

Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8



St Peter's Church of England Primary School

Policy for Special Educational Needs and Disabilities (SEND)

INTRODUCTION

- The school's SENCo is Mrs L. Turner
- Email: senco@st-peters.lancs.sch.uk
- Tel: 01254 233513
- Mrs Turner was awarded the SENCo award in 2012

This policy explains how St Peter's Church of England 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).

Definitions of Special Educational Needs: The Code of Practice

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. 2 Special Educational Needs Definition 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:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Or 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

SEND Areas of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their 3 learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

POLICY AIMS

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Christian ethos that encourages a life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures. Each child is encouraged to be the best version of themselves.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.

- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual SEN Information Report.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

It is recognised that pupils develop at different rates, and sometimes, in different ways. They are impacted on by a range of environmental issues. Some pupils have medical conditions that impact them. Every pupil identified with SEND is given a personalised approach and the pupils and their families are placed at the heart of identifying and supporting needs. The school strives to ensure that disadvantage and potential barriers are overcome through an approach of working together with all stakeholders. Some basic principles of our ethos are:

- Quickly and accurately identify pupils with SEND
- Accurately assess those needs
- Promote high standards of education for pupils with SEND
 - Encourage pupils with SEND to participate fully in their school and community and take part in decisions about their education in the light of their age and understanding
- Monitor and appraise provision
- Work closely with parents to ensure they have knowledge of their child's entitlement within the SEND framework and are able to make their views known about how their child is educated
 - Listen to the pupils' thoughts and views about their learning and work collaboratively to find the best support for them
- If pupils are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Responsibility for the coordination of SEND provision

The SENDCO is appointed within the school to co-ordinate all provision related to SEND. The HT and DHT in school oversee the strategic direction and development of SEND. The person must have suitable experience and expertise to undertake the role, including having the national qualification for the role. The role is strategic and they inform and advise the senior leadership team accordingly.

The SEND team

- **SENDCo –Lucy Turner** co-ordinates the daily provision in place within school and liaises with external agencies to support the needs of all children.
- **Family Worker- Cath Smith** works in the school two days a week and provides vital support for families.
- **Educational Psychologist and specialist teachers- Dr Julie Glynn** (1 visit per month) Educational Psychology Educational Psychology services are provided by Acorn Psychology and by Lancashire County Council. Cases are triaged by the SENDCo and Headteacher, and pupils with the greatest levels of need are prioritised for assessments. From these assessments, Action Plans will be created and implemented within the classroom. The SENDCo works alongside Educational Psychologists on a monthly basis to make strategic decisions about provision for individuals and requests for Statutory Assessment.
- **Local Authority Case Manager** The SENDCo works alongside the Local Authority Case Manager to co-ordinate requests for statutory assessment, changes to provision, and the facilitation of annual review meeting.

SEND Procedures

Pupils in need of specific support may be identified prior to joining school via several routes including;

- Children's Social Care, Educational Psychologist (EP), Medical agencies
- Results of pre-school assessments
- Informal indications from parents
- Their previous school/nursery setting

Where needs have not been identified prior to starting school, it is the responsibility of school staff (teachers and teaching assistants, with the SENCO), working with parents and other professionals to identify any additional needs and to plan for these. Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher.

THE GRADUATED APPROACH TO SEN 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);

□	SEN stage 1 and Early support
Asses	<ul style="list-style-type: none"> • Class teacher uses assessment data on to consider pupil progress and attainment. • Class teacher makes information request for information on any Early Help/ contextual information including attendance. • Child is identified as needing extra support in PP and monitoring to take place.
Plan do	<ul style="list-style-type: none"> • Inclusivity- all teachers create an inclusive learning environment where pupils are supporting in their learning journey. • high quality instruction- this includes delivering high quality lessons that engages all pupils and ensures they have the key skills to access the knowledge being taught • Personalised learning- that recognises the individual needs and abilities of students, tailoring lessons to meet specific needs through adaptive teaching. • Differentiated instruction- teachers use a variety of teaching strategies to accommodate different learning styles and abilities. • Continuous assessment- formative assessments are used • Interventions- are put in place ot help child 'keep up' or 'catch up' in specific areas
Review	<ul style="list-style-type: none"> • Class teacher to undertake relevant assessment activities to inform what progress has been made against the plan. <p>Outcomes may be</p> <ul style="list-style-type: none"> • Progress has accelerated and needs can be met through classroom adaptations • Progress remains slow and with permission from parents' child will be referred to specialist teacher

SEN Stage 2 targeted support	
Asses	<ul style="list-style-type: none"> ● Permission from parents sought for specialist teacher ● Assessments carried out by specialised teacher
Plan do	<p>All of above including:</p> <ul style="list-style-type: none"> ● A triaged approach from class teacher, SENDCo and specialist teacher ● Gain parent views and look at developmental history ● Assessment using PIVATS to identify the milestones of a children working below the standard of the national curriculum ● Action plan written by specialist teacher ● Training put in place for staff working with the child
Review	<ul style="list-style-type: none"> ● Class teacher and specialist teacher to complete the relevant assessments <p>Outcomes may be:</p> <ul style="list-style-type: none"> ● Progress has accelerated and needs can be met through classroom adaptations ● Progress is good but additional provision needs to continue, and a new action plan will be written, and the cycle will continue ● Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress therefore, the school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP.

SEN Stage 3 EHCP	
Asses	<p>If it has been agreed that a child needs an EHCP by the parents, class teacher, SENDCo and EP the school will collate the relevant evidence to apply for an EHCP including</p> <ul style="list-style-type: none"> • One page profile • Parental and child view • Action plans • Assessment • Provision needed
Plan do	<p>All of above including:</p> <ul style="list-style-type: none"> • An individual action plan linked to the long-term targets set on the EHCP • Regular specialist teachers visit stated on the EHCP • Discussions in pupil progress meeting • Yearly annual reviews (6 months if under 5)
Review	<ul style="list-style-type: none"> • Class teacher and specialist teacher to complete the relevant assessments • Continued support and advice from specialist teacher and EP

PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the SEN Information Report and School's Contribution to the Local Offer which is available from the school office or on the school website: <http://www.st-peters.lancs.sch.uk/parents/special-educational-needs/>

- Provision for any pupil with an existing ECHP will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF (Common Assessment Framework for children and young people) process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website.

As a result of the CAF process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHCP). Further information on this process may be found at www.lancashire.gov.uk/SEND

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND . This links back to the school's SEN Information Report and School's contribution to the Local Offer, which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- To support families and pupils, we will continue to update the information in the SEND section of our website and include links to other agencies;
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and further details will be held in a secure location in the school office;
- Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special

educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP.

- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

- The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENCo liaises with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision;
- As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

TRAINING AND RESOURCES

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget;
- 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 teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENCo regularly attends the Local Authority's SENCo Cluster meetings in order to keep up to date with local and national updates in SEND;

ROLES AND RESPONSIBILITIES

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;

- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Education Plans (IEPs) or Personalised Provision Plans (PPPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP and focused in-class support whilst encouraging independence.

STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are stored in a locked cupboard in school, on an encrypted electronic storage device and the online CPOMs system the school operates. Some documents, such as IEPs are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical.
- Please refer to GDPR Statement.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
 - The progress made by students with SEND at the school;
 - The success of the school at including students with SEND;
 - Any recommendations from Ofsted or the LA about improving practice;
 - Any factual changes, such as names of personnel.

ACCESSIBILITY

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer;
- School operates an Open Door policy so parents can contact the school office (01282 612319) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available every morning before school and every afternoon immediately after school without prior appointment.

DEALING WITH COMPLAINTS

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

BULLYING

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEN Information Report and School's Contribution to the Local Offer on our web-site.

Signed: L Turner

Next Review Due: Sep 2026

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Mrs E Moss	Headteacher
Mrs L Turner	SENCo
Mr P Williams	SEN Governor/ Chair of Governors
Mrs E Moss	Assessment Co-ordinator
Mrs E Moss	Managing Medical Needs Responsibility
Mrs E Moss	Designated Teacher with Specific Safeguarding Responsibility