

# St.Peter's C.E. Primary School



## SEND (Special Educational Needs and Disability) Policy

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*This policy was approved by the full governing body on 20<sup>th</sup> March 2025*

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## **1. School Vision and Values**

At St. Peter's CE Primary School we are committed to inclusion for all and strive to provide an environment where every child can flourish academically, spiritually and socially. We are highly committed to offering an inclusive, ambitious curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We ensure consistency of approach in a positive, caring and encouraging atmosphere and we challenge all our children to be the best they can be. Our values of Love, Hope, and Wisdom underpin everything we do, ensuring that every child is treated with dignity and respect.

### **Objectives**

- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a SENDCO who will ensure that the school's Special Educational Needs Policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Authority and other policies current within the school.
- To identify pupils with special educational needs and disabilities as early as possible so that appropriate provision can be made to meet their needs.
- To provide all children with inclusive teaching which will enable them to make the best possible progress.
- To plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging.
- To ensure all pupils with SEND have access to wider opportunities.
- To raise the aspirations and expectations of all pupils with SEND.
- To involve parents and carers at all stages of identifying, assessing, monitoring and evaluating provision for their child, in order to give the appropriate help and support and promote effective partnerships.
- To allocate staffing and resources in ways which reflect differing individual needs.
- To ensure that our pupils are involved in decisions made about them and their education, listening to their views and taking account of them
- To ensure that all staff working with children with SEND understand how to support them and that appropriate, achievable targets are set which are based on identified need.
- To deliver training and support for staff working with pupils with SEND to develop our practice within the guidance set out in the Code of Practice, July 2014.
- To work in close partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of children with SEND.
- To ensure that all recommendations from outside agencies are actioned and outcomes reviewed regularly.
- To ensure transition programmes are in place to support the move to another school or class.

## **2. Legislation and guidance**

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)

St. Peter's CE Primary School has a named SENDCO, Mrs Cheadle (0161 764 2017) who is also the Assistant Headteacher. She ensures that the school's Special Educational Needs and Disabilities policy works within the guidelines and requirements of the above legislation.

### **3. Definitions**

#### **What are Special Educational Needs?**

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

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that normally made available to pupils of the same age by mainstream schools.

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.

#### **Special educational needs and disability code of practice 2014**

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

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

At St. Peter's CE Primary School we are aware that a child's needs may span one or more of these broad areas. The purpose of identification of needs is to plan what action we need to take as a school and not to fit a child into a category. We also acknowledge that a child's needs may change over time. More detailed information about these needs can be found in the SEND Code of Practice 2014, 6.28

### **4. Roles and responsibilities**

- The person responsible for overseeing the provision for children with SEND is Mrs Cheadle (SENDCO).
- The person responsible for co-ordinating the day to day provision of education for pupils is Mr Wedgeworth (Headteacher).

- The SENDCO meets with the SEND Governor, Mrs Goss, on a regular basis to discuss programmes of support and individual needs.

#### **The SENDCO is responsible for:**

- The SEND policy and its implementation.
- Attending network meetings, keeping up to date with current legislation and implementing change.
- The co-ordination of specific provision made to support individual pupils with SEND.
- Updating the SEND register and maintaining individual pupil records.
- Monitoring the quality of provision and the impact of support.
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Assisting with the identification of pupils with SEND and advising on the graduated approach to providing SEND support.
- Referrals to and liaison with outside agencies.
- Co-ordinating person centred reviews.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Liaising with other SENDCOs in the local authority.
- Raising any concerns around Safeguarding of children with SEND with the Multi Agency Safeguarding Hub (MASH).

#### **The SEND governor is responsible for:**

- Raising awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Working with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

#### **The class teacher is responsible for:**

- Providing inclusive Quality First Teaching for **all** pupils.
- Early identification and responding to need through notice, check and try.
- Ensuring that targets/support are implemented in the classroom.
- Reporting on the progress, development and attainment of all pupils, including those with SEND.
- Effective deployment of additional adults.
- Regular liaison with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Directly liaising with parents of children with SEND and sharing the provision in place at least termly
- Identifying the provision they are making for pupils with SEND on APDR cycles.

- Monitoring and evaluating provision and updating APDR cycles.
- Raising any concerns around Safeguarding of children with SEND with the DSL or deputy DSL.

#### **Teaching Assistants are responsible for:**

- Ensuring that the provision is in place for pupils they support.
- Implementing strategies and advice from outside agencies.
- Giving feedback to class teachers and the SENDCO about pupils' progress.
- Record keeping
- Raising any concerns around Safeguarding of children with SEND with the DSL or deputy DSL.

#### **All staff can access:**

- SEND Policy
- SEND Register
- Guidance on identification of SEND in the Code of Practice
- SEND Information Report
- Information on individual pupils' special educational needs, including learning plans, pupil profiles, individual trackers, APDR cycles
- Information available through Bury's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **5. Identification, Assessment and Provision**

Identifying Special Educational Needs is not an end in itself but provides a first step to understanding and providing for the child's needs and monitoring the child's progress. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and remove barriers to learning.

#### **Early Identification and Intervention**

At St. Peter's CE Primary School we believe in early identification of pupils with SEN, as early intervention and response improves the long-term outcomes for children.

#### **Children new to St. Peter's**

Prior to starting in Nursery or Reception, opportunities are provided for children and their parents to come into school and meet the EYFS staff. The SENDCO is also present at these sessions and parents can discuss any possible SEND or other underlying concerns. Parents are asked to provide information about early development and any other services that may be involved with the family. If a SEND need is identified by another service or setting a transition meeting will be held to gain as much information as possible to ensure the best possible support is provided on entry to school.

## **In School**

When identifying and assessing the needs of pupils with SEND the school follows the guidance in the SEND Code of Practice (2014), which recommends a graduated approach. It does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are:

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

The SENDCO works closely with class teachers and the headteacher to identify children who are experiencing difficulties accessing learning and other aspects of school life as early as possible. This identification is through discussion, observations, summative and formative assessments.

## **6. The Graduated Approach**

- The SEND Code of Practice (2014) states that the first step in responding to pupils who have or may have SEND is high quality teaching, differentiated to meet the needs of individual pupils.
- At St. Peter's CE Primary School, every teacher is a teacher of SEND and initially children receive inclusive quality first teaching, which includes the provision of differentiated class work and scaffolded learning opportunities that will aid the child's academic progression.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child is recorded by the school as being under observation (notice, check and try) due to concern by parent or teacher. Any concerns will be discussed with parents informally or during parent's evenings and they are encouraged to share information and knowledge with the school.
- Children may receive additional, time limited and targeted interventions to accelerate their progress.
- The SENDCO will be consulted as needed, for support and advice and may wish to observe the pupil in class.

## **SEND support**

- Pupils who, despite intervention in the 'notice, check and try' period, are not making progress may be considered to have a special educational need.
- A meeting will be held with the SENDCO and class teacher and parents to discuss what has been tried so far. The child will then be added to the school's Special Education Needs register and will be recognised as requiring SEND support.
- Children identified as having a special educational need will follow the cycles of assess, plan, do, review (APDR). This is an on-going cycle to enable the provision to be refined and revised as understanding of the child's needs grows.
- An individual APDR cycle will be written by the class teacher, in consultation with parents and the SENDCO. This will identify specific target interventions that will be put in place. APDR targets are Specific, Measurable, Achievable, Realistic, Timed targets.

- The APDR cycles will be reviewed and shared with parents on a termly basis. The review process will evaluate the impact and quality of the support and interventions and also take account of the views of the pupil and their parents. Targets will be evaluated and new targets set. If an intervention strategy is deemed to be not working i.e. the child is not making progress then alternative provision will be considered.
- The class teacher will retain accountability for the progress of all pupils. All records relating to the individual child will be kept by the SENDCO and placed on CPOMS, with the current class teacher holding records that are currently relevant in the class SEND file.
- All children identified as requiring SEN Support will be tracked by the SENDCO using teacher assessments and data input.

Methods of assessment and monitoring include:

- EYFS baseline assessments and EYFS profile
- Wellcomm screening
- End of Key Stage SATs for Y2 and Y6
- Termly assessments
- Assessments of foundational knowledge
- Ongoing teacher assessment outlining progress in all curriculum areas
- Specific interventions
- Progress in achieving targets on individual APDR cycles
- Pupil progress meetings.
- Discussions with parents.

### **Links with Other Agencies**

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

- CAHMS
- Bury Educational Psychology Service
- Multi-Agency Inclusion Panel
- Outreach Team
- Social Services
- Speech and Language
- Community Paediatrics Service.
- Occupational Therapy

### **Referral for an Education, Health and Care Plans**

If it is decided that school based provisions are not meeting the needs of the individual child then an assessment for an **Education, Health and Care Plan (EHCP)** may be requested from the Local Authority. Paperwork and supporting evidence is sent, along with a costed provision map of the support already in place.

The LA review the evidence and decide if an EHCP is appropriate. If granted, provision is identified from the outcomes in the EHCP and progress towards them is monitored and recorded.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.



## **7. Supporting pupils and parents**

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

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMS and we will formally notify parents when it is decided that a pupil will receive SEN support. Class teachers will discuss the child's progress with parents/carers at parent evenings and/or at a meeting in school as part of the process of reviewing the support and involving parents in the next steps. Informal discussions will take place on a regular basis.

### **Pupil Centred Reviews**

These are held annually, or more frequently if needed, for those children with an Education and Health Care Plan. Children and parents are invited to the review and children are encouraged to contribute either orally or through pictures. If appropriate, children will be present at their own review.

### **Transition**

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

### **Joining Nursery**

There is a staggered entry to our Nursery. In the term prior to starting Nursery, children and parents are invited to a "New Parents' Meeting" in school to meet the Nursery teacher and other nursery staff. Opportunities for the children to visit the Nursery and be involved in 'stay and play' sessions are also provided.

### **Joining Reception**

Parents of all children joining the Reception class are invited to a "New Parents' Meeting" in the summer term. A child with SEND who is joining Reception from a different setting will receive a visit from the class teacher in their current setting. Opportunities to 'stay and play' are also provided for these children. Additional meetings with the SENDCO will be arranged as necessary.

## **Joining in Other Years**

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

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

## **Moving to High School**

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

For children with an EHCP, the SENDCO from the receiving school is invited to the child's annual review in the summer term so that information can be shared and both the pupil and parent have an opportunity to ask questions or discuss any issues they may have.

## **8. Supporting pupils with Key Stage 2 statutory assessments**

We ensure that we follow the Key stage 2 access arrangements guidance to support children with statutory assessments. The guidance can be found on the gov.uk website.

## **9. Supporting Pupils at School with Medical Conditions**

At St. Peter's CE Primary we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have a Statement of Special Educational Needs or an Education and Health Care Plan which brings together health and social care needs as well as their special educational provision. Where this is the case, the SEND Code of Practice 2014 is followed.

Where a child has a medical condition that affects them on a day to day basis, school will apply for medical funding to support the child through their time of illness.

Where appropriate a medical care plan will be written in consultation with parents. This will be shared with all staff and staff will be trained as necessary to meet the medical needs of individual children.

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

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

## **10. Training and Resources**

All staff are encouraged to undertake appropriate training to meet the needs of the pupils in their class. This is provided either in house, through the local authority/outside agencies or through organised training providers.

The SENDCO regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in the field of SEND and disseminates this information to staff.

Teaching assistants run specific programmes of support and the SENDCO and/or staff attend regular training to ensure they have the skills and understanding to deliver intervention programmes.

## **11. Monitoring and evaluating SEND provision**

The class teacher and SENDCO are responsible for monitoring the progress of all pupils, including those that need additional support. This information is shared with the SEND governor to monitor the current position of SEND provision at St. Peter's school.

The quality of teaching and learning is monitored through lesson observations, learning walks, book scrutinies and learning conversations with children.

Interventions are evaluated for their effectiveness by reviewing pupils' individual progress towards their targets at least each term and updating APDR cycles.

Parent and pupil surveys and other feedback are also considered.

For children with an EHC plan or extra funding, annual reviews are held involving the SENDCO, the class teacher, parents and outside agencies.

## **12. Dealing with complaints**

We aim to deal with any complaints from parents quickly and effectively. In the first instance, parents are encouraged to speak to the class teacher where hopefully the issue can be resolved. If parents are still unhappy and appointment is made with Mrs Cheadle (Assistant Headteacher/Senco) to discuss the issue further.

If the matter is still unresolved parents will have a meeting with Mr Wedgeworth (Headteacher).

If the matter is still unresolved the complaint must be put in writing to the Chair of Governors and the school's complaints procedures will be followed as outlined in the complaints policy found on the school website.

## **13. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

### **Reviewing the policy**

This policy and information report will be reviewed annually by Mrs Katie Cheadle. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.