



## St Peter's Church of England Primary School Special Educational Needs and Disabilities Policy

The Governing Body of St Peter's Church of England Primary School adopted this policy on 23<sup>rd</sup> November 2022

Signed: \_\_\_\_\_ (Chair of Governors)

Signed: \_\_\_\_\_ (Head Teacher)

Review annually

### Introduction

The process of developing this policy was initially carried out by the Affinity TSA SENDCO Leadership Development Group. It was then finalised by the SENDCO in consultation with the SEND Governor, parents, pupils and staff at the school. Here and throughout this policy, the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015). It has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE May 2014 and June 2018 (Gender Separation in mixed schools)

SEND Code of Practice – updated January 2015

Statutory Guidance on Supporting Pupils with Medical Conditions - December 2015

The National Curriculum in England Key Stage 1 and 2 Framework document – updated May 2015  
Teachers' Standards 2012

Children and Families Act 2014

This policy should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and Equalities. It is an essential part of all curriculum policies.

At St Peters Primary School, the Special Educational Needs Co-ordinator, known as the SENCo, is Miss Kirstie Abbott. Miss Abbott can be contacted via the school phone: 0116 2775750 or by email to: [office@stpeters.embracemat.org](mailto:office@stpeters.embracemat.org)

This policy can be accessed through the school website ([www.stpeterswhetstone.co.uk](http://www.stpeterswhetstone.co.uk)) or as a paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive, and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

### **St Peters' aims**

St Peter's intention is 'Inspire. Enrich. Achieve.' We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Make successful transitions to their next phase of education or employment.
- Provide and promote a safe philosophy for the whole school community.

These aims are achieved through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are reflected through all school policies and schemes of work.

### **Context**

All children have a right to learn. For some children this will be more difficult than for others.

At St Peters, we believe that all children have a right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and considering their needs and wishes. We consult with children, parents, and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally, and spiritually.

*High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)*

### **Through our SEND policy we aim to:**

- Provide the highest possible standard of education for all pupils;
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being;
- Ensure all pupils have every opportunity to achieve their full potential.

### **We will achieve this by:**

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage;
- Identifying those with special educational needs;
- Ensuring all class teachers are well trained and equipped to support different additional needs;
- Keeping up to date with research and best practice;
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns;
- Building capacity within the school to recognise and support a wide range of need on a day to day basis;
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others;

- Offering quality provision which meets needs, is value for money and leads to good outcomes.

### **Definition of Special Educational Needs**

Taken from SEND Code of Practice 0-25 (January 2015).

*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 significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have 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 above or would do so if special educational provision was not made for them.*

### **Identifying Special Educational Need**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St Peters, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher or Learning Support Staff
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/Year 1 Phonics results/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

#### *1. Communication and Interaction*

Children with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, in understanding what is being said to them or in understanding the social rules of communication. This area of need includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

#### *2. Cognition and Learning*

Children with cognition and learning needs (C and L) learn at a slower pace than their peers even with appropriate differentiation. This area of need includes children who demonstrate features of moderate, severe, or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.

#### *3. Social, Emotional and Mental Health*

Children with social, emotional and mental health difficulties (SEMH) may exhibit a range of the following behaviours e.g. be withdrawn or isolated, display disruptive or disturbing behaviour. They may be hyperactive or have disorders such as attention deficit disorder or attachment issues.

#### 4. *Sensory and/or Physical Needs*

Some children have a disability which prevents them from making use of the educational facilities provided. They may require specialist support or equipment to access their learning. This area of need includes children with sensory, multi-sensory and physical difficulties.

Children will 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. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, 'Looked after children', poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

#### **Supporting Children with SEND – A Graduated Approach to Support**

*The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching P88 section 6.37*

Quality First Teaching is an entitlement for every child.

We will follow an assess, plan, do and review model. This will be carried out with the class teacher in consultation with the SENDCo.

#### **'Assess' Stage**

##### **Identification and Assessment of SEN**

Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a child is not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents to ensure there is a shared understanding of the child's needs and gain parental perspective on any areas of strength and emerging barriers to learning. Where a child's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo. At this meeting, the need for additional assessments will be discussed. Parents will be invited to attend this meeting and share their perspective. The child's views will be sought as part of this process. The SENDCo and class teacher will then meet to decide if different and additional provision is required to meet the child's needs. The child's class teacher and SENDCo will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEND record and a SEND Support plan will be drawn up.

#### **'Plan' and 'Do' Stage**

##### **Planning and Implementing SEND Support**

High quality teaching, adapted for individual children is always seen as the first step in responding to those who may have SEND.

Working together, the SENDCo, class teacher, parents and child will discuss the type of SEND Support needed to meet the outcomes identified for the child. This will be delivered by staff with appropriate skills and knowledge. The class teacher always remains responsible and accountable for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant. This SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. It draws on more detailed approaches, internal targeted assessments, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

## **'Review' Stage**

### **Reviewing SEND Support**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process, led by the class teacher, will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents. This review will then feed back into the analysis of the child's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

The school can request specialist involvement, regardless of whether a child is on the SEN Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and in appropriate cases, the child themselves. It is the SENDCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared, and understood by parents and staff who teach and support the child.

### **Supporting Children and Families**

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the SEND Information Advice and Support Service (SENDIASS <http://www.leics.gov.uk/parents> or [SENDIASS@leics.gov.uk](mailto:SENDIASS@leics.gov.uk)) available as part of the LA Local Offer and keep our school website up to date with relevant information. SENDIASS was formerly known as the Parent Partnership Services.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

### **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCo will follow statutory guidance when considering the application for additional access arrangements.

### **Transition**

At St Peter's, children may stay with the same teacher for one or two years. A transition day is held in the final week of the summer term when all children visit their new classes. At the end of this day, parents are invited in to view their children's work and to make contact with their child's next teacher. Any concerns can then be raised. Sharing assemblies enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children can be accompanied to the High School by a Learning Support Assistant from St Peter's for additional meetings. Children with SEND are also given the opportunity to visit the feeder high school for an extra session as part of a small group. SENCos liaise and records are passed on.

Children entering school at Reception, visit the school in a series of planned meetings and they are accompanied by their parents/carers. A new intake information evening held during the summer term enables parents to meet the teaching team and pass on information relevant to the development of their child. On occasion, pre-school providers involve the SENDCo and class teacher in pre-school meetings for children causing concern.

When the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, adapted curriculum.

### **Transition and communication arrangements during Covid19 pandemic**

*Adjustments to the usual transition arrangements will continue to be made in response to the current advice from the DFE.*

*Parents are welcome to contact their child's teacher through ClassDojo or via a telephone call to the Office (0116 2775750).*

*Other contacts details include Miss Abbott, SENDCo, via telephone or via email [office@stpeters.embracemat.org](mailto:office@stpeters.embracemat.org) or with Mrs Banks Head teacher via [office@stpeters.embracemat.org](mailto:office@stpeters.embracemat.org). Mrs Banks is usually outside by the gates/on the playground at the start and end of the day for informal contact.*

*Other arrangements during Covid19 pandemic include the regular review of risk assessments for children with an EHCP.*

### **Managing 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. Some children may also have special educational needs/disability and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At St Peters, we support children, where possible, with medical conditions. In some cases, the provision of staff training may need to occur prior to supporting a child.

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for St Peters Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

### **Responsibilities**

The SENCo has responsibility for:

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Liaising with and advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review for children with statutory assessment/Education and Health Care plans
- Overseeing records of all children with SEND including pupil passports
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with the SEND governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs/Disability at St Peters Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities;
- ensure children with Special Educational Needs/Disability are included in activities with other children, so far as this is reasonably practical and compatible with good education for all;
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children;
- be aware of the implementation and effectiveness of the school's policy by monitoring for example -
  - i. The existence of accurate and up to date record keeping, including achievements
  - ii. The number of review meetings held at least termly for pupils with SEND
  - iii. Feedback from pupils, parents and staff
  - iv. The standards and progress of pupils with SEN
  - v. Awareness of the nature of needs and the demands these make.

### **Training and Resources**

Training needs are identified by staff themselves or by the SENCo to meet the needs of children in school or those known to be coming into school.

All staff undertake induction on taking up post. With new Class teachers, support is given by members of the Senior Leadership team and the SENCo to ensure that the needs of individual pupils are provided for. Training for Learning Support Assistants may be through in-school continuing professional development or through specialist services e.g. Autism Outreach Team.

The SENCO regularly attends LA briefings, networking via termly SENCoNet meetings and TELA SENCo (Thomas Estley Learning Alliance) meetings, to keep up to date with local and national developments and to share best practice.

### **Monitoring and Evaluation**

Pupils' progress is monitored using a variety of methods: evaluation of targets on pupil passports, standardised tests and teacher assessment. Quality of teaching is monitored through learning walks, book-scrutiny and pupil interviews. Class Teachers are responsible for the intervention support given to children in liaison with the Head and Deputy Head or SENCo. This is reviewed termly for effectiveness.

Parent and pupil surveys; feedback on reports and at parent's evenings; and SEND review meetings also inform our work.

### **Complaints**

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The School acknowledges the difference between a concern and a complaint, however, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

## **Bullying**

We are an inclusive school and work every day to create a safe, secure and happy environment for all children, where everyone is accepted for whom they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through some assembly /PHSE themes, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

## **Useful documents**

*Special Educational Needs Code of Practice DfES January 2015.*

*Children and Families Act 2014*

*Other information may be found on the Department for Education and Skills website: [www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)*