



St Peter and St Paul CE Primary School

Special Educational Needs Policy

Autumn 2023 – Review Autumn 2024

This policy is intended to detail our SEN practice across the school. It will ensure consistency in procedure which will be overseen by the Special Educational Needs Disability Coordinator (SENDCO). Our aim is to ensure early identification of any special needs, whether relating to communication and interaction, cognition and learning, social, emotional and mental health or sensory/physical, and to use timely and relevant intervention to enable all pupils to make at least satisfactory progress. Regular assessment (both summative and formative) takes place in every classroom. It informs future planning and meets the needs of all pupils. If assessment shows that a child is not making expected progress or is having difficulty in any area the following agreed procedures will apply. All the correspondence and completed Graduated Support Plans are stored by the SENDCO (Mr Chris Smith).

The SENDCO at St Peter and St Paul is Mr Chris Smith. The SEN Governor is Mrs Sue Rowbottom. The Designated Safeguarding Lead is Mrs Louise Cranidge.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (amended January 2015 DfE/DoH) and has been written with reference to the following guidance and documents:

- **Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities**
- Equality Act 2010: Advice for schools DfE Feb 2013
- Working Together to Safeguard Children (May 2015)
- Reasonable adjustments for disabled pupils (2012)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The policy was created by the School's SENDCO along with the SEND Governor in consultation with staff, parents and governors and reflects the 2015 SEND Code of Practice guidance

The SEN Policy will be reviewed every year, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner.

This policy should be read in conjunction with our SEN Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.



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Background/Contact

The current SENDCO at St Peter and St Paul CE Primary School is Mr Chris Smith, who holds BA Hons, Qualified Teacher Status. Mr Chris Smith has completed the National Award for SEN Coordination. He is responsible for managing our schools response to the provision we make for children with Special Educational Needs and Disabilities.

SENCO Contact: (01724) 701980 Email: csmith@stpandstp.org.uk

St Peter and St Paul CE Primary School is a mainstream Primary School. Central to our beliefs are that all children have an entitlement to a broad and balanced curriculum which is relevant to their needs and that as a staff we have the responsibility to ensure that each child reaches his or her full potential.

Every teacher at St Peter and St Pauls is a teacher of every child – as such, every teacher is a teacher of SEND.

Aim of the Policy

The identification of SEND is built into the overall approach to monitoring the progress and development of all children at St Peter and St Paul CE Primary School. A child has SEND when, in order for them to make progress, they require additional or different support to the schools' quality first offer which is available to all children.

Regular assessment will help identify children who are not making anticipated progress and therefore require more targeted support. When children are identified as requiring SEND support parents will be notified and their views, as well as the child, will be incorporated in any targeted plan.

Definition of Special Educational Needs and Disabilities (SEND)

As outlined in the Code of Practice 6.15 special educational provision is 'provision different from or additional to that normally available to pupils of the same age.'

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 other learners 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.



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Ensuring that high quality teaching is available to the whole class is likely to mean that fewer children will require SEND support. However, for some children, further additional support is needed to enable them to make progress and to reach their full potential.

Objectives

St Peter and St Paul CE Primary supports its pupils with SEND within the framework set out in the SEND Code of Practice 2015.

Teachers have the highest possible expectations for all children in their class. All teaching is based on building on what children already know. Teachers differentiate tasks according to a child's ability and this will be indicated in planning.

- Teachers recognise that a variety of approaches, materials and groupings are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or otherwise. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning differences. Subject co-ordinators as well as the SENDCO may suggest specific strategies to be put into place to support a child's learning. The senior management monitor this provision as part of the appraisal cycle to ensure that it consistently meets the agreed standard. Provision for pupils with SEND is a matter for the school as a whole.
- All teachers are responsible for the progress of pupils in their class, including those who access additional support through the use of teaching assistants or external bodies.
- The SENDCO, Mr Smith, is responsible for liaising with class teachers, parents, the SLT and outside agencies regarding SEND support.
- The SENDCO also works closely with the head teacher in determining a strategic plan for SEN provision within school and the allocation of funds.
- The SENDCO ensures that training needs of staff are met.
- The SEN Governor liaises closely with the SENDCO and head teacher to monitor and challenge the school's SEND provision.

Identifying special educational needs

The Code of Practice identifies four broad areas of special need, which are:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical difficulties
- Cognition and learning

These categories are useful when planning suitable provision. However, it is important to note that identification of a specific type of need is not necessary to put a support plan into place. Similarly,



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the identification of a type of need does not automatically call for the implementation of SEND support. Frequently, pupils have needs across categories and at St Peter and St Paul CE Primary our priority is to gain a good understanding of how our children learn to ensure provision is appropriate, rather than focusing on category of need. We consider the needs of the whole child, which does not necessarily just include identified areas of SEND. Pupils with social emotional and mental health difficulties may present in school with behavioural needs and we will attempt to support these needs and teach the skills required. We consider these presenting behaviours as a response to an underlying need.

We also recognise that the following may also impact on a child's progress in school, and whilst they do not alone constitute a Special Educational Need, the SENDCO will monitor the progress of the following groups of pupils as set out in the Code of Practice 2015:

- 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 the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Agreed policy

If a child is not making progress or the progress is insufficient, then class teachers will discuss this with the SENDCO and the Senior Leadership Team; this can be carried out during our pupil progress meetings, during planning meetings, following SENDCO observations and informal professional discussions on a daily basis. We have various checklists in place, such as an ASET and neurodiversity checklist to help professionals identify strategies to support. Support will be put into place to enable the child to catch up for example additional phonics work, intervention groups, mathematics or handwriting practice. If progress is still slow the child will move onto the SEN Register.

Graduated support: Some children may continue to make slow progress despite this teaching targeted at their areas of weakness. For these children, we will use a range of observation and assessment to try to determine the cause of their difficulty. We will also talk to the parents about this and gain their views. This is the first stage of the SEN Register. The child will have a Graduated Support Form that will be shared with, and signed by, parents. This will contain specific targets and intervention relevant to each individual child. This form is an on-going working document but is formally reviewed and updated termly. These reviews are linked into 1/2 termly pupil progress meetings. SENDCO and pastoral look at all children's academic and emotional need. It may be appropriate to consult external services who are able to use more specialised assessment tools. The purpose of this assessment is to understand if and what different approaches and additional resources might be required to enable the child to make better progress. Assessment findings will be shared with parents and actions agreed. Where the assessment indicates that a pupil needs educational provision which is additional to and different from what is normally available, the child will be identified as having a special educational need.



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Education, Health and Care Plan (EHCP) Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's SEND, and the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care Assessment (EHC) which from September 2014 has replaced a Statement of Special Educational Needs. The school will need to demonstrate that the pupil requires provision that is additional and different from the resources ordinarily available to a mainstream primary.

A Graduated Approach to SEN Support

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. A pupil has SEND when in order for them to make progress they require additional or different support to the school's quality first offer.

Identification of children who need extra support is done in the following ways:

- Information and liaison with the transition setting/previous school.
- Concerns may be raised by the parents/ carers, the class teacher or the child.
- Limited progress or/and working significantly below age expectations despite quality first teaching/ appropriate support is noted at the Pupil Progress Review meetings.
- Liaison with outside agencies e.g. Speech therapy, Paediatrician, ASD team
- The class teacher will plan and differentiate the curriculum for all the children in their class, which may include additional support in a small focus group or individually within the classroom.
- Pupil progress meetings are held each term. At these meetings the class teacher discusses the progress of all children in their class with the Senior Leadership Team. If a child is not making expected progress the class teacher must consider whether they have a full understanding of the pupil's learning profile to identify whether any SEND is impacting on learning. The school may decide that additional and different provision is necessary for the pupil to make progress.
- Where children are identified as needing SEN support, parents will be contacted and a SEN Support Plan will be written to support the child's needs, following the four stages of the **Graduated Approach; Assess, Plan, Do and Review.**
- Each child's needs and progress will be discussed regularly and, if there continues to be a lack of progress, the school may refer to independent consultants, health professionals etc. for advice. Parental consent is always sought for referrals.
- A child identified with SEN may require additional arrangements and adjustments to enable them to fully access tests and assessments such as Key Stage 2 SATS. This may be in the form of a reader, a scribe, additional time or rest breaks.
- At each stage pupil views will be considered if appropriate.



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- Decisions regarding the allocation of support and resources to each child will be dependent upon tracking of pupil progress, discussions with specialists and parents and subject to the allocation of resources within the SEN budget, which is set in April each year. Our aim will be to make children as independent as they can be.
- We may complete a SpLD (Specific Learning Difficulty) or Neurodiversity checklist to identify further needs and support.

The process for implementing SEND support

The process for implementing SEND support is described in the 2014 Code of Practice as the Graduated Approach and has four stages.

Assess

The class teacher and SENDCO gather all the information they have about a pupil from a variety of sources (pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches. School will carry out relevant assessments to determine a child's strengths and areas of difficulties.

Plan

A Pupil Progress Form is put together to outline the methods to be used in order to achieve specific outcomes. It is written, discussed and agreed by the SENDCO, class teacher and parents. These documents include details such as:

- a. Quality First Inclusive teaching approaches that are effective to enhance pupil's learning
- b. Proven intervention that have been identified to achieve specific targets – and how they will be delivered and monitored
- c. Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher
- d. Resources to ensure access to curriculum or environment
- e. Parent and child views
- f. Details of outside agency involvement
- g. Attainment details tracked over time

Do

- The Pupil Progress Plan becomes a working document and is annotated to show progress towards outcomes and/or adjustments made to determine progress. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENDCO if they feel the plan is not working for whatever reason.



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Review

- A timescale is attached to the plan so that everyone involved appreciates when targets are reviewed. The targets are reviewed by the class teacher regularly with the child, parents and any outside agencies. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. This cycle of 'Assess-Plan-Do-Review' continues in order for pupils to make accelerated progress in the hope that they meet age related expectations. When a child is achieving at age-related expectations, the plan will cease and they no longer are identified as having a special educational need and are removed from the school's SEN register. They will continue to be supported by differentiated quality first teaching by their class teacher and their progress will continue to be monitored.

Supporting Pupils and families

Parents' first port of call is the child's class teacher. In addition, the school's SENDCO and Pastoral Officer (Gillian Fields) can provide support, guidance and advice to families.

- In addition to this SEN policy, it is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act*
- North Lincolnshire's Local Offer can be found on North Lincolnshire Council's website which details the provision and support services available in the local area:

<https://localoffer.northlincs.gov.uk/>

Supporting pupils 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.
- Some may 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 the SEND Code of Practice (2015) is followed.
- It is important that parents notify the school if their child has a medical condition which may affect them during the school day. Children should not bring any medicines to school unless by arrangement and prescribed by a doctor. If medication is needed a 'Prescribed Medical Administration Form' must be completed. This is available from the school office. For longer term conditions we will write a care plan in consultation with the Pastoral Officer, school nurse and parents. Care Plans are shared with all staff involved with the pupil. We have a number of staff that have first aid [basic and paediatric] training and all staff receive additional training from the school nurse on using an epipen/diabetes/epilepsy as required.

Monitoring and evaluating of SEND



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St Peter and St Paul CE Primary School have robust systems for managing and monitoring school improvement so that it actively and continually reviews provision for all pupils. SEN provision is reviewed through:

- Regular observations of class teachers and support staff
- Self-evaluation of all staff as part of the appraisal cycle
- Reviewing and setting new targets as part of the SEN Support plan cycle: assess, plan, do, review
- Pupil progress discussions and work scrutiny
- Pupils' and parents and staff views
- SEN report to governors
- Annual review of SEN policy
- Termly SEN meetings with class teachers
- Attendance at network meetings and governor training
- Informal feedback to SENDCO
- Analysis of end of year data and RAISE online
- St Peter and St Paul's Self Evaluation Form (SEF)
- Ofsted
- Local Authority monitoring visits, including Teaching and Learning Reviews

Training and resources

- As a mainstream school, St Peter and St Paul CE Primary School is provided with some resources to support those with additional needs, including pupils with SEN and disabilities, which is determined by a local funding formula. It has an amount identified within its overall budget called the notional SEN budget which it uses to support the progress of pupils with SEN. Schools are not expected to meet the full costs of more intensive, specialised or expensive special educational provision from their core funding. North Lincolnshire Local Authority may provide top-up funding [subject to successful application by the school] where the cost of the special educational provision required to meet the needs of an individual pupils exceeds £6000.
- The SENDCO manages the SEN budget for purchasing additional and / or updating resources to meet the needs of pupils with SEN.
- 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.
- The school's SENDCO regularly attends SENDCO cluster/network meetings in order to keep up to date with local and national updates in SEND.
- Training needs are identified formally, in line with the school's appraisal cycle, and also informally through the staff member's line manager. Training costs are met from the school's CPD budget, which is managed by the Head teacher.
- The SENDCO may provide in-school training for teachers and support staff and works alongside colleagues in a coaching capacity, where appropriate.

Roles and responsibilities

The SEN Governor's role is to work closely with the school's SENDCO to support and challenge the school's policy and practice for meeting the needs of pupils with SEN. The SEN Governor should attend regular training, meet regularly with the SENDCO, be well informed of local and national changes to policy and practice and be able to report to the full governing body about SEN provision in the school.



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St Peter and St Paul CE Primary School complies with the SEND Code of Practice 2014 which states that the school's SENDCO should be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school, they must achieve a National Award in Special Educational Needs Coordination. The SENDCO has day-to-day responsibility for the operation of SEN policy and provides professional guidance to colleagues and works closely with staff, parents and other agencies. St Peter and St Paul CE Primary also ensures that the SENDCO has sufficient time and resources to carry out these functions. This includes providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Teaching assistants are deployed to each year group according to need and these are managed by each class teacher. 1:1 teaching assistants and specialist teaching assistants (who are deployed across the school according to pupil need) are line-managed by the SENCO.

The SENCO also works closely with other members of staff who have designated roles:

Headteacher – Safeguarding / Looked After Children / Pupil Premium

Grant / Pupils with Medical Conditions

Mrs Gillian Fields – Pastoral Support

Storing and managing information

Where possible, electronic records are stored on the school's server, although paper copies of SEN records will still be needed. All SEN paperwork is locked away in a secure place in school. Data is stored securely, computers are logged off after use and data is not transferred externally without having a secure password or being encrypted. Paper copies are transferred to secondary school at the end of Year 6 or when a pupil leaves, if this is before Year 6.

The DfE does not have specific guidance about which SEN records need to be retained by school. However, the Information and Records Management Society (IRMS) reports that 'primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school.'

For pupils with a Statement of SEN, EHC plan or pupils who have been supported by the Educational Psychology Service, records are kept centrally by the Local Authority for 25 years.

Reviewing the policy

St Peter and St Paul CE Primary School's SEN policy is reviewed annually and developed through Local Authority guidance, use of national guidance (NASEN) and reflects the 2014 SEND Code of Practice guidance.

This report will be reviewed annually. Children, families, governors and school staff are involved in this process. Any parent groups, pupil voice activities, working closely with colleagues will inform the report. Amendments can be made at any point in the school year to reflect changes.

Accessibility

- Our building is accessible for wheelchair users and those with restricted mobility.



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- All classrooms are wheelchair accessible.
- Our signage is clear and visible.

The SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and outside agencies, the SENDCO, class teachers and named support staff ensure additional resources are available where appropriate to ensure equal access to the school curriculum, including physical education, participation in breakfast/ after-school clubs, school visits and residential activities. Please see our Accessibility Plan on our school website.

Dealing with complaints

St Peter and St Paul CE Primary School values its relationship with parents, carers and the local community. School staff are happy to receive suggestions and comments on what goes on within school, and this can help to identify areas of success and where improvements can be made. Individuals may also, however, want to raise concerns and it is important that anyone who does so is treated seriously and fairly. It is in everyone's interest that complaints are resolved at the earliest possible stage. Every effort should be made to resolve the matter informally. Most enquiries and concerns can be dealt with by the class teacher, SENDCO or the head teacher without needing to resort to a formal procedure.

If it is not possible to resolve the matter informally the person raising the concern may decide to pursue a formal complaint.

Further information can be obtained from:

<https://localoffer.northlincs.gov.uk/parents-and-carers/what-to-do-if-you-dont-agree-with-decisions-about-send-provision/>

Special Educational Needs and Disability (SEND) Team

Hewson House

Station Road

Brigg

North Lincolnshire

DN20 8XJ

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Signed: Mrs Louise Cranidge (Headteacher)

Signed: Mr Chris Smith (SENDCO)



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Signed: Mr Mike Gayle (Chair of Governors)