

St. Peter's C.E. Primary School



SEND Policy 2025-2026

'If a child cannot learn in the way we teach...we must teach in the way the child can learn.'

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1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has sought to include the views of school staff and parents.

The SENDCo at St Peter's is a qualified teacher and a member of the Senior Leadership Team. The SENDCo achieved the National Award for SEN Coordination in October 2014.

2. Aims

At St Peter's Primary School, we are committed to using our best endeavors to provide a high quality and appropriate education for all children which enables them to:

- Achieve their potential
- Become confident individuals living fulfilling lives
- Make a successful transition to the next phase of their education

At St Peter's Primary School, we have the highest aspirations and expectations for all pupils, including those with special educational needs.

We value parental views and opinions. We aim to work collaboratively with parents and staff in a positive manner. Clear and consistent approaches help to enable all children to achieve their potential.

We aim to provide all children, including those with special educational needs and disabilities, with a broad and balanced academic and social curriculum. This needs to be accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

3. Objectives

To achieve this aim we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to our learners in a variety of ways which take account of their needs and life experiences. We will use our best endeavors to meet individual children's SEND requirements. At St Peters CofE Primary School we firmly believe that good practice for SEND children is best practice for all.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision in order to close gaps in their learning and help them to achieve their potential.

4. We are committed to parents participating as fully as possible in decisions about their child and being provided with the information and support necessary to enable this. The voice of parents is actively encouraged and valued. At St Peters CofE Primary School we strive to operate an 'open door' policy and encourage parents to share their views and opinions via pupil passports, parents evening and the SEND Parent Meetings.
5. Support pupils to participate in discussions, express their views and be fully involved in decisions which affect them. We will encourage them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support for children (e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Hearing Support).
7. Provide support, advice and training for all staff working with pupils with different needs. Staff must have up to date knowledge and skills and use the most effective teaching strategies to respond to the strengths and needs of all pupils.
8. Ensure a qualified Special Educational Needs Coordinator is in role managing the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The Head Teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014) .

Identification of Special Educational Needs and Disabilities

Legal definition of SEND:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or,
- Has a disability which prevents or hinders him or her of making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For children aged 2 or more, SEN 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'.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they grow and develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils at St Peter's Primary School. Class teachers assess each pupil's current skills and levels of attainment on entry, building on information from previous settings or classes. Class teachers then make regular assessments of progress for all pupils, identifying where pupils are making less than expected progress given their age and individual circumstances.

Factors to be taken into consideration where progress is of concern could include any of the following:

- Progress that is significantly slower in comparison to the child's peers when starting from the same baseline
- Improvements which fail to match or better the child's previous rate of progress
- Where there remains an attainment gap between the child and their peers
- Where the attainment gap widens between the child and their peers

Progress is not solely related to academic attainment. **A child's social and emotional development is paramount to a child achieving their potential.**

Broad areas of need as outlined in the SEND Code of Practice (2014)

The SEND Code of Practice (2014) outlines four broad areas of need. They include:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S/P)

Individual children or young people often have needs that cut across one or more of these areas and their needs may change over time.

The purpose of identification is to work out what action the school needs to take in order to fully support the child. At St Peter's Primary School, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND. These may include:

- Disability
- Attendance and punctuality
- Health and Welfare
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a service person
- English as an additional language

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents collaboratively to identify. At St Peter's Primary School, we recognise that all behaviour is a means of communication.

The Graduated Approach to SEND Support

Identification and Assessment of SEND

At St Peter's Primary School we are constantly striving to meet pupils' needs. Through termly pupil progress meetings between teachers and the Senior Leadership Team, pupils who are not making the expected progress are identified and additional support to try to improve learning will be put into place. Through quality first teaching and appropriate differentiation class teachers will adapt the learning to support the child. The class teacher will communicate with the child's parents to ensure there is a shared understanding of the child's needs.

Where a pupil's progress continues to be less than expected, the class teacher will meet with the SENDCo to discuss the child's needs. There will be a review of interventions so far and at this point the requirement for additional fine-tuned assessments will be ascertained. A decision will be made as to whether the pupil requires 'additional to or different from' provision in order for their needs to be met and progress made. Parents would then be invited to attend a meeting to discuss the need for special educational provision and share their thoughts and views about their child. The child's views (if appropriate) will also be sought. A child would NEVER be placed on the SEND register without permission from parents being gained.

Planning and Implementing SEND Support

If 'additional to or different from' provision is required to meet the child's needs and enable progress to be made, the child will then be placed on the school SEND register at 'SEND Support' level in accordance with the SEND Code of Practice.

The class teacher remains responsible and accountable at all times for the progress and development of all children in their class. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND. At St Peter's Primary School, the SENDCo, class teacher, parents and child (where appropriate) will identify appropriate targeted support to meet the key outcomes we are seeking for the child. This will be recorded onto a Pupil Passport which is held centrally and electronically. The support will be delivered by staff with appropriate skills and knowledge.

The organisational process of refining SEND support will take the form of a four part cycle:

- Assess
- Plan
- Do
- Review

Through this cycle, earlier decisions and actions are revisited, refined and revised as a growing understanding of the pupils needs and support emerges. The result of this should lead to good progress and outcomes for the child. This is known as the Graduated Approach. The effectiveness of the targeted support will be formally reviewed through the Pupil Passports each term. The review process will evaluate of the impact of the support and include the views of the pupil and their parents. The class teacher (with support from the SENDCo and Child and Support Worker where needed) will revise the support and outcomes for the child. A Pupil Passport will be issued and will be kept by the child's key worker within the classroom. The small step objectives written in these passports will allow the pupil to have a say in their targets and outcomes. These will be shared with both the pupil and parents for their voices to be heard.

The school will consider involving specialists where for example a child continues to make less than expected progress, despite additional provision being implemented. Parents will always be involved in any decision to engage specialists. It is the SENDCo's role to contact any specialist agencies. Once they become involved with a child, the SENDCo will ensure what has been discussed and agreed is recorded, shared fully with parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by St Peter's Primary School;

- Educational Psychologists
- Specialist Teaching Service
- Hearing Impaired Team
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Early Years Inclusion Team
- Social Care Professionals e.g. Family Support
- School Nurse
- Autism Outreach

In some cases, there is a charge for accessing specialist agency support. Funding for this would come from the school's notional SEND budget and monitored by the SENDCo and Head Teacher. Where pupils have an EHCP (Education, Health and Care Plan) the school will work in close partnership with any specialist agencies named on the Plan to implement the support and advice.

Supporting Parents/Carers of children with SEND

St Peter's Primary School is fully committed to a meaningful partnership with parents of children with special educational needs. As a school we will endeavour to ensure parents are as fully involved as possible in decisions about their child. We will provide them with the information and support necessary for their thoughts and views to be taken into account and valued.

The school will do this in the following ways:

- Always making parents feel welcome and actively listening to their aspirations, wishes and concerns for their child. We aim to instill confidence and build meaningful partnerships.
- Providing all information in an accessible way.

- All parents of children on SEN support will be seen each term for a child-centred review.
- The SENDCo aims to operate an 'open door' policy and is available outside the school most mornings to talk to parents. The SENDCo is also available for meetings by appointment. These can be arranged through the SENDCo, class teachers, the school office or the school office email (office@stpetersmb.embracemat.org)
- Recording any outcomes, action and support agreed after appointments with parents regarding their child. These minutes will be kept and shared with all relevant adults and a copy kept on the child's file.
- Signposting parents to wider support, information and services pertinent to their child's SEND needs by ensuring they know how to access Leicestershire's Local Offer and the LA's Parent Partnership Service.
- The school will endeavour to support and guide parents with their child's learning and development at home.
- Class teachers will endeavour to develop positive relationships with parents and communicate any concerns regarding pupils' progress at the earliest opportunity.
- A child's Pupil Passport will be shared termly with parents at the review meeting. The purpose of this is to review the impact of any support already in place and to set new targets to support the child and their learning. It will also identify the responsibilities of the parent and how they can help to support their child at home. It will provide an opportunity for the parents to share their views. This meeting may be part of, or in addition to parents' evening meetings and may be supported by the SENDCo.
- Making use of media such as email to contact parents and for parents to contact the school via the office.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions about their education and learning and exercising choice. We aim to develop pupils' self-advocacy skills to support them successfully as they transfer to each new phase of their education. We will endeavour to help pupils communicate their own interests, aspirations, needs and rights. This will aid them to make informed decisions about their learning and their future choices.

The school will do this in the following ways:

- Self-knowledge is the first step towards effective self - advocacy. Working with parents, we will support pupils to understand their strengths, needs and approaches to learning which are particularly successful for them. We will encourage them to have the confidence to voice their hopes, aspirations and concerns.
- Wherever possible and in an age appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress. This will be done via their pupil passports. They will be encouraged to make decisions about the future support and provision they feel they need to enhance their learning.
- All staff will actively listen to and address any concerns raised by children themselves.
- Seeking pupils' views through questionnaires / group interview activities undertaken by the SENDCo and / or SEND Governor, with changes being considered as a result of the findings.
- The school will plan in additional support for SEND pupils at key times. For example, when making a referral for an E.H.C Plan and to ensure a smooth and successful transition into school or to next phase of education.
- Pupils will be provided with additional support to contribute as fully as possible to their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

Training

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. Training needs of staff are identified through the school's self-evaluation process.

In 2025 staff received some training about the Zones of Regulation. During the academic year 2023 all staff received Autism Level 1 and Autism Level 2 training. In 2021 all staff received ADHD training through ADHD solutions. Various staff attended Dyslexia training from Leicestershire County Council's Specialist Teaching Service & from Forest Way teaching school alliance. Other training has included a focus on ADHD, Working memory, social stories and reading intervention.

Staff are encouraged to attend training and our link with Forest Way has increased the number of courses regularly attended.

All staff are encouraged to talk to the SENDCo if they have any worries or concerns about a child.

As part of our transition process, teachers meet together in departments to share information about children and discuss the needs of individual pupils. The SENDCo will endeavour to ensure that all staff understand different pupil needs and advise on potential strategies to help the child to realise their potential.

The school's SENDCo regularly attends SENDCo Network meetings.

Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This system involves analysing data related to the achievement of pupils, 'book trawls', observing the teaching and learning across the school and pupil progress meetings with teaching staff. The school will endeavour to gather pupil's views talking to pupils about SEND and how they feel it could be improved. The children also get to voice 'what is working well' at the termly reviews. The voice of parents will be ascertained through informal conversations, structured meetings and the child-centred review meetings. The school's SEND Governor also has a role in monitoring the school's self-evaluation and relevant RAISE online data as part of the Governing body's role of ensuring the effectiveness of the school's SEND Policy.

The Local Authority SEND Support Plan and Education Health and Care Plan Process

Very few children on the SEND Register at the SEND Support level will require an LA SEND Support Plan or EHCP. However, where the special educational provision required to meet a pupil's needs cannot reasonably be provided from within the budget normally available to the school, the school, in consultation with parents, will consider requesting a LA SEND Support Plan or Education, Health and Care Assessment from the Local Authority.

To inform this decision, the SENDCo will have close regard to the Local Authority's criteria for additional funding. This information can be found on the Leicestershire County Council Local Offer website, along with information on the EHC Plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

SENDIASS (Special Educational Needs & Disabilities Information & Advice Support Service) offers free independent advice to parents/ carers about EHC Plans. The telephone number is 0116 3055614.

Supporting Pupils at School with Medical Conditions

At St Peter's Primary School we recognise that any pupils with a medical condition should be supported so that they have full access to all curriculum areas, 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 children may also have special educational needs (SEND) and may have an Education, Health and Care (E.H.C) Plan. An E.H.C.P brings together the Health, Social Care and Educational needs of the child. The SEND Code of Practice (2014) would be followed. Arrangements are in place at school to support pupils with specific medical conditions.

Funding for SEND and Allocation of Resources

The school's element 1 and element 2 budget is used to make general provision for all pupils in the school including pupils with SEND. This is known as the notional budget. The amount in this budget is based on a formula which is agreed between schools and the Local Authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND, need special educational provision that amounts to less than £6,000. If the school can show that a pupil with SEND requires more than £6,000 worth of special educational provision and meets the Local Authority criteria for top-up funding, the school can apply to the Local Authority for top-up funding to meet the additional cost of the provision. Where the Local Authority agrees, the cost is provided from funding held by the Local Authority in their high needs block. Schools are expected to use this funding to make provision to meet the individual pupil's assessed needs.

The school may also use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of the Pupil Premium Grant to address the needs of these pupils and enhance learning and achievement.

Removing pupils from the SEND Record In consultation with parents, class teachers, and the SENDCo, a child will be considered for removal from the SEND register where he / she has made sustained good progress which leads to:

- The attainment gap between the child and his / her peers of the same age being sufficiently closed
 - The child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained.
- SEND Support (support that is "additional to or different from") is no longer required to ensure this progress is sustained.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Accessibility

The Equality Act 2010 places a duty on schools and Local Authorities to plan to increase the accessibility of schools for disabled pupils over time. At St Peter's CofE Primary School, our accessibility plan sets out how we intend to increase access for disabled pupils to:

- **The Curriculum** Increasing the extent to which disabled pupils can participate in the school curriculum – e.g. the teaching and learning, participation in before and after school clubs and school visits.

- **The Physical Environment** Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services - e.g. improvements to the physical environment of the school and physical aids to access education.

- **Information about the school as well as information sent home from the school**

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled – e.g. hand-outs, timetables and information about school events.

Our Accessibility Plan will be reviewed.

Dealing with Complaints

St Peter's Primary School is committed to working in close partnership with all members of the school community. We place great value on the role of parents/carers in supporting their children's learning. All staff and governors actively encourage a positive relationship between school and families.

It is recognised that from time to time, parents of children with SEND requirements may have particular concerns regarding their child's individual needs. The school acknowledges there is a difference between a concern and a complaint. However, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by the school as quickly, sympathetically and effectively as possible.

The school's Complaints Policy outlines the formal procedures which will be involved when initial attempts to resolve the issue are unsuccessful and the person raising the complaint remains dissatisfied and wishes to take the matter further.

Bullying

We are an inclusive school and work every day to create a safe, secure and happy environment for ALL children. Where everyone is accepted for who they are and where differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities to promote a greater understanding of issues related to SEND. We do this through assemblies and individual lesson planning.

We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupils SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well-being outside as well as within the classroom. Through the school's safe-guarding arrangements we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

Reviewing this policy

This policy will be formally reviewed annually. Representatives of parents of pupils with SEND and the school is considering ways to include pupils themselves to be a part of this process. The policy once updated will be published on the school's website.

Leicestershire's Local Offer:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>

<https://www.leicestershire.gov.uk/news/local-offer-facebook-group> Further help and advice can be obtained from SENDIASS (Special Educational Needs & Disabilities Independent Support Service) 0116 3055614