



St. Paul's Primary School

Special Educational Needs and Disability (SEND) Policy

Signature of Chair of Governors:

Signature of Headteacher:

Date of Adoption: November 2025

Date of Review: November 2026 (annual)

KEY CONTACT DETAILS:

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Statement of Intent

At St. Paul's the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

We are incredibly proud to host a Complex Needs and Communication and Interaction Resource Base at our school. This Resource Base, which opened in September 2024, will expand to include two rooms and accommodate 20 places by July 2026. Its establishment reflects our commitment to fostering an inclusive environment and was warmly embraced by our entire school community. This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the Local Authority in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- Quality-First teaching to meet the needs of pupils with SEND.
- A focus on inclusive practice through our Ordinarily Available Provision for All Learners (OPAL) provisions.
- Collaboration between education, health and social care services to provide support.
- Successful preparation for adulthood, including building independence.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Our Community's Views on Inclusion



1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Accessibility Policy
- SEN Information Report

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour alone is not listed as an area of need in itself. At St. Paul's we believe that all behaviours represent an unmet need. The needs causing certain behaviours will fall into one of the other four categories.

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND. We will use the NSPCC Speak Out. Stay Safe resources to do this,

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

6. SEND Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Use a mastery approach to ensure all pupils, including higher achievers and those with lower levels of achievement or disadvantaged backgrounds, are challenged.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons using Wiltshire's OPAL document to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

8. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents and carers with the opportunity to meet with the class teacher and SENCO.

We hold three 'taster' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

Where needed, when children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. There are additional visits for pupils that need them and additional handover between staff.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. If an EHCP is in place, we will work with the Local Authority to ensure that we can meet the needs of the child and the requirements of the plan.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Transitions into our Resource Base

Where children are joining us from Reception age, we hold a parent and carer session in the summer term for our new reception starters. This provides parents and carers with the opportunity to meet with the class teacher and SENCO.

We hold a transition session during the summer term allowing the children to go to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Where children are joining us Mid-Year we arrange a meeting with the family to enable us to gain a greater understanding of the support their child needs. We also work with the Local Authority to ensure we can meet the needs of the child and the requirements of their EHCP.

Mid-Year joiners are then offered several 'taster' sessions to support a positive transition into their new classroom.

9. Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher will meet with the parents two times each year as part of our Parents and Carers Evenings, the SENCO is always available to attend these if needed. SEN families are also entitled to an additional meeting with the SENCO each year. Parents and Carers are welcome to speak to class teachers or the SENCO at any point during the year, if they have concerns, or want to celebrate successes. We will always do our best to meet you at the earliest possible convenience.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.

- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

10. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

11. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the Local Authority to conduct a re-assessment of a pupil whenever they feel it is necessary.

12. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools and other educational providers, as necessary, to help plan for any transitions.

13. Managing complaints

The first point of contact regarding a complaint is the child's class teacher.

If the teacher or parent is not happy that the concern has been addressed, then they may make an appointment to speak to the Deputy Head Teacher or Headteacher.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the Local Authority immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the Local Authority in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

14. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

15. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the Local Authority and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

16. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

17. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

18. Local Offer

The school's governing board will collaborate with and support the Local Authority in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with Local Authorities, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the Local Authority's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the Local Authority in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- **Up-to-date:** The school will work with the Local Authority to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the Local Authority with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

www.wiltshire.gov.uk/local-offer

19. Our Resource Base

At St. Paul's we are building up to a 20 place Resource Base, which consists of two rooms. We have children with a variety of differing needs and we value this diversity. We provide an inclusive education for all pupils through a variety of strategies including appropriate differentiation, resources and facilities. All pupils are given a broad and balanced curriculum where individual needs are considered and reasonable adjustments are made in order to access learning successfully.

Places within the Resource Base are determined by the Local Authority and not the school itself. All pupils within the Resource Base have an EHCP. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Consulting and involving pupils and parents

Parents or Carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. We try hard to keep parents informed about their child's progress throughout the year and in addition to the normal Parent Consultation Meeting and school reports, we offer parents the option to track their child's learning and progress using SeeSaw, an online learning platform. We appreciate all support, information and help given by parents. The SENCO is available at Parent Consultation evenings to support teachers and parents with any discussions.

Where appropriate pupils are involved in determining their outcomes throughout their school lives. Targets and progress towards achieving these are discussed from an early age. Pupils become increasingly involved in setting their own targets and evaluating progress as appropriate.

Our approach to teaching pupils with SEND in the Resource Base

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be skilfully differentiated for individual pupils. The provision for SEND pupils is monitored through normal school processes, including Pupil Progress Meetings.

Our Core Offer in the Resource Base also provides the following:

Specialist Teaching and Support Staff

- Qualified Teachers: Trained to deliver personalised teaching strategies for pupils with complex needs.
- Teaching Assistants (TAs): Provide one-to-one or small group support to ensure focused learning and personal development.

Tailored Curriculum and Learning Approaches

- Individualised Education Plans (IEPs): Outlining goals and strategies tailored to each pupil's specific needs.
- Adapted Curriculum: Modified to focus on communication, social skills, and life skills alongside academic learning.
- A Communication Friendly Environment: Use of communication boards and makaton to support pre-verbal pupils.
- Visual Supports: Timetables, social stories, and visuals to enhance understanding and routine management.
- Structured Teaching: Methods such as TEACCH.
- Sensory diets
- Movement breaks
- Helicopter Stories to develop oracy and improve vocabulary
- Little Wandle SEND programme

Specialised Environments

- Sensory Rooms: Providing calming or stimulating sensory input to help with regulation.
- Quiet Spaces: For breaks and emotional self-regulation.
- Inclusive Classrooms: Opportunities to engage in mainstream education with tailored support where appropriate.

Specialist Equipment

- Sensory Equipment: Weighted blankets, fidget tools, and sensory lighting.
- Accessible Furniture: Adjustable desks, chairs, and other ergonomic solutions.

Parental Collaboration

- The use of our online learning platform which enables parents to track their child's learning journey.
- Regular Meetings: With families to review progress and update provisions.

Social and Emotional Development

- Emotional Regulation Programmes: Strategies like Zones of Regulation to help manage emotions.
- Behaviour Support Plans: For pupils with challenging behaviour.
- Peer Interaction Opportunities: Facilitated activities to encourage positive relationships.
- ELSA sessions
- Therapy dog visit

Transition Support

- Preparation for Mainstream Integration: Gradual inclusion with support.
- Life Skills Programmes: Focus on independence.
- Parent transition meeting for those pupils joining the base.
- Clear handover to new settings when pupils leave the base.

Staff Training and Development

- Continuous Professional Development (CPD): On topics such as autism, sensory integration, and effective communication strategies.

These provisions aim to foster independence, enhance communication skills, and support overall development within a nurturing and inclusive environment.

Working with other agencies

The Resource Base works very closely with a range of other agencies in order to provide the very best outcomes for our pupils. These include:

- Educational Psychologist – advice may be sought in order to determine what a pupil's needs are and how to support them best.
- Speech & Language Therapy – some children may be supported by a Speech & Language Therapist as determined by their EHCP. The Speech and Language therapist may work within the school to assess and support children within the Resource Base. The Speech and Language therapist may also provide training for staff to ensure interventions and strategies continue into the pupil's everyday school experience.
- Other Educational agencies which may be involved – - SENDS service - Behaviour support Service - Educational Welfare Officer - EMTAS Team – pupils with English as a second language - Support for children with physical disabilities
- Health – Health services such as the school nurse, occupational therapy team or physiotherapy team may provide support as determined by the pupil's EHCP.
- Social Care - initial contact for individual children is always made through the school Designated Safeguarding Lead (HT) or one of the Deputy Designated Safeguarding Leads.

20. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.