



**ST PETER'S  
CHURCH of ENGLAND  
PRIMARY SCHOOL**

**Special Educational Needs**

**and**

**Disabilities Policy**

**Date of policy: September 2021**

## **Our Christian Vision**

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow

Matthew 13:1-23

## **Aim of the policy**

At St. Peter's, we aim to provide equality of opportunity and inclusive access for all children, with full partnership with the parents.

## **Introduction**

At St. Peter's Primary School we believe that all children are entitled to an education that enables them to make progress so that they,

- achieve their best
- become confident individuals living fulfilling lives
- are prepared for a successful transition into the next steps in their life.

We are committed to the inclusion of all pupils and we deliver a broad and balanced curriculum, made accessible through differentiated activities and adult support inside and outside the classroom. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice: 0 to 25 2015, the SEN and The Special Educational Needs and Disability Regulations 2014), and further guidance is provided by both the Government and Local Authority

### **1. Aims**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that pupils could have special needs at some time during their school life.

In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **2. Definition of Special Educational Needs and Disabilities**

A child has special educational needs if he or she has specific difficulties that call for special educational provision to be made.

Special education provision means:

*For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.*

St Peter's C.E. Primary School will have due regard for the Special Needs Code of Practice (2015) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

## **3. Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice 2015.

## **4. Teaching and Learning**

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The class teacher remains responsible for working with and devising, programmes of work for children with special educational needs. This may be supported by the expert advice from outside agencies and organisations.

At St Peter's C.E. Primary School we follow The Code of Practice 2015 and this advocates a graduated response to meeting pupils' needs. When children are identified as having a SEND, the school will intervene through Special Educational Needs and Disabilities Support (SEND Support):

### **a. SEND Support**

SEND Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. This may be a sustained level of support and, where appropriate, the

involvement of external services. Intervention can be triggered through concern, supplemented by evidence that despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing English or Mathematical skills
- Show persistent social, emotional or mental health difficulties which are not affected by classroom management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction difficulties and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher, with support from the SEND team, will remain responsible for planning and delivering individualised programmes.

#### Records of Progress (ROP's)

Strategies for pupils' progress will be recorded in an ROP containing information on

- Short-term SMART targets related to the SEN need
- How the target will be achieved through support
- What the outcome of an achieved target looks like
- Pupil voice in relation to how they feel their needs will be best met
- Red Amber Green rating system for staff to complete over the term

The ROP will record only that which is different from or additional to the normal differentiated curriculum, and will usually concentrate on a maximum of three individual targets that closely match the pupil's needs. If external advice has been sought, the strategies supplied by the advisory professionals will usually make up the majority of the targets on the ROP. The ROPs will be discussed with the pupil and the parent.

ROP's are reviewed termly with school staff, pupils, parents and the SENDCO.

#### Possible interventions at SEND Support level

The SENCO, in collaboration with the Headteacher and class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil (Teaching Assistant (SEN))
- Provision of alternative learning materials/ specialist equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Support from SEMH lead in school

- Access to specific interventions run by trained staff such as ELSA
- Access to LA support services for advice on strategies, equipment, or staff training

#### **b. Education, Health and Care Plan Assessment (EHC Plan)**

The school will request an EHC Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the child remains a significant cause for concern. This statutory assessment might also be requested by a parent or outside agency.

The purpose of an EHC plan is to make specialist provision to meet the exceptional special educational needs of the child so as to secure improved outcomes for them across their education, health and social care.

The school will have the following information available:

- At least two full cycles of evidence of the assess, plan, do, review cycle
- The action followed with respect to previous SEND Support
- The pupil's ROPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Current attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

#### **5. Allocation of Resources**

The SENDCO is responsible for the operational management of the specified and agreed resources for special educational needs provision within school, including provision for children with Education and Health Care Plans. The Headteacher informs the governing body of how the funding is allocated.

#### **6. Evaluating the success of our SEND policy**

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- Governors
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil’s success in meeting ROP targets
- Use of standardised tests
- Evidence generated from SEND review meetings including reports from other professionals.
- Bi-weekly SEN meetings within school held with staff on the internal safeguarding and wellbeing team.

The provision for SEND within the school will be monitored by the SENDCO in consultation with the Headteacher and governing body. An SEND information report will be published on the school website and this will be updated annually, this report will provide an outline of SEND policy and practice across school. A data report will also be provided to the governing body yearly.

**7. Staff Development**

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the Headteacher and SENDCO.

**Signed..... (Chair of Governors)**

**Date.....**

**To be reviewed September 2022**