulties and progress. This information will then feed into appropriate provision and will include activities to complete at home.

Parents/carers are always informed when a child is first identified as having SEND and the class teacher and parents/carers will discuss the outcomes set and arrangements made for the child.

For children requiring the additional elements of support and involvement from other agencies, or with an EHCP, the outcomes for the term will be discussed with parents/carers, together with an evaluation of their child's progress. Parents/carers are welcome to make a contribution towards the evaluation and outcome setting. A termly review meeting is normally held with parents/carers and all those involved in supporting the child. This is either in the form of the standard school parent interviews between the class teacher and parent, or for children receiving SEND provision at Support plan or EHCP level, with the attendance of the SENDCo. Minutes will be taken at meetings chaired by the SENDCo and provided to all those involved with the child.

Parents/carers are involved in any consideration of referral for Statutory Assessment and play an active part in the Statutory Assessment process. If their child has an EHCP then parents/carers are fully involved in all review meetings.

SENDIASS is available to support all parents/carers of children with SEND. The service offers impartial advice, information about parents/carers' rights and responsibilities, and help for parents/carers and children in putting their views forward.

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

We are committed to doing all that is possible to ensure there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school. To this end:

- all of our extracurricular activities and school visits are available to all our pupils, including our afterschool clubs.
- All pupils are encouraged to go on our day and residential trips – supported by social stories, additional staff etc.
- all pupils are encouraged to take part in sports day, school plays, special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- we strive to maintain and improve a physical environment which enables disabled pupils to take better advantage of the education, benefits, facilities, and services we provide (see our accessibility plan)

Support for improving emotional and social development

At St Paul's we believe that good mental health and social skills are the keystones to learning for all pupils including those with SEND. Support for pupils to improve their emotional and social development includes:

- all staff striving to build strong, nurturing relationships with children and to build open and trusting relationships with parents/carers so that problems can be recognised and addressed at an early stage and referred to the SENDCo and Well-being team.
- Coordinating support via the SENDCo which may involve accessing interventions led by the ELSA's (Emotional Literacy support assistants) and/or with parental consent a referral to the school's Wellbeing Service worker.
- having an attachment friendly, relational behaviour policy which uses empathy and emotion coaching approaches to help children learn to self-regulate and to eliminate the stress of traditional behaviourist discipline methods which are particularly detrimental to children with social and emotional difficulties relating to attachment and early trauma (see our Behaviour Policy)
- encouraging pupils with SEND to be part of the school council, to become play leaders etc.
- supporting pupils with SEND to access clubs within school and referring and sometimes funding access to clubs and groups outside school.
- fostering a culture in which all differences including learning differences are understood and respected and in which bullying is promptly addressed.

Arrangements for the Admission of Pupils with Disabilities

St Paul's CE Primary School follows the Admissions Policy laid down by the Local Education Authority, City of York. Please be aware that all admissions are coordinated through the Local Authority. As far as possible, City of York's Admissions Team will try to meet parental preferences for schools, but it is not always possible to do so. Places in schools are limited by the physical space in the school. St Paul's CE Primary School has an admission limit of 28 children per year group. When requesting school places, children with EHC plans must apply through the SEN Department who will then send paperwork, including the EHCP, to the school and consult for a place. School places are allocated in accordance with the SEND Code of Practice (2015), which requires that a decision is made after taking into account the child's special educational needs, parental preference and the formal view of the schools requested.

City of York Council is required to comply with parental preference for a state funded school unless:

- the school is unsuitable to the child's age, ability, aptitude or SEN; or
- the placement would be incompatible with the efficient education of the other children who the child would be educated with; or
- incompatible with the efficient use of resources

We are always pleased to meet new parents/carers in person and show them around. Please contact the school to make arrangements.

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents/carers wish, and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Supporting Transition

At St Paul's CE Primary School we are mindful of the positive impact of good transition support on pupils' progress and well-being. Practice to support transition within school or into new settings includes:

- SEND transition meetings between previous and new teachers/settings to ensure information about the child's personality, needs and provision is shared.
- Collation of all plans, specialist reports etc., to be passed up with the pupils in addition to digital copies being filed on the system.
- Provision of individually tailored Social Stories/transition books for children who struggle with the social and emotional aspects of change.
- Additional supported transition visits to secondary settings are arranged for children with SEND, if appropriate and will be personalised to their needs.

Transfer Arrangements

When a child with Special Educational Needs and Disabilities moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to Secondary School in York, the needs of the child are discussed with the SENDCo at the Secondary School. A representative from the Secondary School will be invited to attend the final review held in the summer term.

When a child with an EHCP or Support plan is transferring from St Paul's CE Primary School to secondary provision parents/carers will be invited to visit secondary schools when the child is in Year 5. This enables the parental preference for secondary school to be discussed and recorded in the Annual Review report prior to the application process.

If the child has an EHC Plan and is due to transfer to secondary education, parents/carers will have the opportunity to submit a list of your preferred schools in the first half of Autumn Term of Y6 using the York SEND secondary school Preference form.

If the child is currently being assessed for an EHC Plan but it has not been finalised, parents/carers are advised to also apply for a school place using the standard admissions process. This will ensure they have a school place if the EHC Plan is not agreed or if the process is not completed by National Offer Day (1 March). The SEND caseworker will discuss preferences if and when the plan is agreed to be issued.

We will use the Review meetings to discuss the transition to school and to make sure the EHCP is still accurately describing the child's special educational needs.

City of York Council will send formal consultation to the preferred secondary schools. The child's nearest suitable school will always be consulted as a matter of procedure.

Consultations may also be sent to the secondary schools deemed appropriate by City of York Council, in line with efficient use of resources.

Safeguarding children with SEND Children with special educational needs and disabilities can face additional safeguarding challenges. Staff must be aware of these challenges and the barriers that can exist when recognising abuse and neglect in this group of children. Additional information on safeguarding can be found in the St Paul's CE Primary school Safeguarding and Child Protection Policy

Safeguarding Children with SEND

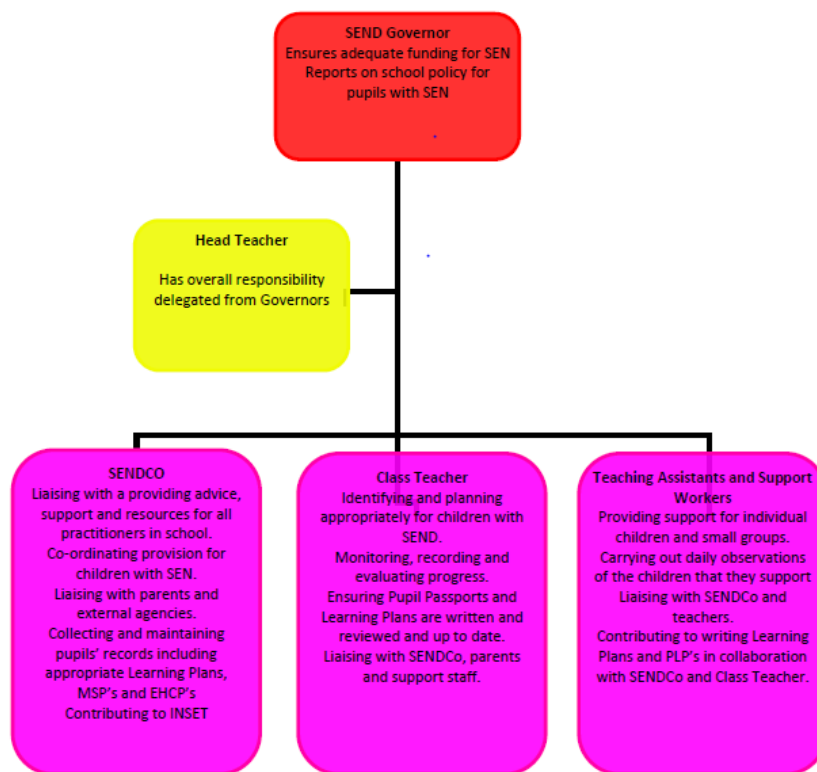
Children with SEND face additional safeguarding challenges and are statistically at higher risk of experiencing abuse, neglect, and exploitation. In line with *Keeping Children Safe in Education (KCSIE) 2026* and *Working Together to Safeguard Children 2026*, staff must remain alert to specific vulnerabilities and barriers when identifying and responding to child protection concerns:

- **Communication Barriers & Non-Verbal Disclosures:** Pupils with SEND may experience difficulties communicating or reporting abuse. Staff must ensure that a child's voice is actively captured using accessible communication methods, visual aids, or assistive technology.
- **Diagnostic Overshadowing:** Changes in behaviour, presentation, or emotional baseline must never be automatically attributed to a pupil's SEND or diagnosed condition. Staff must consider whether behavioural changes indicate an underlying safeguarding concern, neglect, or distress.
- **Increased Vulnerability & Peer Risk:** Children with SEND can be disproportionately affected by peer isolation, prejudice-based bullying, child-on-child abuse, online risks (including AI-generated content and cyberbullying), and sexual or criminal exploitation.
- **Multi-Agency & Family Help Alignment:** In line with *Working Together to Safeguard Children*, early concerns will be coordinated through multi-disciplinary *Family Help* pathways to prevent needs from escalating. Data protection obligations (including UK GDPR and the Data Protection Act 2018) are **not** a barrier to sharing necessary information with safeguarding partners where a child's welfare requires protection.

For full details on our child protection arrangements, referring procedures, and filtering/monitoring systems, this policy must be read alongside the school's Safeguarding Policy.

Roles and Responsibilities

Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs. The roles of the Governors, Head Teacher and Inclusion & Special Educational Needs and Disabilities Coordinator are outlined below -



The Role of the Governors

- The Governing Body will do its best to ensure that the necessary provision is made for any pupil who has SEND.
- They will monitor and review the effectiveness of the school's policy and provision for SEND. • They will report to parents/carers annually on the success of the school's implementation of the policy.
- The named governors with particular oversight of the school's arrangements and provision for meeting Special Educational Needs and Disabilities are **Tom Mitchell** and **Karin Bunting**

The Role of the Head Teacher

The Head Teacher, **Mrs Christie Clarke**, has responsibility for the day-to-day management of provision for children with SEND.

- She will keep the governing body informed of the school's arrangements and provision for children with SEND.
- She will appoint a Special Educational Needs and Disabilities Coordinator (SENDCo) for the school.
- She will keep up to date through the SENDCo with all action taken towards helping pupils with SEND.
- **The Role of the Special Educational Needs and Disabilities Coordinator**
- The Inclusion Leader and Special Educational Needs and Disabilities Coordinator (SENDCo) is **Mrs. Emma Hartley**
- The key responsibilities of the SENDCo are:
- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- overseeing the day-to-day operation of the school's SEND policy • coordinating provision for children with SEND
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching advising on the graduated approach to providing SEND support
- working with the Head teacher and school governors overseeing the records of all children with SEND
- liaison with parents/carers of children with SEND
- maintaining a range of resources and teaching materials to enable appropriate provision to be made
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies
- keeping informed of current developments with special education through continued professional development
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- contributing to the in-service training of staff

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 and implementation of ordinarily available provision.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Directly liaising with parents/carers of children with SEND

- Contributing to EHCP and MSP review meetings

Teaching Assistants

Teaching Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- contribute to the assess, plan, do, and review SEND provision cycle.

Complaints Procedures

At St Paul's we recognise that the relationship of partnership with parents/carers is crucial to the progress of all pupils. Parents/carers are encouraged to consult the class teacher or SENDCo to discuss any concerns or problems. Any complaints can be followed with our complaints policy, but if however, there is a complaint regarding the SEND provision for a child it is recommended the following procedures should be adopted:

- In the first place the parents/carers should discuss the matter with the class teacher and SENDCo.
- If the problem is not resolved the parents/carers should ask to see the Head Teacher and a meeting will be arranged. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENDCo, the Governor responsible for SEND).
- If the problem still remains unresolved parents/carers can meet with a representative from the Local Authority with or without members of the school staff present. Contact a member of the SEND department on 01904 554320 or emailing SENdept@york.gov.uk to arrange this.

SENDIASS is able to support parents/carers at any point in the complaints procedures. Further information on our Complaints procedures can be seen in our Formal Complaints Policy.

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

(formerly known as York Parent Partnership Service) provides information, advice and support to parents/carers, carers, children and young people in relation to Special Educational Needs and Disability (SEND) and related health and social care issues (<https://www.york.gov.uk/SENDIASS>) The service is free and can be provided over the telephone, during home visits or through support at meetings concerning SEND and disability and is able to support parents/carers at any point in the complaints procedures. Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Staff Development

All staff adhere to the policy and procedures for SEND provision within the school. It is important that all staff, both teaching and support staff, feel appropriately supported in their work with children with SEND.

Continuing staff development focuses on increasing awareness of inclusion issues and on the variety of teaching strategies and learning resources available.

All staff are provided with regular opportunities for training courses related to the particular needs of the children they are working with or to prepare for particular intervention programmes. In addition the SENDCo attends specialist training and disseminates information to the staff. From time to time members of external agencies and support services may hold training sessions for the whole staff on particular SEND issue.

Links with other Agencies, Organisations and Support Services

St Paul's CE Primary School has a service level agreement with the Local Authority to provide support services. An Educational Psychologist and a well-being worker are linked to the school and work in consultation with the head teacher and SENDCo to provide advice and support. In addition, there are services covering:

- • Hearing and visual impairment
- • Physical disability and medical needs
- • Social, emotional and mental health difficulties
- • Autistic Spectrum Condition • Speech and Language Difficulties
- • Emotional well-being

Where appropriate the school also works in partnership with the Health Service, Social Services, Educational Welfare Service and local and national voluntary organisations.

Evaluating success

The success of the schools SEND policy and provision is evaluated through:

- analysis of pupils tracking data and test results for individuals and cohorts of children
- pupil voice
- pre and post assessment data for interventions.
- value-added data for pupils on the SEND register
- monitoring of classroom practice by senior leadership and subject coordinators
- monitoring of procedures and practice by the SEND governor

- Annual Report to Parents
- school self-evaluation
- the Local Authority SEND moderation process
- the School Development Plan

Allocation of Resources

St Paul's CE Primary School follows Local Authority guidelines to ensure that all pupils' needs are met. Resources are used to fund extra teaching and support staff, teaching materials and specialist equipment.

Additional information on the Local Authority SEND offer can be accessed here:
<https://www.yorksend.org/>

Monitoring and Evaluation

This policy is reviewed annually and will be reviewed in Autumn 2026.

Review Date	Reason for Change
September 2025	Complete redraft to reflect LA processes and procedures. Addition of reference to Ordinarily Available Provision, Addition of reference to Adaptive Teaching. Updated links to the Local Offer, Updated key contacts.
September 2026	Links to updated Government guidance and reference to behaviour policy Included new section on Safeguarding