

## St Peter's C.E School SEND Policy 2023-2024

Policy Developed by

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( SENDCo)

### Mission Statement



***"I have come in order that you might have life – life in all its fullness."***

John 10:10

#### **Our Vision and Mission**

St. Peter's CE Primary School has been at the heart of the community for over 200 years and continues to play an important role in the lives of children and their families in Heysham. Our vision is to see our children go out into the world with the skills and confidence to succeed and the love, compassion, and advocacy to make a positive impact on the world around them.

It is our aim to enable every member of our school family to flourish and live *life in all its fullness* by:

- Teaching a broad and balanced curriculum
- Holistically nurturing and developing our children
- Helping those in need through loving service
- Confronting injustice in our world
- Caring for creation

In order to achieve this, we will continually ask ourselves:

- What is the source of our fullness?
- What will I be like if I am flourishing?
  - What will we be like as a community, and how will we affect those around us, if we are flourishing?

## **School Vision**

Our vision is for our children to go out into the world with the skills and confidence to succeed and the love, compassion and advocacy to make a positive impact on the world around them.

## **Mission Statement**

*'I have come in order that you might have life – life in all it's fullness,' John 10:10*

It is our aim to enable every member of our school family to flourish and live life in all its fullness by: teaching a broad and balanced curriculum, holistically nurturing and developing our children, helping those in need through loving service, confronting injustice in our world and caring for creation

## **Introduction**

- The school SENDCo is Mrs Danielle Parker with support from Mrs Alison Dodd (Head teacher)
- The school Learning Mentor is Mrs Stefanie Rigby
- The school's SEND Governor is Mrs Caroline Whittingham

This policy explains how Heysham St. Peter's C of E Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

## **The term 'Special Educational Needs and Disabilities'** **The 2015 SEND Code of Practice states that:**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she

- *has a significantly greater difficulty in learning than the majority of others of the same age: or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”*

### **Areas of special educational need**

At St Peter’s C of E Primary School, we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

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

Needs are identified in order to ascertain what action the school needs to take, not to fit children into a category.

### **Legislation and guidance**

To make this provision, this policy will have due regard to legislation, including, but not limited to :

- the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [The Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children’s Act 1989
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child’s class teacher. Initially, the class teacher is responsible for putting in place adaptive teaching strategies to support the child. Not all children learn the same way, so we look at how to adapt teaching to support the children. If a child continues to make less than expected progress then they may be placed on our SEND awareness register. We will continue to monitor their progress with the class teacher and SENDCo.

The school’s SEN Information Report and Contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEN Information Report and Contribution to the Local Offer is available from the school office and the school’s website:

<https://www.stpetersheysham.lancs.sch.uk/>

Our local authority’s (Lancashire) local offer is published here:

[www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

## **Aims**

At St. Peter's C of E Primary School, we aim for every child to flourish through providing them with an ambitious, broad and balanced curriculum where each child can:

- reach their full potential within a safe, happy and creative environment.
- partake in, and contribute fully, to school life
- develop a feeling of self-esteem

## **Objectives**

**In order to achieve these aims and ensure children with SEND achieve their full potential, we will:**

- develop strong partnerships with parents/carers, other schools and external agencies to provide support and opportunities for those children with SEND
- use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assist all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- provide training and awareness for all staff in assessing children and have a range of suitable diagnostic and support materials
- ensure access to a range of resources to support staff in their teaching of children with SEND
- include the voice of the child in monitoring and reviewing Individual Pupil Passports
- provide access to and progression within the curriculum
- provide a Special Educational Needs and Disabilities Co-ordinator ( SENDCo) who will work within the SEND policy
- liaise with High Schools in order to pass on all information to ensure a smooth transition

## **Responsibilities and arrangements for SEND provision**

### **The SENDCO**

The SENDCo will be responsible for:

- working with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school and ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
- liaising with parents of children with special educational needs.

- liaising with external agencies including the educational psychology services and other support agencies, medical and social services and voluntary bodies.
- ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Be the point of contact for external agencies, especially the local authority and its support services

### **The SEND governor**

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **The head teacher**

The head teacher will:

- work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **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
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision that might be beneficial
- ensure they follow the SEND policy
- liaising with the Learning Mentor if they have concerns about a child's behaviour, emotional needs, and mental health needs.

TAs 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. They play an important role in implementing Pupil Profiles and monitoring progress.

### **Learning Mentor**

The Learning Mentor can support with:

- Supporting with behaviour at home and in school
- Supporting children with worries
- Creating resilient, independent, confident children
- Sleep routines / bedtime routines
- Morning routines
- Social interaction skills
- Emotion based school avoidance

Our Learning Mentor has allocated set timeslots to meet with parents. Her role as family learning mentor is to liaise with other agencies, provide guidance and advice and to offer support on home routines, structures, and behaviour. She is also a champion of child mental health and therefore can advise and put strategies in place to support children at home and in school.

### **Identifying pupils with SEND and assessing their needs**

At St. Peter's Primary School, we identify children with SEND at the earliest possible opportunity. 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. Progress is tracked on a termly basis and where appropriate, more frequently than this. Class teachers discuss any concerns with the Headteacher and SENDCo. If further action is deemed necessary, the parents are informed immediately.

All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy. Despite appropriate, high quality teaching, intervention and differentiated learning experiences, and taking into account the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
  - working at levels significantly below those expected for a child of a similar age.
  - communication or interaction difficulties which create barriers to learning and specific interventions are needed;
  - social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
  - sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

Factors which are **SEND** but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
  - Attendance and Punctuality
  - Health and Welfare
  - English as an Additional Language (EAL)
  - Being in receipt of Pupil Premium Grant
  - Being a Looked After Child

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavor to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause

### **The Graduated approach to SEND support: Assess – Plan – Do – Review**

The key principles:

- all class teachers are 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; . However, despite this, some children need additional support to make progress in their learning;
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Individual Pupil Plans (IPPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.

If it is determined that a child has SEND, parents will be formally advised of this and a programme of support will be started. This is an ongoing cycle of four parts:

- Assess
- Plan
- Do
- Review

### **ASSESS**

This involves clearly analysing the pupil's needs (using school data if appropriate), the pupil's views and advice from external agencies, as well as parental concerns. Interventions are put in place and barriers to learning are identified.

## **PLAN**

Planning involves consultation between the class teacher, SENDCo and parents to agree what interventions and support are to be put in place. Expectations of behaviour will be agreed and a date for review is established. Any staff working with the child will be made aware of any interventions and expected outcomes. This information will be put into an Individual Pupil Plan.

## **DO**

The class teacher remains responsible for working with the child on a day to day basis. They will work closely with any support staff to plan and analyse the impact of any support. Advice may also be sought from the SENDCo about any further assessments, problem solving and implementation of effective support.

## **REVIEW**

Reviews of a child's progress will be made regularly. The review process will evaluate the quality and impact of the support and interventions in the child's IPP. The views of the pupils, parents and other agencies will be sought. Support will be revised as necessary, depending upon outcome and progress.

## **Individual Pupil Plans**

When a child is added to the SEND register, their class teacher may consult with parents to produce an Individual Pupil Plan (IPP). This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The Individual Pupil Plan will include:

- areas of need and the nature of the learning difficulty or behaviour
- realistic, time limited, measureable targets
- details of the provision in place to work towards targets
- at least termly review of whether targets have been achieved

## **Education, Health and Care Needs Assessments EHCP**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school (or parents) will consider requesting an Education, Health and Care needs assessment. *A request for a Statutory Assessment does not inevitably lead to an EHCP.*

An EHCP assessment request is made to the Local Education Authority to carry out a statutory assessment of the child's SEND. All the people who have been involved in supporting the child will contribute towards this application. Using this information, the LEA will decide whether the child's needs meet the criteria for an Education, Health and Care Plan to be issued.

An Education, Health and Care Plan is a legally binding document which sets out the provision the child **must** receive to meet their SEND.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENDCO will organise these reviews and invite:



- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENDCO or parent/carer considers appropriate including health or educational professionals.

### **Partnership with parents**

At St.Peter's C of E Primary School, we believe that education is most successful when parents are closely involved in their child's development; this is particularly important in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. We keep parents informed by:

- making parents and carers feel welcome.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- giving support during any decision-making process about SEND provision.
- working effectively with all other agencies supporting children and their parents.
- providing all information in an accessible way.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need.
- agreeing targets for the child with parents in IPP meetings.
- making parents and carers aware of further support which can be accessed through local services and agencies.

### **Pupil participation**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage children of all ages and abilities to take responsibility for their own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

### **SEND Provision and Provision Mapping**

Any additional provision for all children (whether or not they have SEND) is carefully recorded by the Class Teacher using a Provision Map- a wave system is used to identify the needs of the children:

### **WAVE 1**

Quality first teaching and possible catch up interventions are used.

## **WAVE 2**

Alongside quality first teaching, if a child is receiving targets from outside agencies or are significantly behind chronological age, then an IPP with specific interventions is used to support the child's learning needs.

## **WAVE 3**

Pupils on the SEND register who have an IPP or EHCP. Individually tailored, 1:1 interventions are implemented to close the gap to their peers.

This provision takes place under the direction of the class teacher in a variety of ways:

- Children are supported within group situations and also have 1:1 support where needed or stated in the IPP or EHCP. An example of this might involve setting aside a specific period of time when a child works with a TA. This work relates to the IPP or EHCP targets and is individually tailored to the child's learning needs. The TA will have access to the IPPs and EHCPs and monitoring system, ensuring that the child's progress is recorded consistently.
- During group work, it may be that the class teacher or a TA is working with a mixed ability group and provides general support to address a child's specific learning needs. This enables the child to access the curriculum in an appropriate way.
- Occasionally it may be necessary to provide a child with a different task because the class task may hold no relevance due to a lack of foundation skills. A task with which the child feels confident and comfortable is provided, in relation to the IPP, in order to continue to build foundation skills.
- Activities are matched to pupils' differing paces and styles of learning, interests, capabilities and previous experience.

## **Review of SEND Policy**

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of St. Peter's C of E Primary School and the policy will be regularly updated to reflect current legislation and practices.

Date of policy: May 2023

Next review date: May 2025