



SEND Policy 2022-23

SEN Policy St Peter's Primary School.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools D of E Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2014

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must 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.

The school profile

School: St Peter's Primary School, Earl Shilton

Tel number: 01455 843840

Number on Roll: 202

Number on SEN Register: 24

Head Teacher: Mrs Helen White

SENCo: Mrs Jane Moreton : BA (QTS) Hons ; National Award for SEN 2014 (Clause 64, C& F Bill 2014)

Contact: jmoreton@stpetersprimary.org

Educational Psychologist: Dr J Dawson

SEN Governor: Mr James Dewis

Mission Statement

“God is at the heart of our School.”

At St Peter’s Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

‘Every Teacher is a Teacher of SEN’.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students’ achievement.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child’s entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and

Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. St Peter's receives further support from other professionals including the Specialist Teaching Service, (including Autism outreach Service), CMAT Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS) Specialist Hearing Support team Visual Support Team.

- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each class. The school community helps to build a sense of belonging, respect and value. A sense of team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, Trusted Sixes, affiliation with sports teams and other clubs).

Responsibility for the coordination of SEN provision

The Head teacher is responsible for:

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Head teacher will give responsibility to the SENCo and class teachers, but is still

- involved in supporting their child's learning
- kept informed about the support their child is getting on
- involved in reviewing how they are doing.

Admission arrangements

Please refer to the information contained in our school website . [Home | Saint Peter's Catholic Primary School \(stpetersprimary.org\)](http://stpetersprimary.org)

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school website [Home | Saint Peter's Catholic Primary School \(stpetersprimary.org\)](http://stpetersprimary.org)

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents.

Specialist SEN Provision

- We meet the requirements of the Disability Discrimination Act (DDA), 1995
- We meet the requirements of the Equalities Act (2010) through the Single Equalities Scheme (due for review 2016)
- Resources and teaching are differentiated according to the child's individual needs
- We access support from outside agencies, such as AET, CAMHS, Educational Psychologist, LSS (in line with current school risk assessment for safe practice during Covid 19)
- Our Home School Support Worker works alongside pupils, parents and other staff to ensure that need are met – we have a holistic approach
- Members of staff regularly take part in training and disseminate this to ensure knowledge and expertise is shared.

Facilities for Children with SEN

We meet the requirements of the Disability Discrimination Act (DDA), 1995

We meet the requirements of the Equalities Act (2010) through the Single Equalities Scheme (due for review 2016)

Our EYFS unit has a lift to ensure that it is fully wheelchair accessible

There are disabled changing and toilet facilities including access to a shower.

Identifying Special Educational Needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ social, emotional and mental health
- ❖ physical and sensory.

Pupils with SEN are identified by one of five assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO, Headteacher and SLT and a plan of action is agreed. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

2. Class/ Subject teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- a. is significantly slower than that of their peers starting from the same baseline
- b. fails to match or better the child's previous rate of progress
- c. fails to close the attainment gap between the child and their peers

3. All pupils on the SEN register are discussed at the termly meetings between the SENCO and the class teachers. Other pupils causing concern are highlighted here. Decisions about next steps and desired outcomes are discussed during these meetings. Further steps may include diagnostic assessments to be carried out by SENDCo; interventions or involvement of outside agencies.

4. Quality targeted intervention is instigated with clear entry and exit data based on desired outcomes. Pupils' response to intervention may indicate that there is either a 'gap in learning' or a barrier to learning.

5. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. When appropriate, the child is placed at SEN Support on our SEN register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other medical need.

St Peter's School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider *what is not SEN* but may impact on a child's progress and attainment. The following areas may be discussed:

- ❖ Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- ❖ Attendance and Punctuality
- ❖ Health and Welfare
- ❖ EAL
- ❖ Being in receipt of Pupil Premium Grant
- ❖ Being a Looked After Child

SEN Support:

Slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability.

Once it has been agreed that a child has additional needs, you will be informed and they will be placed on the Special Educational Needs Register under the category of SEN Support. They may receive extra support or intervention if this is felt appropriate.

Your child will receive 3 reviews each year whilst they are on the SEN register. If they continue to make slow progress or have ongoing problems then the school may ask for advice from outside agencies (in line with current school Risk Assessment.)

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do

➤ Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

In St Peter's School there are three levels of support. Wave 1 is what every child can expect from the school (Quality First Teaching). Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very special and long-term needs.

❖ Wave 1

'Every teacher is a teacher of every child including those with SEN.'

Quality First Teaching.

Teachers are responsible and accountable for the progress and development of the all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This may include adaptations to the learning environment, pre-teaching ; visual aids or alternative methods of recording.

St Peter's School regularly observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings to rigorously monitor progress of all of its pupils. The school tracking system is used by all class teachers to monitor the progress of all pupils. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At St Peter's our teachers know how to:

- Explain things in simple words and in ways that help pupils remember. We use lots of visuals on our whiteboards and in our communication
- Give instructions so that pupils listen, understand and remember
- Make sure that pupils know how much time they have to get their work done
- Ask questions that check out pupils' understanding

- Adapt the classroom and the seating plan so that everyone can see and hear
- Assess progress regularly and carry out extra assessments to pinpoint why a child has difficulty learning (or ask SENDCo to carry out such assessments).
- Change their lesson plans to **accommodate** student's strengths and weaknesses
- Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Employ a range of strategies to help settle pupils whose behaviour is challenging.

At St Peter's, our teachers use:

- Differentiation to ensure are working at appropriate tasks.
- Pre-teach of vocabulary or mathematical concepts.
- Additional adult support during or after lessons to consolidate learning.
- Practical equipment to help pupils understand complicated ideas
- Special adaptations, including ICT, for pupils who have difficulty seeing, hearing or moving
- Use talking and questioning so that pupils are confident about writing
- Strategies to help with writing e.g. word mats, mind maps, word banks

❖ Wave 2

If a child is not making adequate progress highlighted from our assessment processes, (despite adjustments made in Wave 1) then they will be moved to Wave 2 and a Learning Support Plan will be produced by the Class teacher and SENCO, with input from the child and parents/ carers. All children on the SEN record will participate in creating their own One Page Profile which will form part of their SEN Learning Support Plan. This will include input from the child and their family/ carer. We aim that this is a positive exercise which celebrates the strengths of the child and includes strategies to support their learning.

The One Page Profile gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

At St Peter's School, we provide short-term, individual or small-group targeted interventions for pupils who may have a barrier to learning. These can be different in each year group and include:

- ❖ Speech and language groups run by Teaching Assistants, following plans written by the Leicestershire Speech and Language Team
- ❖ Fine Motor Skills groups (for handwriting or to help pupils cut and draw)
- ❖ Moving Reading on.
- ❖ Write Away Together literacy intervention
- ❖ Handwriting intervention group
- ❖ Number Stars
- ❖ Auditory memory group
- ❖ Social Communication Group
- ❖ Toe by Toe spelling intervention

- ❖ Shine interventions

These groups will be in addition to adjustments within the classroom. The impact of interventions are monitored closely in order to track children's progress. In many cases these interventions successfully close gaps in learning and no further action is necessary. However, sometimes these adaptations and interventions provide further evidence that a pupil may have a learning difficulty and further investigation is necessary to identify specific learning difficulties and how best to support them. Additional support may be sought from our Educational Psychologist or other professionals.

❖ **Wave 3**

If a child is not making adequate progress highlighted from our assessment processes then they will be moved to Wave 3. Here children will be added to the SEN register at the SEN Support level. 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision *different from or additional to* that normally available to pupils of the same age.' (SEND Code of Practice 2014)

Managing pupils needs on the SEN register

Every child is involved in the assessment cycles including the Pupil Progress Meetings which enables pupils to be identified as requiring SEN support. Class teachers/ subject teachers are responsible for evidencing the progress of SEN pupils in their classes.

The SENCO is responsible for managing the SEN register and keeping it up to date. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels already identified above.

All interventions will become outcome based and have clear time frames to comply with the SEN Code of Practice 2014 guidance. Support is planned and monitored by class teachers. Each LSA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions. Every intervention will be monitored and evaluated on a termly basis for effectiveness by SLT and SENDCO. Some children at Wave 3 who continue to struggle with progress may either be put forward for Statutory Assessment or Additional Funding from the LA. St Peter's also employs Person Centred Reviews for their pupils with statements / EHC Plans.

Referral for an Education, Health and Care Plan

A small number of children may go on to have an Education, Health and Care Plan (EHC) - these are for the most complex children that have significant and ongoing needs.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting using the Leicestershire County threshold document. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEN Local Offer:

Criteria for exiting the SEN register

Pupils will exit the SEN register when support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

Monitoring and evaluating SEND provision

Pupils on the SEN register have their progress reviewed termly by the SENCO and are discussed at the Pupil Progress and Teacher/SENCO Meetings.

Teachers meet regularly with LSA's to discuss children's progress or address and arising issues.

Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. LSAs and class teachers are involved in this process, with support from the SENDCo where appropriate. The child's progress is also reviewed by the SLT at the Pupil Progress Meetings. SLT monitoring always includes a focus on SEN.

Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils.

Pupils with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences, (e.g. bereavement, parental separation) we may complete an application to the Early Help team to support the child and family through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained Emotional Literacy Support Assistants and, if deemed necessary, relevant outside agencies that develop good, trusting relationships with the pupils. We may also seek advice from our educational psychologist. All pupils' behaviour is responded to consistently in line with our [Behaviour Policy](#), although reasonable adjustments are made to accommodate individual needs.

Supporting pupils and families

At St Peter's Primary School we aim to have good and informative relationships with all of our parents.

Partnership plays a key role in enabling pupils and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn, Spring and Summer terms for Primary Phase and yearly for Secondary Phase) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN School Support.
- discuss assessments that have been completed and areas of concern.
- agree a plan and provision for the child.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents – and pupils- are invited to a meeting each term to review progress made and discuss their child's provision for the next term.

❖ **Transition into and within school**

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery and into the secondary phase – as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary SENCO.
- Opportunities to take photographs of key people and places in order to make a transition passport.
- Enhanced transition arrangements are tailored to meet individual needs.

At the end of each year the current teacher meets with next year's teacher and SLT to discuss the transition of the pupils and especially the pupils with SEN.

The Year 6 SEN pupils moving to the Secondary Schools are discussed between the Primary SENCO, Secondary SENCO, and Year 6 teacher. This process will also involve outside agencies where appropriate. Additional visits to the secondary school may be organised in order to support the children in their transition.

Supporting pupils at school with medical conditions

St Peter's Primary 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 pupils 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 pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

St Peter's School wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014.

Training and resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

All of our teachers are trained to work with pupils with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to in-house or CMAT courses, provision of books or guidance towards useful websites.

Some staff also have expertise and training on other areas or specific interventions. All LSAs work with pupils with SEN and disabilities.

Regular CPD is arranged for staff to meet needs identified in audits, lesson observations and performance management.

The school's SENCO regularly attends the LAs SENCO network meetings and the CMAT SENCO forum meetings in order to keep up to date with local and national updates in SEND.

SEN Governor

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The school's SEN Governors meet with the school SENCOs termly to discuss progress.

SENCO

- ❖ Disseminating information and raising awareness of SEN/D issues throughout the school.
- ❖ Overseeing the day-to-day operation of the school's SEN policy.
- ❖ Co-ordinating provision for pupils with SEND.
- ❖ Liaising with and advising fellow teachers.
- ❖ Overseeing the records of all pupils with SEN.
- ❖ Managing and developing the roles of Teaching Assistants.
- ❖ Liaising with parents of pupils with SEN.
- ❖ Contributing to the in-service training of staff.
- ❖ Attending local and national SENCO training.
- ❖ Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- ❖ Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.

Teachers

'Every teacher is a teacher of every child including those with SEN.'

- ❖ Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum.
- ❖ Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of **all** pupils in their classes.
- ❖ Ensuring statemented/EHCPs targets are considered in lessons.
- ❖ Monitoring progress of pupils with SEN.
- ❖ Be fully aware of the school's procedures for SEN.
- ❖ Raising individual concerns to SENDCO with evidence of adjustments and provision already in place, in line with the county threshold documents.

Learning Support Assistants

Teaching Assistants are line managed by the head teacher and class teachers.

Their roles and responsibilities are:

- Support pupils with SEN/D and the wider school population.
- Plan and deliver individualised/ intervention programmes where appropriate with the support of the class teacher.
- Monitor progress against Statement targets using record sheets.
- Assist with drawing up individual plans for pupils, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 with pupils with statements/EHCPs
- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings as required.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For more information please refer to the following:

- Accessibility Plan – available on our website or on request, from the school office.

Bullying

St Peter's School has a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

For more information please refer to the following:

- Anti- Bullying Policy– available on our website or on request, from the school office.
- Behaviour Policy - available on our website or on request, from the school office.
- Parent Guide