

St.Peter's C.E. Primary School



SEND (Special Educational Needs and Disability) Policy

Updated: February 2021

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1. Aims

St. Peter's CE Primary School has a named SENCO, Mrs Cheadle (0161 764 2017), who will ensure that the school's Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Authority and other policies current within the school.

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

School Ethos with regards to Special Educational Needs

At St. Peter's CE Primary we aim to educate all our children to their full potential within a high quality broad and balanced curriculum which is accessible to all. All children are a unique part of our school community and are treated equally and fairly. We take full account of the rights of everyone to be treated with respect, tolerance, honesty, justice and security.

We are committed to inclusion for all and strive to create the best possible learning opportunities for all our children to achieve. Class teachers are responsible for meeting the needs of all pupils in their class and we ensure consistency of approach in a positive, caring and encouraging atmosphere within which all our children can thrive, both educationally and emotionally.

We support those children who struggle with learning and behaviour and also those for who learning comes easily. We challenge all our children to be the best they can. We are realistic and understand that some children may need extra support to reach these high aspirations.

Aims of our SEN Provision:

- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide a SENCO who will work within the SEND Policy
- To identify pupils with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met
- To involve parents and carers at all stages of identifying, assessing, monitoring and evaluating provision for their child, in order to give the appropriate help and support and promote effective partnerships
- To allocate staffing and resources in ways which reflect differing individual needs
- To encourage the child's involvement in decisions which affect their education when appropriate, listening to their views and taking account of them
- To ensure that all staff working with children with SEND understand how to support them and that appropriate, achievable targets are set which are based on identified need
- To plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging
- To work in close partnership with outside agencies to support children with SEND where appropriate

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, SEN co-ordinators (SENCOs) and the SEN information report

Special educational needs and disability code of practice 2014

The SEND Code of Practice 2014 outlines four broad areas of need, these being:

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

At St. Peter's CE Primary School we are aware that a child's needs may span one or more of these broad areas. The purpose of identification of needs is to plan what action we need to take as a school and not to fit a child into a category. We also acknowledge that a child's needs may change over time.

More detailed information about these needs can be found in the SEND Code of Practice 2014 6.28

3. Definitions

What is Special Educational Needs?

A pupil has SEN 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 normally made available to pupils of the same age by mainstream schools.

4. Identification, Assessment and Provision

At St. Peter's CE Primary School we believe in early identification of pupils with SEN, as early intervention and response improves the long-term outcomes for children. Prior to starting at our school all children receive a home visit from the Nursery teacher and another member of the Nursery staff. The questions asked should highlight any possible SEND or other underlying concerns. Parents are asked to provide information about early development and any other services that may be involved with the family. If a SEND need is identified by another service or setting a transition meeting will be held to gain as much information as possible to ensure the best possible support is provided on entry to school.

When identifying and assessing the needs of pupils with SEND the school follows the guidance in the SEND Code of Practice (2015), which recommends a graduated approach. It does not assume

that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The SENCO works closely with class teachers and the headteacher to identify children who are experiencing difficulties accessing learning and other aspects of school life as early as possible. This identification is through discussion, observations, summative and formative assessments. Identifying Special Educational Needs is not an end in itself but provides a first step to understanding and providing for the child's needs and monitoring the child's progress. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and remove barriers to learning.

St. Peter's School has a graduated approach to SEND as recommended in the SEND Code of Practice (2014).

The Graduated Approach

Wave 1:

The SEND Code of Practice (2014) states that the first step in responding to pupils who have or may have SEND is **high quality teaching, differentiated to meet the needs of individual pupils**. At St. Peter's CE Primary School, every teacher is a teacher of SEND and initially children receive inclusive quality first teaching, which includes the provision of differentiated class work. If a member of staff has a concern regarding the progress of a child they will initially speak with the SENCO. Some children at this level may be on our 'monitor' list as we are carefully tracking and reviewing their progress.

Wave 2:

If concerns continue or increase, then children may receive additional, time limited and targeted interventions to accelerate their progress.

Wave 3:

If there are still concerns, children will receive personalised interventions to accelerate their progress. It is at this stage that a child will be placed on the school's list of children with SEND and parents will be involved in the SEND process.

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review (APDR)

This is an on-going cycle to enable the provision to be refined and revised as understanding of the child's needs grows.



An individual APDR cycle will be written by the class teacher, in consultation with parents and the SENCO. This will identify specific target interventions that will be put in place. APDR targets are Specific, Measurable, Achievable, Realistic, Timed targets. The APDR cycles will be reviewed and shared with parents on a termly basis. The review process will evaluate the impact and quality of the support and interventions and also take account of the views of the pupil and their parents. Targets will be evaluated and new targets set. If an intervention strategy is deemed to be not working i.e. the child is not making progress then alternative provision will be considered.

All children identified as requiring SEN Support will be tracked by the SENCO using teacher assessments and data input.

Methods of assessment and monitoring include:

- EYFS baseline assessments and EYFS profile
- End of Key Stage SATs for Y2 and Y6
- Termly teacher assessments
- Ongoing teacher assessment outlining progress in all curriculum areas
- Specific interventions e.g. IDL Literacy and IDL Numeracy
- Progress in achieving targets on individual APDR cycles
- Pupil progress meetings.
- Discussions with parents.

All support and interventions are recorded on a SEN Provision Map and are reviewed at least once per term to ensure pupils are receiving the most appropriate support.

The class teacher will retain accountability for the progress of all pupils. All records relating to the individual child will be kept by the SENCO and placed on CPOMS, with the current class teacher holding records that are currently relevant in the class SEN file.

If there is a significant lack of progress or an increase in concerns advice may be sought from external professionals. These may include:

- Healthy Young Minds
- Educational Psychology Service
- Bury Additional Needs Service
- Speech and Language
- Community Paediatrics Service.
- Occupational Therapy

If it is decided that school based provisions are not meeting the needs of the individual child then an **Education, Health and Care Plan (EHCP)** may be requested from the Local Authority.

Education, Health and Care Plans

In very few cases the child's needs may be such that the school will consider requesting that the local authority carries out an assessment of the child's special educational needs. If this leads to an EHCP then support will be provided according to the banding level on the ECHP. Where a child has an EHCP there is an annual review carried out at the school in conjunction with the LEA which parents and external agencies are invited to attend.

5. Supporting pupils and parents

At St. Peter's CE Primary we positively encourage the involvement of parents in our work for all our pupils and recognise the vital role that parents play in supporting their child's education. If a parent/carer thinks that their child has special educational needs they should in the first instance contact the class teacher. If further advice is needed, either for the class teacher or the parent/carer, the SENCO will be involved.

A conversation with the pupil and their parents will take place when identifying whether the child's needs special educational provision. This will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes 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 on CPOMS and we will formally notify parents when it is decided that a pupil will receive SEN support. Class teachers will discuss the child's progress with parents/carers at parent evenings and/or at a meeting in school as part of the process of reviewing the support and involving parents in the next steps. Informal discussions will take place on a regular basis.

Supporting Pupils at School with Medical Conditions

At St. Peter's CE Primary we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case the school will comply with its duties

1John 3:18 Dear children, let us not love with words or speech but with actions and in truth

under the Equality Act 2010. Some may also have SEND and may have a Statement of Special Educational Needs or an Education and Health Care Plan which brings together health and social care needs as well as their special educational provision. Where this is the case, the SEND Code of Practice 2014 is followed.

St. Peter's CE Primary School welcomes applications for admission from the parents of children with mobility issues.

Please see our policy 'Supporting pupils with medical conditions'.

Transition

Transition into school, from class to class, across key stages, and onto secondary school can be a difficult time for all children, particularly for those with special educational needs or a disability. This is managed very carefully for all children, particularly those with SEND.

Joining Nursery

There is a staggered entry to our Nursery. In the term prior to starting Nursery all children receive a home visit from the Nursery teacher and another member of the Nursery staff. Opportunities for the children to visit the Nursery and be involved in 'stay and play' sessions are also provided.

Joining Reception

Parents of all children joining the Reception class are invited to a "New Parents' Meeting" in the summer term. Children who have not been in the Nursery receive a home visit from the Reception teacher and another member of staff. Opportunities to 'stay and play' are also provided for these children. Additional meetings with the SENCO will be arranged as necessary.

Joining in Other Years

Before any child starts at St. Peter's, a visit to the school is to meet their new teacher and class mates is welcomed. For a child with special educational needs or a disability, additional sessions will be offered. Our SENCO will also liaise with the SENCO from the previous school or setting to ensure we have all the necessary information.

The smooth transition for a child from one class to another is very important and in the summer term there are 'moving up' sessions for all classes to support children transferring to their new year group. Where a child needs support that is additional to and different from the general transition programme, activities will be put into place tailored to the child's individual needs.

Moving to High School

Once a high school place has been allocated, our transition programme begins. Our SENCO will liaise with the high school's SENCO to plan a series of sessions both at our school and the high school. At the end of the summer term, attainment and progress data and information on behaviour, attendance, health needs and social care is passed to SENCO at the receiving school.

6. Roles and responsibilities

The SENCO

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this area. The SENCO is Katie Cheadle.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and co-ordinate provision for pupils with SEN
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Assist with the identification of pupils with SEN and advise on the graduated approach to providing SEN support
- Audit resources and advise on the deployment of the school's delegated budget in order 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 headteacher 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 SEN up to date
- Liaise with other SENCOs in the local authority.

The SEN governor

The SEN governor is Gemma Goss.

She will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher is Steve Wedgeworth.

He will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- Providing Quality First Teaching for all pupils.
- Reporting on the progress, development and attainment of every pupil in their class
- Completing a Provision Map and reviewing this at least every term.
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Directly liaising with parents of children with SEND and sharing the provision in place at least termly

Teaching Assistants

Teaching assistants should:

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

Training and Resources

All staff are encouraged to undertake appropriate training to meet the needs of the pupils in their class. This is provided either in house, through the local authority/outside agencies or through organised training providers. The SENCO regularly attends the Local Authority and network meetings in order to keep up to date with local and national updates in the field of SEND and disseminates this information to staff. Teaching assistants run specific programmes of support and the SENCO and/or staff attend regular training to ensure they have the skills and understanding to deliver intervention programmes.

Many of the resources used by children having SEN are available within the classroom. However, funding may also be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy.

7. Monitoring arrangements

This policy and information report will be reviewed by Mrs Katie Cheadle 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 board.

8. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Anti-Bullying

Behaviour

Equality information and objectives

Supporting pupils with medical conditions