

Fulwood St. Peter's C.E. Primary School and Peter Rabbit
Nursery

**Unlocking Potential with the keys of
Respect, Compassion, Kindness, Courage, Forgiveness and Love**

**Special Educational Needs and Disability Policy
(SEND)
November 2024**

Headteacher : Mr D.Merritt
SEN Governor : Mrs. K.Morris
SEN Co-ordinator : Mr. O. Barr

S.E.N. and SCHOOL VALUES

We believe that every child is entitled to a curriculum that enables him/her to achieve the highest levels possible and which develops the whole school child by catering for his/her social, emotional, intellectual and moral development whilst encouraging purpose, self-discipline and independence in a caring and secure environment.

The staff of the school are committed to the ethos of integration of special needs children into every facet of school life and see this as being beneficial to the school as a whole.

The emphasis is on a whole school approach. All teachers take responsibility for providing all children within their class with realistic and achievable learning goals in a broad-based, appropriate curriculum both by curriculum design and teaching approaches. A teacher will seek help and support from the SEN co-ordinator when pinpointing the precise needs of some children and will work on individual programmes of work geared to meet these needs.

The participation in the National Curriculum by pupils with Special Educational Needs is most likely to be achieved by encouraging good practice for all pupils.

We at St Peters School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, it is our aim that all children with SEN be identified and assessed as quickly and as

thoroughly as possible, so that we can provide an education that is matched to their needs and ability, thus providing the opportunity for them to reach their full potential in a supportive, caring and inclusive environment.

Identification and definitions

Triggers for identification will be underpinned by evidence about a child who despite quality first teaching fails to make progress resulting in poor attainment. They may display persistent interaction or emotional difficulties which impact attainment. Despite receiving the schools behaviour management support this fails to ameliorate the difficulty.

When a classteacher identifies a child with SEND they should provide interventions that are additional to or different from those provided as part of their normal teaching and learning.

There is sometimes the expectation that there will be one to one support given to the child. This may not be the most appropriate way of helping the child. A more appropriate approach may be different learning materials / equipment, individual or group support, extra adult time devising and monitoring plans and their effectiveness.

If the child continues to fail to make progress over a long period and is substantially below National Curriculum levels or has emotional / behavioural difficulties which substantially interfere with their own or the class learning despite having an individualised behaviour management programme they will move to School Support. At this stage external support services will be also used.

The areas of need are categorised under the four the headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, Mental Health
- Sensory and or Physical
- Medical

OBJECTIVES 2024 - 2025

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress, we will:

- 1) Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.

Over the next twelve months our pupil related target in this area is:

- a) All children in school to be able to understand the knowledge that they are learning and at an appropriate level to recall and explain this across all subjects.
- b) All children are fully included in school life. This will be measured through pupil questionnaire and followed up accordingly.

2) Ensure good working relationships with parents, carers and the community.

Over the next twelve months our parent related target is:

- a) SENCo to meet with parents to support communication with outside agencies.
- b) SENCo to meet with parents of identified SEND children and those presenting as needing additional support.

3) Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

Over the next twelve months our assessment targets are:

- a) To use tracking data on a termly basis to identify children who are not making sufficient progress to achieve end of year target. Intervention and use of ability targeted teaching groups in phonics (KS1), Toe by Toe programme (KS2).
- b) Parents to be invited to progress review meetings where children are showing any signs of being off track.
- c) Early identification of speech and language difficulties in EYFS using Welkom.

4) Ensure all teaching and non-teaching staff are able to meet the learning needs of special educational needs pupils.

Over the next twelve months our staff related targets are:

- a) SLT using Amba National qualification
- b) SEN needs supported with Specific Learning Difficulties and SALT training.
- c) One trained ELSA staff kept up to date
- d) Mental health and wellbeing training- two staff.

5) Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Over the next twelve months our *liaison targets* are:

- a) Liaising with Nurseries for new Reception intake.
- b) To liaise with Golden Hill Inclusion short stay school and Hillside outreach team.

ROLES and RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure the full governing body is kept informed of how the school is meeting the statutory requirements. At St Peters School this role is undertaken by Mrs Morris who will meet termly with the SENCO, Mr. O. Barr

The Head is the school's 'responsible person' and manages the special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO will identify areas for development in special educational needs and contribute to the school's development plan. The SENCO will co-ordinate provision at school SEN Support with additional funding.

All teaching staff and non-teaching staff are involved in planning and implementing the school's SEN policy. They are responsible for matching the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils with special educational needs in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO and all issues within the school will receive due consideration to special educational needs.

The practice that the school articulates here influences:

- job descriptions
- questions at interview
- staff handbook
- induction of new staff, including TAs

ADMISSIONS

Pupils with special educational needs will be admitted to St Peter's School in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use

their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years SEN Support. Visits to nursery will also be used. If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavours to collect all relevant information and plan a relevant curriculum.

ACCESS for DISABLED

There is now access for wheelchair users to the main ground level floor from the playground via ramps to the Reception and Year 3/4 door. All physical access areas to be addressed are referred to in the **Accessibility Plan and Equalities Policy (on website under "policies")**.

RESOURCES

The governors will ensure that the needs of pupils are met by employing a part-time (0.1) SENCO. The Head and the SENCO will use the child's EHCP and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

This applies to all SEN pupils at school SEN Support who do not meet the criteria for additional funding from County. The provision of teaching assistants for this daily SEN provision is managed and monitored by the school's SENCO whilst each class teacher is responsible for setting the Individual Education Plans (IEPs) on a half-termly basis. Each IEP will now have learning targets that will be the focus of the teaching programme to be implemented by the teaching assistant or class teacher.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes.

The governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

- SEND budget is spent on children's needs by the SENCO

IDENTIFICATION, ASSESSMENT, REVIEWS

On Entry

When children are first admitted to the school, the staff will endeavour to find out from parents at induction meetings whether their child may have special educational needs.

If the child has attended nursery school, the SENCO and/or reception class teacher will liaise with the staff there. A nursery Targeted Learning Plan will be reviewed and a new transitional IEP will be drawn up for the pupil's first half-term in school.

Teacher Referral

If a teacher has a concern about a child, they will discuss this with the child's parents or carers and refer the child to the SENCO. Following this assessment, the SENCO will liaise with the class teacher and parents to discuss appropriate provision for their child. A written report will be provided.

Parental Referral

If a parent becomes concerned at their child's progress, they can express this concern to the class teacher or the SENCO. This is taken into consideration as to whether the pupil will be assessed to identify areas of strengths and weakness.

Curriculum and Assessment Monitoring

All children's achievement is tracked in Literacy and Numeracy and this is used for identification of SEN.

How a child is placed at School SEN Support

In line with County Policy, there are different levels to intervention at St Peters School.

- Quality First Teaching is the main focus.
- Second for those pupils who do not make reasonable progress under class teaching. They may receive small group support in the area of need. Their parents are informed.
- If there is an EHCP some individual support will be allocated to meet the targets set in Part F of the EHCP.

The school's SENCO is the key person for such assessments and referrals.

IEP reviews for non-funded SEND pupils (timescales)

For SEND pupils without additional funding, the class teacher will review the IEP each term in liaison with the pupil's teaching assistant. There will be an end of term review where the parents are invited to discuss their child's progress for the term and be

involved in setting the next IEP. Pupils are invited to comment. IEPs have headings for communication and interaction, cognition and learning, social and emotional health needs and sensory and physical needs (Code of Practice 2014, 6:28).

IEP reviews for SEND pupils with EHCP funding (timescales)

The class teacher will meet with each pupil's teaching assistant and discuss progress against the learning targets on the pupil's IEP. New learning targets are then set for the following term. The parents are invited to an end of term review with the class teacher where they can contribute to their child's new IEP and discuss their child's progress.

Annual Reviews for pupils with an EHCP

If a child has an EHCP, a list of annual targets will be set from the list of objectives on the child's EHCP. Each term, the class teacher will use these targets to set termly IEP targets. Parents views are welcomed both at setting the EHCP annual targets and the IEP termly targets. The termly IEPs will be reviewed at the end of each term and progress of the pupil's annual targets will be reviewed at the EHCP annual review. If an EHCP is issued for a child under the age of 5 years, then the SENCO will conduct 2 EHCP reviews. Throughout the year. Should there be a need to amend an EHCP due to a change in circumstances, then an interim review can be called via the SENCO. The SENCO would then call for advice from all professionals, parents and SENDO involved in the writing of the EHCP.

CURRICULUM

The school will ensure that the curriculum is made fully accessible to all children in school. For children with special educational needs this may be achieved in a variety of ways:

- Programmes of study, i.e. breaking programmes into smaller stages
- Alternate ways of recording work i.e. pictures, labelled diagrams, comic strips, charts
- Using teaching styles to suit different learning styles e.g. multi-sensory approaches with increased opportunities for repetition and consolidation of concepts
- Using learning resources and materials i.e. shorter and/or easier texts, visually-supported texts, a text buddy, picture word-banks, writing frames, relevant ICT software
- Using peer support in mixed ability groups i.e. a text buddy,
- Providing additional adult individual support i.e. daily individual programmes, a scribe in class

- Providing specialised learning resources e.g. Toe by Toe, Alpha to Omega.
- IEP targets related to curriculum areas
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ACCESS to the FULL LIFE of the SCHOOL

All pupils, whether they have a special educational need or not, will be involved in the full life of the school. For pupils with special educational needs, this means we will encourage and support them to attend any of the after school clubs that the school runs, and that they take a full part in any school trips, sports events, assemblies and plays/productions. There is also a strong, well-established pastoral system that effectively picks up on and supports any pupil who for some reason is not participating fully in the life of the school.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues, then discuss their concerns with the SENCO.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty, the parents concerns should be put in writing to the Chair of Governors who will be involved after other avenues to resolve the situation have been exhausted. Refer to Complaints Policy.

If a parent would like support through this process, they can contact the Parent in Partnership Service who will offer an independent, impartial and confidential advice and support.

They can be contacted by phoning the parent help-line; 0845 6014284.

TRAINING

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.

The Head / SENCO will be kept fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his skills through attendance at specialist training discussions with outside specialists and by reading recent Government documents.

The literacy, numeracy and assessment co-ordinators will attend special educational needs courses in their subjects as funding allows.

Other teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Non-teaching staff who support individuals and groups of pupils need to have a wide range of curriculum and special needs knowledge.

OUTSIDE AGENCIES including HEALTH SERVICES

There are a number of outside agencies that the school will need to liaise with if the needs of the pupils are to be met. The following agencies are regularly used by the school:

- Education
 - IEST (inclusion engagement support team)
 - EP (Educational Psychologist)
 - SENDO officer
 - Pupil Access Team
- Health
 - School doctor school nurse
 - Speech and Language Therapy Service
 - Occupational therapist / physiotherapist CAMHS
 - Social Services
 - Parent Partnership
 - CANW (Child Action North West)
 - Golden Hill Inclusion
 - Hillside Specialist School

PARENTS

The school will endeavour to maximise parental involvement for pupils with special educational needs. We recognise that parents know the child best and can offer valuable insight into the child's needs. Parents with pupils who have special educational needs will be involved in all stages of their education and special provision.

e.g.

- induction of new pupils
- invitations to attend termly/annual reviews to discuss progress and plan future IEPs
- Providing parent courses

Pupils will also contribute to their termly reviews by commenting on their own progress and requesting areas in which they would like to have future support.

LINKS

The school's SENCO will:

- link with nurseries for new intake children in June and July and with high schools for year 6 pupils transferring;
- link with other professionals through the schools portal service