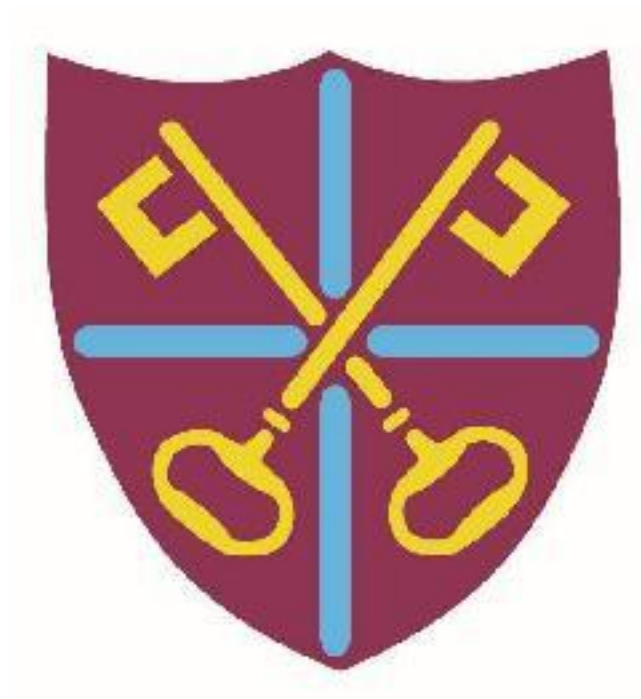


SEND Policy

St Peter's Catholic Primary School



Approved by:	Governing Body	Date: Autumn 2026
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Last reviewed on:	Autumn 2026
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Next review due by:	Autumn 2027
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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: 0 to 25 years - GOV.UK](#) and the following legislation:

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

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN

[A parent carer guide to ordinarily available provision in schools - Surrey County Council](#) This guidance is for parents and carers.

[Ordinarily available provision \(schools\) - Surrey County Council](#) 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 Ruth Hall
- ☐ Deputy Designated Safeguarding Leads: Mrs Lisa Kelly, , Mrs Amanda Walsh (FSW) , Mrs Julia Bolden, Mrs Barbara Tucker and Mrs Alex McWilliams
- ☐ Governor contact for Allegations of Abuse against the Headteacher - Co-Chairs of Governors
- ☐ Safeguarding Governor - Laura Jackson
- ☐ Governor for Looked After Children - Laura Jackson and Annie Cunningham
- ☐ Member of staff responsible for managing Pupil Premium/Looked After Children funding: Mrs Lisa Kelly
- ☐ Members of staff responsible for managing the school's responsibility for meeting the medical needs of children: Mrs Lisa Kelly

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 [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 child is doing

4.2 The class teacher is responsible for:

- ☐ The progress and development of all children including those with SEND
- ☐ Creating an inclusive classroom
- ☐ Regular liaison with the SENCO
- ☐ Identifying, through planning, the provision in place for pupils with SEND, including how staff are deployed both in and out of class to meet learning needs, and recording this within an Individual Support Plan (ISP).
- ☐ Regular monitoring of progress
- ☐ Identifying and planning any additional support that children may need, such as targeted interventions.
- ☐ Supporting the SENCO in writing and reviewing the SEND Support arrangements or EHCP's which will include the writing of SMART targets within an Individual Support Plan (ISP).
- ☐ 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 adapted work and resources.

- ☐ Ensuring that the school's SEND Policy is consistently implemented within their classroom and applied for all pupils 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:

supporting the learning, wellbeing and inclusion of pupils, working under the direction of the class teacher to deliver targeted strategies, adapt tasks, and provide structured interventions that meet identified SEND needs.

4. SEN information report

5.1 The types of SEN that are provided for:

Our school currently offers additional or adapted provision to support a wide range of needs, including:

- ☐ Communication and Interaction-includes difficulties with speech, language and communication such as Autistic Spectrum Disorder (ASD).
- ☐ Cognition and Learning-include specific learning difficulties (SpLD) including dyslexia, dyspraxia and dyscalculia, as well as broader learning needs.
- ☐ Social, emotional and mental health difficulties – including anxiety, depression and eating disorders, as well as neurodevelopmental and behavioural disorders like Attention Deficit Hyperactivity Disorder (ADHD)

- ☐ Sensory and/or physical needs, includes visual and hearing impairments, sensory processing difficulties, and conditions such as epilepsy.

We recognise that pupils with medical conditions should receive appropriate support to ensure full access to education, including participation in school trips and physical education. Where a child's medical condition also qualifies as a disability, we will meet our responsibilities under the Equality Act 2010.

5.2 Consulting and involving pupils and parents

We work in partnership with parents to secure the best outcomes for every child. The child's needs remain central to all decisions, and pupils are involved in discussions about their learning where appropriate.

Emerging concerns are shared early with parents, and a Record of Concern (ROC) may be completed to capture a child's strengths and difficulties across the four broad areas of need. The ROC helps us reflect on current provision, identify any adjustments needed, and outline class-based strategies or additional support. Parents contribute their views at this stage. A ROC is an early, proactive step and does not automatically place a child on the SEND register.

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 assess each pupil's skills and attainment when they join the school, building on information from previous settings and Key Stages. Teachers then make regular checks on every child's progress and identify pupils who:

- ☐ Progress noticeably more slowly than their peers from the same starting point.
- ☐ Does not close the attainment gap between themselves and their peers.
- ☐ Show a widening gap in attainment over time.

We recognise that progress includes more than academic attainment, and may also relate to areas such as social or emotional development. Slower progress or lower attainment does not automatically mean a child has SEN. If a child does not make progress after the actions taken at the Record of Concern (ROC) stage, we will create an Individual Support Plan (ISP) and begin monitoring them through the Special Educational Needs Register.

When we identify a need, our aim is to understand what support will help a child, rather than place them into a fixed category. Children's needs can overlap and may change over time. When appropriate, we may involve external professionals who can offer additional guidance and contribute to ongoing support.

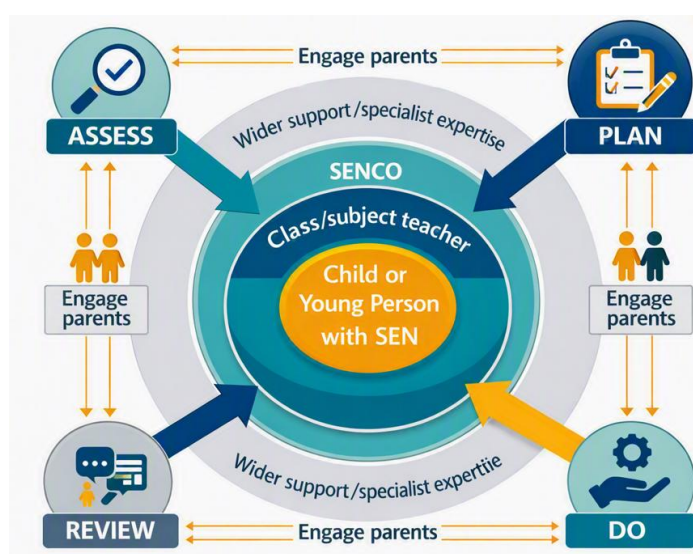
When we consider whether a child needs special educational provision, we look carefully at the outcomes we are aiming for — including expected progress, attainment, and the views and aspirations of both the child and their parents. This helps us decide what support is needed and whether it can be provided through adjustments to our universal classroom offer, or whether something additional is required. The class teacher is responsible for putting these strategies in place and monitoring how well they are working.

Once a child is identified as having special educational needs, we focus on removing barriers to learning and putting effective support in place. This support follows a four-part cycle, where strategies and decisions are regularly reviewed and refined as we develop a deeper understanding of the child's needs.

5.4 Assess, Plan, Do, Review

We follow the graduated approach, using the four-part cycle of Assess, Plan, Do, Review at both the Record of Concern and Individual Support Plan stages. This cycle becomes more detailed over time, drawing on specialist advice where needed, so that support and interventions can be carefully tailored to each child's needs.

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



Assess- The class teacher, working closely with the SENCo, carries out a clear analysis of the child's needs, recorded through a Record of Concern (ROC). This process draws on the teacher's assessment and experience of the child, their previous progress and attainment, and information from the school's core systems for tracking progress, attainment, and behaviour. The analysis ensures that decisions are based on a full understanding of the child's strengths and areas of need.

Plan - The teacher and SENCo work with parents to agree what support will be put in place and what difference it should make. A review date is set so everyone knows when progress will be checked. With parental agreement, the SENCo may ask external specialists for advice.

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 – We look at how well the support is working and whether it is helping your child make progress. Your views — and your child's — are an important part of this discussion. If progress isn't as expected, we adjust the plan and continue the cycle so support keeps improving.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with high quality teaching, 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.

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 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 finding things difficult, even with high-quality teaching and targeted support, the class teacher and SENCo will meet with parents to look more closely at the child's needs. Together, we agree a personalised Individual Support Plan (ISP) with clear SMART targets so everyone knows what we are working towards.

We explore strategies that will help your child in the classroom, and the teacher and teaching assistant provide additional targeted support. If helpful, and always with your agreement, the SENCo may also seek advice from external specialists.

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). 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 parents evenings.

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 to show assessment and evidence of progress against targets.
- ☐ ISPs should include:
 - 3 to 5 SMART targets with clear success criteria
 - what is getting in the way of the child's learning
 - SMART actions
 - Review date
 - Current class, number including the date.
- ☐ Completed ISPs should be uploaded to teacher share, SEND in the child's folder.

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 may be added to or removed from the SEN Register based on their individual needs.

6.3 SEND Support Arrangements

After at least three cycles of assess, plan, do, and review, if a child is still not making the expected progress, SEND support arrangements will be initiated.

The SEND Support Arrangements document is a working record that is regularly updated as more is learned about the child's SEND and in response to interventions implemented. The class teacher and/or SENCO will maintain regular communication 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)
- ☐ Children's Services
- ☐ School Nurse
- ☐ Child and Adolescent Mental Health Service (CAMHS)
- ☐ Xavier Forum

6.4 EHCP

If high quality teaching and purposeful targeted intervention is not effective then we would start working towards assessment for an Education, Health and Care Plan (EHCP)- 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, social care 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, write and send the documentation to the LA 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 who do not have an EHCP, decisions about the type and level of support will be primarily led by the SENCO, in consultation with the class teacher and parents.

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
- ☐ Literacy for All
- ☐ Lexia
- ☐ Maths intervention
- ☐ Writing intervention programme
- ☐ Speech and Language (supported by the Speech & Language therapist)
- ☐ Precision Teaching
- ☐ ELKLAN
- ☐ ELSA

- ☐ 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
- discussing 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 – 'Complaints Policy' which can be found on our website.

For impartial and independent information, advice and support relating to SEND, parents may like to contact [SEND Advice Surrey](#)

Parents can access all information regarding Surrey SEND on the [Surrey Local Offer](#) and <https://www.surreycc.gov.uk/children/support-and-advice>

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 Xavier Trust and Governors.

- 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 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;

8. 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,
- ☐ Supporting and funding the development of specialist skills for individual staff (teachers and TAs) to maintain and enhance the quality of teaching and provision, through staff attending training, receiving input from specialists at school, or participating in programmes such as those offered by Surrey.
- ☐ 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 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 (KSIE)

[Keeping children safe in education 2026: September 2026](#)

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

[Equality Act 2010: guidance - GOV.UK](#)

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 2027**.