

St Peter's CE Primary School



Special Educational Needs and/or Disability (SEND) Policy

Our Vision:

'For the children to realise their God-given gifts and talents, and grow following the example of Jesus.' Matthew 19:26- But Jesus looked at them and said, "With man this is impossible but with God all things are possible"

February 2021

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy Statement

St. Peter's is a Church of England Primary School where quality of learning is our priority, enabling **every** pupil to achieve their full potential within a caring Christian community.

St Peter's is an inclusive, accepting and caring school that welcomes all pupils into the school community.

We celebrate the diversity of all our pupils' skills and strengths and value the contribution that every child makes to school life.

We are committed to enabling all pupils to participate fully in all aspects of school life and the wider community.

At St Peter's, we take a whole school inclusive approach to pupils with Special Educational Needs and/or Disability (SEND), recognising that all children should have equal access to a broad, balanced and stimulating curriculum. We recognise that for pupils who need

additional support, this is an entitlement rather than a special addition. We aim to achieve this by:

- Providing a learning environment that is happy, Safe, stimulating and successful.
- Forging close links between parents/carers and the school.
- Setting appropriate learning challenges.
- Identifying and overcoming potential barriers to learning and participation in school life as early as possible.
- Developing and maintaining high levels of self-esteem for all pupils.
- Supporting children to work independently and be resilient as learners.
- Communicating children's needs appropriately throughout the school.
- Making effective use of all the support services available to us.

Definition of Special Educational Needs and Disability (SEND)

At St Peter's, we recognise that a child or young person has a Special Educational Need (SEN) if s/he has a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 'Special Educational Needs and Disability Code of Practice: 0 – 25' (June 2014), the school accepts that a young person has a learning difficulty or disability if they:

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

At St Peter's we make provision in accordance with the Code of Practice which relates to Part 3 of 'The Children and Families Act' (2014). Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We are committed to working in partnership with the child, parents, carers and outside agencies to identify and support needs.

This policy complies with the statutory requirement laid out in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years** June 2014 and has been written with reference to the following guidance and documents:

- **Equality Act 2010: Advice for Schools DfE Feb 2013**

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years** June 2014 and updated May 2015;
- **Part 3 of the Children and Families Act 2014**

It also incorporates the requirements of the **Special Educational Needs and Disability Regulations** September 2014

(http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf) and guidance from chapter 6 of the aforementioned Code of Practice.

Aims

In making provision for pupils with SEND, the aims of this policy are:

- To promote equality of opportunity for all pupils, ensuring they enjoy learning and achieve their potential.
- To ensure all pupils feel safe, are healthy and experience a sense of belonging to the school community.
- To identify, assess and make provision for pupils experiencing difficulties in accessing any part of the curriculum as early as possible.
- To co-ordinate resources that can be deployed flexibly to support individual need and to do this with sensitivity.
- To involve pupils in the process of reviewing their progress and identifying future priorities for learning.
- To work in partnership with parents/carers, drawing upon their knowledge, expertise and experience in the process of reviewing and planning for their child.
- To liaise effectively with external agencies ensuring successful interventions.
- To maintain the recognition within the school community that support for learning has a high status and increases the capacity of the child to succeed.
- To recognise the importance of diversity and equality of all in the learning environment.

Implementation

1. The person responsible for the day to day SEND provision.

The school has a named person as Special Educational Needs Co-ordinator (SENCO).

The school's SENCO is Catherine Reynolds. She is a qualified teacher and has achieved the 'National Award for SEN Co-ordination'. She has also completed a Postgraduate Certificate of Professional Study/Educational Enquiry.

The Governing Body seeks to ensure that the needs of all pupils are met and that the provision for pupils who receive SEN Support is adequate and secure. The Link Governor for Special Educational Needs (see Appendix A) liaises regularly with the SENCO.

Please see Appendix C for our inclusion policy.

2. The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND Policy.
- Co-ordinating provision, monitoring, developing and reviewing One Plans for pupils with SEND.
- Liaison with:
 - Class teachers
 - Learning Support Assistants (LSAs)
 - Support staff, including Mid-Day Assistants
 - Parents/carers of pupils with SEND
 - Pupils
 - SEN link governor
 - Head teacher and the Senior Leadership Team
 - All external agencies.

- Supporting staff to differentiate the curriculum through teaching approaches and resources in order to meet the individual needs of pupils with SEND.
- Taking the lead for managing SEND provision
- Managing the team of LSAs, organising their timetables and co-ordinating their work.
- Maintaining a central record and overseeing the records of all pupils with SEND.
- Producing an Annual Review of the SEND provision.
- Managing provision and analysing the effectiveness of all interventions.
- Identifying and contributing to staff in-set.
- Annually reviewing and developing the SEN Information Report and SEN Policy.
- Contributing to the school's annual Equality Action Plan.
- Monitoring access under the provisions of the Equality Act.
- Making arrangements to support pupils with medical conditions in accordance with The Children and Families Act 2014. Individual healthcare plans are written in conjunction with parents/carers and the school nursing team and specify the type and level of support required to meet the medical needs of individual pupils.

3. The responsibilities of all staff

The Head teacher has responsibility for the day to day management of all aspects of the school, including provision for pupils with a SEND. These responsibilities are met through close collaboration of the Head teacher, Senior Leadership Team and SENCO in the early identification and subsequent provision for pupils with a SEND.

All teachers are teachers of SEN and therefore are responsible for meeting the needs of all pupils through:

- Identifying and supporting individual pupil's needs.
- Liaison with parents/carers, LSAs, pupils, the SENCO and external agencies.

- Monitoring the progress of individuals against class/national expectations.
- Ensuring pupils with SEN receive an appropriately differentiated curriculum.
- Ensuring pupils are able to participate fully in the life of school and the wider community.
- The use of a variety of teaching styles and approaches in order to meet the diverse learning needs of all pupils and seek to overcome potential barriers to learning.
- Developing, reviewing and delivering One Plans in conjunction with the SENCO.
- Providing the resources and opportunities to help individual pupils to consolidate and practise the skills they need.

Subject Leaders also analyse the needs of all pupils in relation to their subject and ensure resources are available to support the learning of all pupils.

The role of LSAs is fully and comprehensively set out in the LSA policy.

4. Arrangements for co-ordinating the SEN provision.

The SENCO meets with the Head-teacher and/or senior leadership team as required to discuss:

- Strategic direction and areas for development
- The efficient and effective deployment of staff and resources
- Current issues relating to SEND provision in the school

SEND provision is monitored through the following procedures:

- Continuous communication and liaison between the SENCO and class teachers to discuss individual pupil needs, in addition to a termly meeting between the SENCO and each class teacher.
- Regular meetings between the SENCO and English and Maths subject leaders and with other subject leaders as required.
- Weekly LSA meetings.
- Regular liaison between the Head teacher and/or SENCO and the mid-day team and other school support staff (e.g. swimming and PE teachers).
- Frequent meetings between the SENCO and SEND link governor.
- SENCO cluster meetings to keep abreast of local issues and initiatives.
- Regular meetings with external agencies, as required.

5. Admission arrangements

The admission arrangements are outlined in the school's policy for admissions.

6. Special Facilities

The school has two toilets with facilities for disabled pupils and one also has a shower.

The site is on two levels and there are steps within and around the school with one lift in the centre of the building. The school is committed to education for all and the inclusion of pupils with diverse and complex needs. We seek to make adjustments where required.

7. Allocation of resources

The strengths and needs of all pupils with SEND are identified and assessed in order to enable pupils to have access to a broad, balanced and relevant curriculum.

Provision consists of:

- The SENCO
- The LSA team
- Materials and resources
- Staff training
- Relevant outside agencies

Additional funding may be allocated to pupils with Education and Health Care Plans (EHC plans).

8. How pupils with SEND are identified and their needs determined

We identify need at the earliest point and then make effective provision in order to improve the long-term outcomes for individual children.

8i. Early identification of need

Pupils who start at St Peter's may have had additional needs identified by external agencies. In these cases the SENCO liaises with parents/carers and agencies to ensure a smooth and successful transition. Parents/carers have the opportunity to share any supporting information and/or concerns they may have about their child through pre-entry forms and the induction process. We also consider whether a pupil may have a disability under the Equality Act 2010 and, if so, assess the reasonable adjustments that may need to be made for them.

Once a child is at St Peter's, the school's assessment procedures (see Assessment Policy) provide information that is used to identify pupils with SEN. This information is used alongside observations and knowledge of the pupil to build a picture of the pupil's skills and abilities. Early identification of areas requiring support is vital and may include:

- Information from parents/carers
- Views of pupil
- Records from nursery/playgroup
- Observations by staff
- Assessment against the Early Years Foundation Stage Early Learning Goals
- National tests (Year 2 onwards)

- Phonics screening tests
- Revised Salford Reading Test
- NFER Single Word Spelling Test
- Outside agency assessments

Our approach to identifying and supporting pupils with SEN and our commitment to early intervention begins with the class teacher using quality first teaching and clear differentiation to meet individual need.

Differentiation may be implemented through:

- Resources
- Teacher/LSA support
- Outcome or response
- Task
- Pace
- Grouping

Class teachers, supported by the senior leadership team, regularly assess and monitor the progress of all pupils. Pupils making less than expected progress given their age and individual circumstances are identified. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap

(Special Educational Needs and Disability Code of Practice: 0 to 25 years 6:17)

8ii. SEND Support

If a review of a child's progress shows that they require help that is different and additional to that which is normally available within the class, consideration is given to supporting the child through SEN Support. This is based on whether a child:

- Makes little or no progress despite teaching approaches targeted at the pupil's identified area of need.
- Shows signs of difficulty in developing English and maths skills that result in low attainment in other curriculum areas.
- Presents persistent social, mental and/or emotional difficulties.
- Has sensory and/or physical difficulties and continues to make little or no progress despite the provision of specialist resources.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENCO then work with parents/carers to prepare a 'One Plan' which identifies what the child needs to work on and how they will be supported to

achieve this. Progress is reviewed twice yearly and we will always seek to involve parents/carers and pupils in the review.

For some children, they might need additional interventions. School based interventions may include:

- Group or individual support
- Staff development or training for a specific need
- Use of ICT
- Special equipment, resources, or learning materials
- Strategies/resources based on specialist advice
- Specific individual learning programme

8iii. Education and Health Care Needs Assessment

For a very small number of children with severe, complex and long term needs it will be necessary for the Local Authority to determine the support which may be needed. This is when an Education and Health Care Needs Assessment can be requested.

The purpose of an EHC plan is to: Meet the special educational needs of the child or young person; to secure the best possible outcomes for them across education, health and social care; and prepare them for adulthood.

A request for an EHC needs assessment can be brought to the attention of the LA through:

- A request for an assessment by our school
- A request for assessment by the parents/carers
- A referral by another agency

A school request for EHC needs assessment involves close collaboration with parents/carers and the pupil. The SENCO will collate and present evidence, including:

- Evidence of the child's academic attainment and rate of progress.
- Information about the nature, extent and context of the child's special educational need.
- The school's action through SEN Support.
- Evidence of where progress has been made it has only been because of additional intervention and support over and above that which is usually provided.
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

EHC Plans are written by parents, the child and professionals working with the child. Each addresses the child or young person's needs in education, health and care. This means EHC Plans are entirely personalised. EHC Plans are reviewed annually and all of

the key people in a child's life can attend this meeting, for example, parents, grandparents, professionals, teachers, LSAs, etc.

8iv. Involving Pupils

The concerns and wishes of our pupils are given high priority. All pupils are encouraged to make decisions and to evaluate their own work, identifying their achievements and what their next steps are.

Pupils are involved in setting Outcomes on their One Plans and time is given to explain why they are in an intervention.

Each child who receives SEN support completes a one page profile outlining:

- What people like and admire about me
- What makes me happy
- How I want to be supported

In addition, pupils with SEND complete a questionnaire and where any concerns are raised they are followed up by the SENCO.

9. Arrangements for providing access for pupils with SEND to a broad and balanced curriculum.

At St Peter's our aim is to develop the full potential of all our pupils through an inclusive and broad and balanced curriculum. Opportunities for success are built into the lesson sequences in order to nurture a positive self-esteem and attitude to learning.

The requirements of One Plans are, wherever possible, met within the framework of the wider curriculum and also through specific tasks and individualised and group programmes.

All teachers differentiate their planning and delivery to the needs of the children in their class so that all pupils gain access to the broad, balanced curriculum, including the Early Years Foundation Stage Curriculum and the Primary National Curriculum. Differentiation is also applied in the broader academic and social curriculum.

10. Continuing Professional Development in relation to SEND

The SENCO, teaching staff, LSAs and the Head teacher attend courses/meetings regularly to keep updated and skilled in meeting and responding to individual needs.

The SENCO helps to keep staff informed about SEND legislation and developments.

11. Links with external Support Services

Wherever necessary, external agencies are applied to for advice and support to ensure pupil progress. We access a range of professionals, who may provide advice or devise

an intervention programme to be delivered in school for target pupils. Some of the services for advice and support include:

- Educational Psychologists
- Speech and Language Therapists
- Highly Specialised Speech and Language Therapists
- Occupational Therapists
- School Nurse
- Health visitor
- Paediatrician
- Statutory Assessment Service
- SNAP
- Specialist Teacher Team
- Emotional Health and Wellbeing Service
- Social Care
- Therapeutic Counsellors

The SENCO also attends SENCO Cluster Meetings.

12. Partnership with parents of pupils with SEND

Our school welcomes parents/carers as partners, valuing their special expertise in relation to their child. We encourage their participation from the outset as we acknowledge the vital role that a positive relationship has on pupils' progress and on the effectiveness of any school-based action.

Parents/carers are fully consulted through each phase and their views sought both formally at review meetings and informally throughout the school year. The school places a very high priority on positive and constructive home/school links and for some pupils on the SEN profile a 'communication book' is used for daily communication.

Parents/carers are very welcome to make an appointment to discuss their child's progress with class teachers. The Head teacher and SENCO operate an 'Open door' policy, giving parents access at any time.

13. Complaints procedure

Parents/carers who wish to complain about the operation of this Policy should, in the first instance, talk to the SENCO and the pupil's class teacher. They may wish to discuss this further with the Head teacher. Wherever possible, action will be taken immediately to deal with the complaint. If parents are not satisfied they will be put in touch with the link governor.

14. Educational Links and transition

At St Peter's we believe it is important to have a comprehensive transition programme.

Pre-school to Foundation Stage

For pupils with special educational needs, staff at St Peter's meet with parents, professionals and the Early Years Specialist Teacher Team (EYST) to prepare an individually tailored transition programme. The SENCO and foundation stage teachers also visit the pre-school settings of children with complex and severe needs and liaise with key workers.

The EYST continue to work with the child for the first half of the autumn term at which point support is requested from the Primary Specialist Teacher Team.

Foundation Stage to year 1 and Key Stage 1

At the end of Foundation Stage, the Foundation Stage teachers prepare the transition of pupils to year 1 of Key Stage 1.

Year 2 to key stage 2

At the end of year 2, the year 2 teachers and LSAs support the transition of pupils moving to key stage 2, during the summer term.

Year 6 to secondary school

During the summer term, the SENCO and key staff from secondary schools meet to discuss pupils' needs. Some secondary schools arrange additional transition visits for pupils with SEND. At St Peter's, the SENCO devises a suitable transition programme for pupils in year 6 who have SEND. Copies of essential paperwork are transferred to secondary schools.

Information regarding the special educational needs of Looked After Children (LAC) are reported to the placing local authority termly.

At each stage of transition, pupils with an EHC plan are given a book about the forthcoming move to ensure they are prepared for this.

15. Equality of Opportunity and Disability Equality

These principles, along with inclusion, are the specific focus of this Policy. Details of the school's equality action plan can be found in Appendix D. Further information can be found in the Equality Plan.

16. Monitoring

Evaluation of this Policy is ongoing. It will be reviewed annually by the Governors' Curriculum Committee.

There is an annual review of provision for all pupils when the School Development Plan is created each year. The SENCO also prepares an annual review of provision for pupils

on the SEN profile in October, which is presented to Governors for consideration. These will signpost any future training needs for teaching and support staff.

Agreed: January 2021

Review: January 2022

Appendix A

Staffing

Head teacher: Mr Iain Gunn

Deputy Head teacher: Mrs Charlotte Stapleton

Chair of Governors: Mr Chris Luck

Link Governor for SEND: Mr Chris Luck

SENCO: Mrs Catherine Reynolds.

Staff Development

The Learning Support Team has a training afternoon each term to address whole staff needs. The SENCO will either deliver the training or arrange for another professional with specific expertise to do so. Individual CPD courses are organised to address needs as identified in the Performance Management Cycle.

The Learning Support Team meet once a week with the SENCO.

Materials and equipment

The school continually adds to its current list of resources taking into account individual and group needs and the school development plan.

Appendix B

St Peter's Inclusion Policy

Introduction

At St Peter's, we understand that inclusive education ensures every child has access to an appropriately delivered curriculum, which affords them the opportunity to achieve their educational potential. We will seek to remove any barriers to learning and participation by providing a stimulating learning environment, which equips pupils of all abilities to meet the challenges of education, work and life. We understand that inclusive practices should address social and emotional needs as well as the physical and academic. We recognise that the development of more inclusive approaches is a continuing and flexible process requiring time and attention. Our school works to ensure that all pupils feel welcome, safe and valued and that every pupil feels a sense of belonging and an ability to contribute to our school community.

Aims

We aim to provide:

- An inclusive ethos regardless of gender, race, religion, culture, ability or disability.
- A broad, balanced and relevant curriculum for all pupils.
- A system for early identification of barriers to learning (see also SEND policy).
- High expectations and challenging targets for all pupils.

Implementation

The implementation of this policy is the responsibility of all staff. This will be achieved through:

- Designing a curriculum which promotes learning, thinking and life skills.
- Using flexible and responsive teaching styles.
- Viewing diversity as an asset to our school.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and contribute to society.

- Developing close partnerships with the whole school community, particularly parents.

We aim to offer equality of opportunity and provide a differentiated curriculum to meet the needs of all pupils through:

- Setting suitable learning challenges for every pupil.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and achieving.

We aim to provide a happy, healthy and safe school through:

- Recognising and celebrating the skills, contributions and diversity of our pupils.
- Providing high quality pastoral care and support for all members of our school community.
- Safeguarding the health, safety and welfare of all members of our school community.
- Listening and responding to the concerns of pupils and parents.
- Taking care to balance the needs of all members of our school community.

We have procedures in place to support effective inclusion, which include:

- One Plans (see SEND policy) which include pupils' and parents' views
- Regular, scheduled meetings with parents and an 'Open Door' policy of the Head teacher and SENCO
- Half termly monitoring (at least) and tracking of pupil progress
- Access to specialist support services
- Annual report to governors by SENCO
- All school policies are written to support inclusion
- Practices reflect our inclusive ethos, from differentiated planning to material resources being used for individual pupils to support participation for all

Monitoring

Monitoring of this policy will be ongoing. Inclusion is to be considered by all staff and all members of our school community at all times. We will review our inclusive practices through:

- Ensuring each pupil enjoys learning and achieves their potential
- Providing support for pupils not achieving their potential
- Ensuring support measures are effective
- Reviewing any discrepancies in achievements of different groups of pupils
- Ensuring pupils are healthy, feel safe and are happy to be in school

This policy will be reviewed annually.

Agreed: February 2021
Review: February 2022