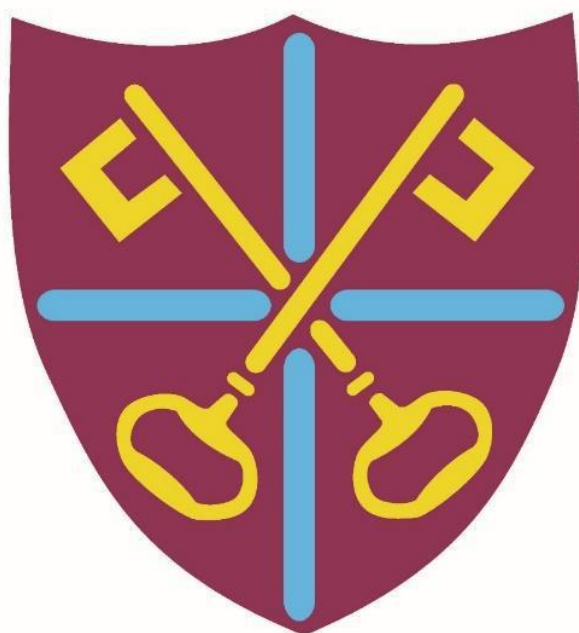


SEND Policy

St Peter's Catholic Primary School



Approved by:	Governing Body	Date: 15th November 2023
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Last reviewed on:	November 2023
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Next review due by:	September 2024
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1. Aims, scope and principles

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based. St Peter's Catholic Primary School is a supportive community where the school, our families and the church work together in partnership. Our Catholic ethos is strong and enables all children and staff to feel part of a united school family. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. At St Peter's we value the individuality of all children, and work to overcome barriers to learning and provide an environment in which all children can reach their full potential. We believe that enabling children to achieve their maximum potential is best secured through a universal offer of high-quality teaching and a culture of high expectations for every pupil, to become confident individuals who make a successful transition on to the next phase of their educational journey.

- All children to have access to a broad, balanced, and rich curriculum
- To help children develop confidence, self-esteem, and independence
- To ensure children develop an understanding of differences and respect for others
- To promote early identification of and intervention for children with additional needs
- To have a consistent approach to the assessment and monitoring of achievement and needs
- To encourage participation and success for all pupils, whatever their ability or needs
- To seek and include the views of the child and the parent
- To continue to develop a whole-school approach to meeting the needs of all pupils
- To be able to make a successful transition on to the next phase of their educational journey and into adulthood.

2. Legislation and guidance

This policy complies with the statutory requirements laid out in section 3.65 of the statutory [SEND Code of Practice January 2015 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/262222/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

Part 3 of the [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/part-3), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2014/1013/contents/part-1), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN

[Ordinarily available provision \(schools\) | Surrey Local Offer](https://www.surrey.gov.uk/ordinarily-available-provision-schools) This guidance will help meet this ambition by supporting settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity

3. Definitions

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

They have a learning difficulty or disability if they have: A significantly greater difficulty in learning than the majority of the 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 made generally for other children or young people of the same age by mainstream schools. At St Peter's we use the definition for SEN and disability from the SEND 0-25 Code of Practice January 2015.

4. Key roles and responsibilities

Special Educational Needs Coordinator (SENCO)

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs). Part of the role of the SENCO is to co-ordinate arrangements with the class teacher/ Phase Leader regarding those pupils with SEND.

Contact details: senco@stpeters-leatherhead.surrey.sch.uk Tel. 01372 274913

- SENCO: Mrs Barbara Tucker
- Inclusion Governor: Mrs Cath Woolford
- SEND Teaching Assistants' line manager: Mrs Barbara Tucker
- Designated Safeguarding Lead: Mrs Lisa Kelly
- Deputy Designated Safeguarding Leads: Mrs Ruth Hall, Mrs Alex McWilliams, Mrs Amanda Walsh (FSW) and Mrs Barbara Tucker
- Governor contact for Allegations of Abuse against the Headteacher - Co-Chairs of Governors
- Safeguarding Governor - Mrs Ann-Marie Bevan;
- Governor for Looked After Children - Mr Ian Langmead;
- Member of staff responsible for managing Pupil Premium/Looked After Children funding: Mrs Ruth Hall
- Members of staff responsible for managing the school's responsibility for meeting the medical needs

4.1 The SENCO is responsible for:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support, as well as other guidance documents from the Local Authority.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Monitoring and evaluating the quality of provision for all children with SEND
- Ensure the school keeps the records of all pupils with SEN up to date.
- Liaising with teaching assistants

Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their son/daughter is doing

4.2 The class teacher is responsible for:

- The progress and development of all children including those with SEND
- Regular liaison with the SENCO
- Identifying on planning the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs.
- Close monitoring of progress
- Identifying on planning any additional help identified children may need (this could be things like targeted work, additional support)
- Supporting the SENCO in writing and reviewing the SEND Support arrangements or EHCP which will include the writing of SMART targets
- Meeting with parents to review progress
- Ensuring that all staff working with identified children are able to deliver the planned work/programme, so that they can achieve the best possible progress. This may involve the use of additional adults, externally provided specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND

4.3 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
- Delegating key responsibilities for the day-to-day management of SEND to the SENCO and the class teachers but is still ultimately responsible for ensuring that all children's needs are met

4.4 The SEND Governor is responsible for:

- Monitoring the effective implementation of the school's SEN policy and the meeting of statutory responsibilities in the area of SEND primarily through regular discussions with the SENCO.
- report on this area to the governors

4.5 Teaching Assistants are responsible for:

- Ensuring that the day-to-day provision for identified children whom they support is in place
- Regular communication with the class teacher and the SENCO (as necessary) about the progress and provision for any identified child whom they support

5. SEN information report

5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, speech, language and communication difficulties, Autistic Spectrum Disorder
- Cognition and Learning, for example, SpLD including dyslexia, dyspraxia and dyscalculia, as well as global learning delays.
- Social, emotional and mental health difficulties, for example, anxiety, depression and eating disorders, also includes disorders such as attention deficit hyperactivity disorder (ADHD),

attention deficit disorder (ADD) and attachment disorders.

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

We recognise that pupils 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 also be disabled and where this is the case we will comply with its duties under the Equality Act 2010.

5.2 Consulting and involving pupils and parents

We aim to work in partnership with our parents to achieve the highest possible outcomes for all our children. The child and their needs must be at the centre of all decision making and where appropriate, the pupil is involved in discussions about their learning; the extent of this is dependent on age, need and ability. We like to keep parents informed about emerging concerns as part of our provision for all children. A Record of Concern (ROC) may be completed for a child whom the teacher has on-going concerns about. This form captures the child's strengths and difficulties across the four broad areas of need outlined in the code of practice. The Local Authority has produced guidance called the 'Ordinarily available provision' which will help meet this ambition by supporting settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity. We use the (ROC) to capture the achievements and difficulties, and reflect on a child's current provision and what further adjustments need to be made. Parents are engaged at this early stage to discuss the concerns with the class teacher, and gain parental views and insight. The ROC will also detail the class-based strategies that are being used and any additional support that a child may be receiving. This enables parents and teachers to support the child in a collaborative way. The ROC does not automatically place a child on the SEND register but is instead a first step in responding proactively to their needs.

5.3 Identification of Needs

The process followed to identify and meet the needs of pupils with SEND. Provision for Pupils at St Peter's Catholic School

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If action taken at Record of Concern stage does not result in progress being made, then an Individual Support Plan (ISP) will be put in place and the child will be monitored as part of the Special Educational Needs Register.

The purpose of identification is to work out what action we need to take to support a child and not solely fit them into a category. We recognise that children often have needs that overlap and that needs may change over time. Depending on the level and type of need, the school may engage the support of outside agencies, who may contribute to on-going support.

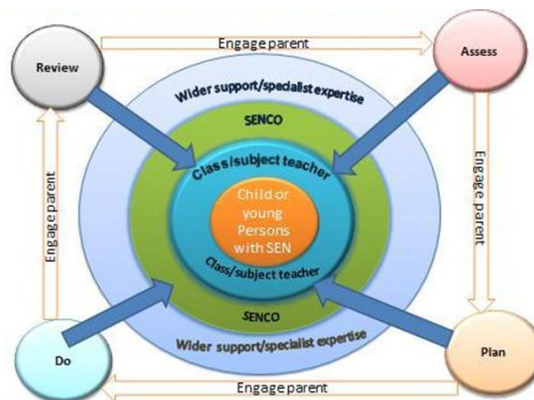
When deciding whether special educational provision is required, we will continue to consider desired outcomes, including the expected progress and attainment, as well as the views and the aspirations of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed. The class teacher is responsible for putting strategies in place and monitoring progress.

When a pupil has been identified as having special educational needs, we will take action to remove barriers to learning and put effective provision in place. This support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupils needs

5.4 Assess, Plan, Do, Review

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review at both Record of concern and Individual Support Plan Stages. This 'graduated approach' draws on more detailed approaches and more specialist expertise in successive cycles, in order to match interventions to the needs of the child.

The SEND Code of Practice encourages an 'assess, plan, do, review' approach to support children with SEND.



Assess - The class teacher, working with the SENCO, should carry out a clear analysis of the child's needs (ROC). This will include drawing on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to children's progress, attainment, and behaviour.

Plan - The teacher and SENCO will agree in consultation with the parent and the child the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The SENCO may decide to seek advice from external agencies in agreement with the parent.

Do – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

Review – The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, within our universal offer, they will be removed from the SEND register.

In some cases, outside professionals may be involved with the pupil. Advice, strategies and targets from professionals will also be reflected in the pupil's provision. Where it is thought appropriate to make a new referral, parents will be contacted for their consent.

Children with an EHCP (Education, Health and Care Plan) are encouraged to take an active role in their annual review meetings, sharing their all about me 'passports' and a selection of their work.

6. Provision, procedures and practice

6.1 Types of support

Universal - High Quality teaching

This universal offer features high-quality, inclusive teaching to meet the needs of the full diversity of children. Strategies will be adopted to support the children within the context of the classroom. These are the 'Five a day' principle: Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, flexible grouping, using technology.

Targeted approach

If deemed necessary by the class teacher, SENCOs and Headteacher, Teaching Assistants and/or extra teacher support time will be allocated to the child/class teacher to support them. This could be class-based within a small group, or through individual or small group work. We have intervention and catch-up programmes for phonics to give children additional practice of skills. Teachers must inform parents that their child is receiving support.

Specialist

If a child is still having difficulty achieving what is expected for their age, despite having high quality teaching and a targeted approach, the SENCO and class teacher will discuss and gather information on the needs of the child, in conjunction with the parents. An ISP will be composed and is tailored to the individual child's needs and if appropriate supported by the Norfolk Assessment Pathway targets. Strategies will be explored to support the child within the context of the classroom. Additional targeted work is carried out by the teacher and teaching assistant. Once a child has an ISP parents must be informed.

Individual Support Plan (ISP)

ISPs are reviewed through a graduated approach with four stages of action: assess, plan, do and review (see section 3 below). ISPs should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the school, at termly meetings.

Principles:

- ISPs MUST be shared with the child, parents and all the adults working with the child. All adults should be aware of their targets
- ISPs are a WORKING DOCUMENT and SHOULD be annotated or have post-its stuck on them to show assessment and evidence of progress against targets.
- ISPs must be signed by class teacher, parent and SENCO
- ISPs should include:
 - 3 or 4 SMART targets which must be measurable, clear success criteria
 - what is getting in the way of the child's learning e.g., phonics, low self-esteem, poor fine motor skills
 - Range of activities identified to help achieve target
 - Review date
 - Current class and number of ISP with a date written
- Completed ISPs should be uploaded to teacher share, SEND in the child's folder
- At this point, with the parents' consent, the child will be included on the school's SEN register.

6.2 SEN Register

If a child has an ISP, they are placed on the SEN Register. Information from the register is shared with governors and the multi-professional team. It is hoped that increased support will enable the child to make the required progress to be in their peers. Children can come on and off the SEN Register according to their needs.

6.3 SEND Support Arrangements

If a child is still not making the required progress, we will begin SEND support arrangements.

The SEND support arrangements document is a working document which is regularly updated as more is understood about the child's SEND and in response to interventions tried. The class teacher and or SENCO will liaise with parents.

The SENCO may decide to seek advice from external agencies. This is normally if progress rates are judged to be inadequate despite the delivery of high-quality interventions and our universal offer. This will only be undertaken after parent permission has been obtained and may include referral to:

- Educational Psychologist Service
- Speech and Language Service
- Social, Emotional and Mental Health Support Service
- Autism Outreach Team
- Visually impaired service
- Hearing impaired service
- Physical Sensory Support Service (PSSS)
- Educational Welfare Team
- Children's Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

6.4 EHCP

If high quality teaching and purposeful targeted intervention is not effective then we would start working towards assessment for an EHCP- Education, Health and Care Plan - children move to this stage when their achievement is significantly below that of their peers; they have at least 2 reviewed cycles and would benefit from the intervention of the multi-professional team (educational psychologist, social, emotional, mental health support, speech and language therapist etc).

Requesting an Educational, Health and Care needs assessment

- For a very small percentage of children, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.
- This brings together the child's health and social care needs as well as their special educational needs.
- Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.
- The SENCo would gather and send the documentation to the L-SPA where a decision would be made to assess for an EHCP.

6.5 Transition for pupils with SEND

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding the child's needs will be shared with the receiving school. Arrangements may be made, for example individual visits or visits from a member of staff from the receiving school, depending on the needs of the child. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process.

6.6 How much support will a child receive?

For children with SEND but without an EHCP, the decision regarding the type and level of support provided will primarily be led by the SENCO, in consultation with the class teacher and parent.

6.7 Intervention

Interventions are varied and individual for each child. They take place individually and in small groups up to four children. These intervention programs include:

- Daily reading
- Little Wandle daily phonics
- Lexia
- Maths interventions in the classroom
- Speech and Language (supported by the Speech & Language therapist)
- Precision Teaching
- ELKLAN

- Reading interventions
- Occupational Therapy / Physiotherapy – we support the individual program written by a therapist

6.8 Our Children

We encourage all our children to use their 'pupil voice' and consider them to be at the heart of everything we do by:

- talking to them about how they learn best and what helps them to learn to their full potential
- assessing their needs
- setting learning targets
- taking part in their annual review

6.9 Who can a parent/carer contact if they have any concerns?

If a parent/carer wishes to discuss their child's special educational needs or they are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The class teacher
- The SENCO
- The Head Teacher
- For complaints, please follow our procedures – 'GLF Complaints Policy and Procedural Guide' which can be found on our website.

For impartial and independent information, advice and support relating to SEND, parents may like to contact Surrey Parent Partnership – contact details available from school or at <http://www.surreyparentpartnership.org.uk/>

Parents can access all information regarding Surrey SEND on the [Surrey Local Offer](#)

7. Supporting pupils at school with medical conditions

St Peter's 'Medicine and Supporting Pupils at School with Medical Conditions Policy' meets the requirements of the DfE guidance on supporting pupils at school with medical conditions (April 2014). We recognise that pupils with medical conditions should be supported effectively and appropriately, so that they have full access to education, including school trips and visits, physical education and extra-curricular activities.

The term 'Ordinarily Available Provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person.

https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision/_nocache#panel-6

We work with parents/carers to develop arrangements to support pupils at school with medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff (see policy document).

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 SEND and may have an EHCP which brings together health and social care needs as well as their special educational provision

8. Monitoring and evaluation of SEND

all pupils at St Peter's is regularly monitored and evaluated, helping to inform future developments and improvements. The monitoring and evaluation process includes the following:

- The governor with responsibility for SEND and Inclusion meets with the SENCO on a termly basis;
- SEND is kept under regular review through the various governor committees and Full Governing Body Meetings;
- SEND funding is subject to regular monitoring and review by the governing body's finance committee;

- Departmental and school action planning and self-evaluation identifies areas for development;
- Whole school areas for development in SEND are linked to improvement priorities in the School Development Plan;
- Biennial questionnaires of parents/carers and pupils inform school improvement priorities;
- External audits by the LA (e.g. SEND Monitoring visits) and OFSTED inspections ensure that the school's SEND provision has rigorous monitoring using both local and national external frameworks;
- Moderation of pupil progress through SENCO networks and local partnerships supports the development of best practice in our school;
- Regular, and at least termly, meetings between the SENCO and parents/carers of pupils with SEND.

9. Training and development

The school ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND, by:

- Auditing training needs of staff on an annual basis;
- Using the information gathered to inform planning of training sessions, which may involve in-house INSET and training for staff delivered by the SENCO, or support from external agencies such as Surrey specialist teachers, Eps and other health professionals,
- Facilitating and funding the development of specialist skills of individual staff (teachers and TAs) to maintain and develop the quality of teaching and provision (e.g. communication, literacy interventions) through staff attending training or receiving input at school from specialists, or via programmes such as those offered by Surrey SEND Teaching School;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND policy and practice and to discuss the needs of individual pupils;
- The SENCO's own professional development is promoted via courses and conferences, to ensure compliance with statutory requirements and to stay abreast of developments in SEND;
- The SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

10. Comments, compliments and complaints

If you have any comments, compliments or complaints about the provision or management of SEND at St Peter's, you should contact the SENCO, in the first instance. If your complaint remains unresolved, you should contact the Headteacher to discuss the issue further. As a school, we adhere to the processes described in Surrey's complaints policy document: 'Responding to concerns about Surrey County Council Schools' (Autumn 2015) accessible [here](#).

SEND Advice Surrey is a service for children and young people aged 0-25 years with special educational needs and/or disabilities (SEND) and their parents/carers.

For free, confidential information, advice and support from an IPSEA¹ trained SEND advisor, please click here or see contact details below:

Telephone: 01737 737300 or email: sendadvice@surreycc.gov.uk

Bullying

Children with SEND may be more vulnerable to bullying, including online, and may require additional monitoring or support to ensure that they are not targeted. They may also require a personalised or contextualised approach, should incidents occur.

Please see our Anti-Bullying Policy for details of how we define and deal with incidents of bullying in our school.

11. Key documentation

The following documents have informed this guidance which you may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Surrey Local Offer Website [Surrey Local Offer](#)

Surrey Inclusion & Additional Needs service schools offer

<https://www.surreylocaloffer.org.uk/practitioners/resources/inclusion-offer>

Equality Act 2010

Reviewing the SEND Policy

In line with all statutory school policies, the SEND policy will be reviewed on an annual basis. It will next be reviewed in **Autumn 2024**.