

# St Peter's Church of England Primary School

Heysham



## SEND Policy and Information Report

St. Peter's is an inclusive, **Mainstream**, Primary School

**Head teacher:** Mrs A Dodd

**SENDCo:** Mrs D Parker

**Family Support Worker:** Mrs. S Rigby

**SEND Governor:** Mrs Caroline Whittingham

**Agreed by Governing Board on :**

**Policy will be reviewed by December 2026 (or earlier if required)**

## 1. Aims

The aim of the SEND policy and Information Report is to share details of our policy and procedures for identifying and supporting children with Special Educational Needs and/or Disabilities (SEND).

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

## 2. Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## 3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs. A Dodd (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs. Danielle Parker (SENDCO)

## 4. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	

	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 5. How we identify children with SEND and assess their needs

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, an intervention will be put in place to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

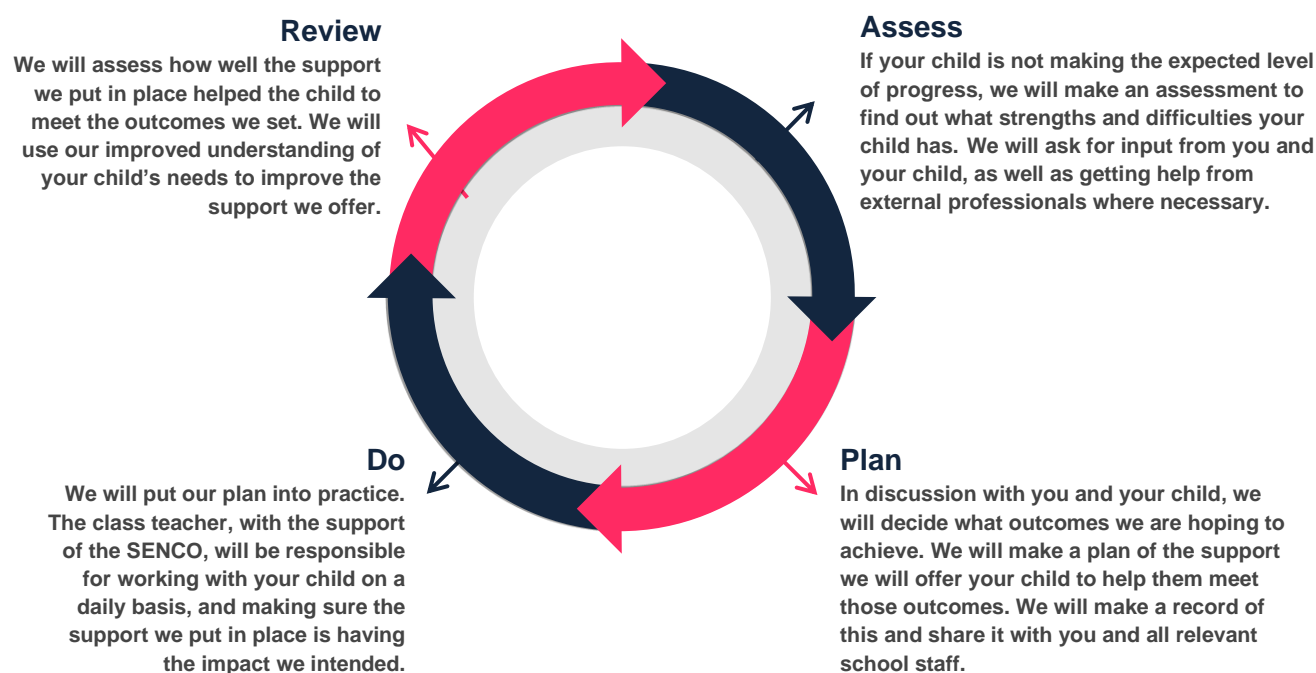
The SENDCO, along with the class teacher, will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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- The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.
- Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision.
- We will follow the 'graduated approach' to meeting your child's SEN needs.
- The graduated approach is a 4-part cycle of **assess, plan, do, review**.
- Every child will be offered two parents evenings each academic year

Some children with SEN may require additional support with their social and emotional development, and with peer relationships. If this is the case, a child's targets in these areas and what the school is doing to support them will form part of their IPP. Such support may include Social Think/Speaking interventions, and work with our Children and Family Support Worker, Mrs. Rigby. As with other areas of need, the school will commission and/or use the expert advice of outside professionals where this is available.

## **6. Our approach to teaching, curriculum and learning environment for children with SEND**

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations might include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- The learning environment of children with SEND should enable them to access any appropriate additional support in such a way as to develop ownership of their own learning and independence.
- Where it is agreed in the SEN Support plan that a child's regular learning environment will differ significantly from their peers (e.g. use of a workstation) this should be continually reviewed.

## **7. How staff are trained to be able to support the children with SEND in the school**

All staff receive SEND training in school, at least yearly. Staff working closely with particular children with SEND may receive training and support tailored to the needs of the child, this may be through attending training courses, or receiving guidance and advice from outside professionals, e.g. ASD specialists, educational psychologist and speech and language therapists. Where a child is not making progress despite the school making adaptations, the school will draw on available outside professionals to give expert guidance. This may include support services offered by the local authority as well as private providers.

## **8. How we will ensure children with SEND are included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 5.

All pupils are encouraged to take part in **sports day, school plays, special workshops and worships**

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **9. Our arrangements to support children moving between phases of their education**

Before any child joins St. Peter's, our staff liaise with their previous setting. Therefore, some children join our school with their SEND (Special Educational Needs and Disabilities) already identified. Every summer, our EYFS staff aim to visit all of the Nurseries and Pre-Schools that our new children attend in order to discuss any specific needs individual children may have. If a child has not attended a nursery a home visit is arranged. This enables us to provide appropriate support for pupils from the moment they join us.

Preparing for transition to secondary school is an important part of Year 6 for all children. Children with SEND will receive additional support preparing for this transition. Individual targets in Y6 will take in account the need to prepare for secondary school. The school will liaise with the SENDCo at the child's secondary school to help them prepare for Y7.

## **10. Our arrangements for handling complaints**

Should a parent or carer have a concern about the additional provision made for their child then they should follow the school's complaints procedure. In the first instance, parents are encouraged to discuss the issue with the class teacher and the SENDCo. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Headteacher
- Lodge a formal written complain to the headteacher.

## **11. Useful Links and contacts**

- Lancashire Local Offer:
- <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>
- Mrs. D. Parker: SENDCo: [bursar@stpetersheysham.lancs.sch.uk](mailto:bursar@stpetersheysham.lancs.sch.uk)
- Mrs. S. Rigby: Family Support Worker: [bursar@stpetersheysham.lancs.sch.uk](mailto:bursar@stpetersheysham.lancs.sch.uk)