

SEND Policy

St. Peter's C. of E. Primary School



Approved by:	Curriculum and SEC Committee	Date: May 2021
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Mission Statement

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.

1. Aims

Our SEND policy and information report aims to: create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents, other schools and external agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting 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
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

2. Legislation and guidance

This policy and information report is based on:

- the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014), Early Years framework (September 2021)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Our SENDCo and Inclusion Manager is Mrs Danielle Parker
- Our SENDCo Support is Mrs Fiona Newton
- Our Learning Mentor is Mrs Rebecca Holmes
- The policy was created by the school's SLT that includes the SENDCo and the SEND governor, Mrs Caroline Whittingham

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Danielle Parker

They will

- Work with the head teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEND governor is Mrs Caroline Whittingham

They 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

4.3 The head teacher

The head teacher is Mrs Nicola Gomersall

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

4.4 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

Ensuring they follow this SEN policy **TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

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.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN 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. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
- 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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress

meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. 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
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The children and parents will be involved in this process at all stages.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, 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. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Education, Health and Care Needs Assessments

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 should consider requesting an Education, Health and Care needs assessment.

This 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 Special Educational Needs and Disabilities' Officer (SENDO) 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. The LEA provides the school with additional 'top up' funds to cover some of the cost of this provision. This is used for Teaching Assistant support and/or Specialist Teaching and/or specialist equipment and resources.

When a pupil has an Education, Health and Care Plan, the school must hold an Annual Review with the parents and all outside agencies involved with the child to assess the child's progress. If necessary, a LEA may attend these reviews. Some children may already have an Education, Health

and Care Plan when they start school in the Foundation Stage. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

5.5 Supporting pupils moving between phases and preparing for adulthood

The Reception class teacher and the SENDCo will visit the Early Years provider when they are informed about a child with a SEND who will be joining St. Peter's. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

The National Curriculum Framework (2014) states that teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

At St. Peter's Primary School, we adopt a "high quality teaching" approach. The key characteristics of high-quality teaching are:

- highly focused lesson design with sharp objectives high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

5.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

5.8 Additional support for learning

- Teaching assistants will support pupils on a 1:1 basis when it is recommended to do so in a child's EHCP, an IEP or when it is recommended by the class teacher

- Teaching assistants will support pupils in small groups when they are working with children on IEP targets or when it is recommended by the class teacher
- We will work with outside agencies such as speech and language where necessary
- Pupils will be provided with a pupil passport highlighting their strengths and targets

5.9 Expertise and training of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDCo regularly attends Lancashire's SENDCo network meetings and cluster meetings in order to keep up to date with local and national updates in SEND.

5.10 Securing equipment and facilities

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding
Good quality universal provision will reduce the need for deployment of more expensive resources
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil

It is important to note that the level and combinations of provision may change over time.

- The school uses its "Notional SEN Fund" to employ Teaching Assistants and Welfare Assistants to work with children with Special Educational Needs and Disabilities. The funding also pays for Specialist Teacher provision
- Where required, the school will "buy in" visits throughout the year from specialist teachers to work directly with children carry out assessments or to advise and support school staff.
- A Learning Mentor is also employed by the school

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least every 8 weeks
- Reviewing the impact of interventions
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP's

All children on the SEND Register have a Pupil Profile (Individual Orange Files). Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Once each term, parents will be invited into school for a review meeting. Teachers, TA's, parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating Pupil Profiles and IEPs in liaison with the SENCo. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not 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 residential trip
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. St. Peter's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all areas of school life
- They are able to work alongside our Learning Mentor
- We have a zero tolerance approach to bullying

5.14 Working with other agencies

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school.

5.15 Complaints about SEND provision

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

5.16 Contact details of support services for parents of pupils with SEN

Name	Position	Contact
Claire Dillon	School Nurse	01524 518565
Louise Lambert	SEND Case Worker	01524 581202
Lorna Campbell	SENDO	01524 581200

5.17 Contact details for raising concerns

Name	Position	Contact
Mrs Nicola Gomersall	Head teacher	01524 852155
Mrs Danielle Parker	SENDCo	01524 852155
Mrs Rebecca Holmes	Learning Mentor	01524 852155

5.18 The local authority local offer

Our contribution to the local offer can be found on the school website.

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

www.lancashire.gov.uk/send

6. Monitoring arrangements

This policy and information report will be reviewed by the Head teacher & SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in School policy
- Intimate Care policy

Signed on behalf of the Governing Body

Signed on behalf of the Governing Body	Bridget Longdon
Date	10 th May 2021
Review date	May 2022