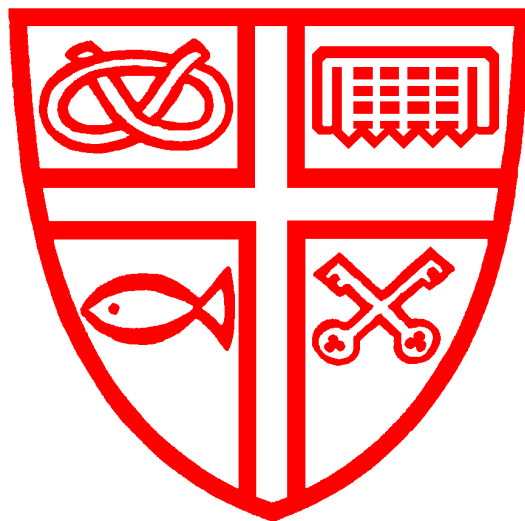


St Peter's CofE (A) Primary School

Love Christ
Love Learning
Love One Another



**Special Educational
Needs and Disabilities**
September 2024

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Relevant Legislation

Children and Families Act 2014

SEN and Disability Regulations 2014

Equality Act 2010

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and EYFS and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

Policy Objectives

- To identify, as early as possible, those pupils who have extra needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.

- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.
- To ensure that any withdrawal support is temporary and determined by the class teacher and SENCO in accordance with the SEN Code of Practice.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

Procedure

The SENCo (Mrs Rachel Bagshaw) is consulted about any pupil for whom the class teacher has concerns. The class teacher will present the SENCo with evidence of strategies and interventions which has already been provided for the child. This will be documented on an Initial Concern Form. A school record of pupils who are vulnerable is maintained and updated termly as well as a list of children receiving 'SEN Support'. Parents are informed of any action which the school proposes to take.

The recognised broad areas of need are :

Communication and interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

When it is decided that the child requires provision that is additional to or different to that of others of the same age, the children is placed on 'SEN Support'. The SENCo takes the lead in co-ordinating the pupil's special educational provision, consulting the class teacher, who remains responsible for working with the pupil in the classroom. It is noted that high quality teaching is the first step in responding to pupils who have or may have SEND.

SEND support will take the form of a four-part cycle through which decisions 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.

1. Assess
2. Plan
3. Do
4. Review

This graduated approach will be conducted through the use of "Passport for Learning" meetings. Each term the child, their family and any relevant professionals will meet. The child will always be at the centre of these meetings and they will be held in a relaxed setting to support the securing of positive outcomes for the child.

The class teacher has overall responsibility in the day to day provision and will:

- Provide increased differentiation of classwork exploring ways in which increased support might meet the individual needs of the pupil.
- Monitor and review the pupil's progress.
- Host the termly meeting to create and review the child's "Passport for Learning".
- Make arrangements for any appropriate intervention programmes to be implemented, monitor progress and set a review date.

The SENCo in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice and/or support.
- Manage the day to day operation of the SEND policy.
- Coordinate the provision for children with SEND.
- Liaise with and advise colleagues.
- Oversee the records of all children with SEND.
- Liaise with parents of children with SEND.
- Contribute to the in-service training of staff.
- Complete the documentation required by outside agencies and the LA.
- Manage a range of resources, human and material, to enable appropriate provision for children with SEN (liaison with Headteacher).
- Liaise with high schools and nurseries to ensure effective transfer of pupils.
- Liaise (in conjunction with the Headteacher) with support staff who deliver and monitor the intervention programmes.

Application for Education, Health and Care needs Assessment

In some cases the conclusion may be reached that the pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the pupil to the attention of the Local Authority (LA) with a view to a formal assessment.

The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date.
- Any relevant medical information.
- Where appropriate, evidence relating to Social Services.
- "Passport for Learning" documents.
- Evidence of involvement of outside specialists.

The role of the board of governors

The named Governor responsible for SEND/inclusion is Mrs Sue Simcock. The Governors ensure, through the Headteacher, that all teachers are aware of the importance of providing for these children. They monitor the provision and effectiveness of SEND within the school.

The monitoring criteria include:

- Analysis of pupil tracking data and test results (for individuals and group of pupils).
- Value added data for pupils recognised as SEND.
- School Development plan.
- Observations.
- Discussions with pupils.
- Meetings with the SENCo.

Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants e.g. English and maths support.
- Specialist support from teachers e.g. booster/catch up groups.

- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Provision of specialist resources.
- CPD relating to SEND for staff.

SEND Policy is regularly reviewed, updated and monitored.

This policy has been agreed by the governing body.

Approved by Governing body: Autumn 2024

Agreed by the Staff: Autumn 2024

Review: Autumn 2025