

Special Educational Needs and Disability Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Policy Originator:	Surrey County Council
Committee responsible:	Standards Committee
Date approved:	Spring 2023
Review period:	Annual
Next review date:	Spring 2024

Vision/ethos statement

At St Peter's School we regard all children as individuals and as we help them learn we take into account, each child's own abilities and personality. In this way most of the needs of the children are met within the normal school programme. However, we recognise that children with special educational needs will require extra and additional support in order to maximise potential.

School definition of Special Educational Needs and Disabilities

At St Peter's School we use the definition for SEND and for disability from the SEND Code of Practice (2014).

This states:

SEND: A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from** that made generally for others of the same age in a mainstream setting in England.

Disability: Many children which have SEND may have a disability under the Equality Act 2010 – that is **'... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'**

Key roles and responsibilities

- The SENDCO, working closely with staff, will be involved in the development of the SEND policy and provision. The SENDCO, in collaboration with the class teacher, will be responsible for the day to day operation of the SEND policy and for co-ordinating support for individual children with SEND and disabilities, including those who have Education Health Care plans. (EHCP)

Name of Special Needs and Disability Co-ordinator (SENDCO): Romi Costantini

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Email: r.costantini@stpetersinfant.org

- The Governing Body have a responsibility to ensure the needs of children with SEND are met by having a named SEND Governor who will be fully involved in developing and subsequently reviewing the SEND policy. The SEND Governor will be responsible for reporting to the parents on the school's SEND policy and the allocation of resources from the school's delegated budget.

Name of Special Needs and Disabilities Governor: Ms Anna Sobota

- The Headteacher has responsibility for the day to day management of all aspects of the school's work including provision for children with SEND and managing PPG (Pupil Premium Grant) and LAC (Looked After Children) funding. The Headteacher should keep the Governing Body fully informed and also work closely with the school's SENDCO.
- The Headteacher, Lenia Greenaway, is the Designated Safeguarding Lead (DSL). The Deputy Designated Safeguarding Leads (DDSL) are Tim Atterton and Monica Vacquinhas.
- All class teachers and teaching assistants should be aware of the school's procedures for the identification and assessment of children with SEND. Staff have a responsibility to provide differentiated teaching to meet the needs of all the children and to work with teaching assistants to implement strategies to enable children that they teach to make progress.

Introduction

This policy was created in partnership with the Headteacher, the SEND Governor, SENDCO, class teachers, learning support staff and parents of pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

You may get a copy of our policy from the school website [St Peters School - Policies](#) or by requesting a hard copy at the school office.

Please let us know if you need this to be available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Statutory Guidance on Supporting pupils at the school with medical conditions. August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child protection and Safeguarding Policy [St Peters School - Policies](#)
- Disability and Accessibility Plan [St Peters School - Policies](#)
- Teachers Standards 2012

Aims and Objectives

Aims

At St Peter's C of E School all children, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We will give all children, including those with Special Educational Needs and Disabilities (SEND), full entitlement and access to a high quality education within a broad, balanced and relevant curriculum so they can reach their full potential and enhance their self-esteem.
- We will educate children with SEND, wherever possible, alongside their peers in the classroom by using differentiated teaching methods and resources. Most provision will be met within the classroom but for some whom it is felt would benefit from individual or small group tuition, it may be appropriate to withdraw these children from the classroom. Children on individual programmes will be assessed and monitored closely.
- We want all children to become confident individuals who will be able to make a successful transition on to the next stage of their educational journey.
- We want to work closely with parents and encourage them to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.

Objectives

- To provide effective and accessible whole school quality first teaching including children with special educational needs and disabilities.
- To ensure a clear process for assessing and identifying children with SEND as early and sensitively as possible including safeguarding issues with children and parents and carers at the school.
- To ensure that parents of SEND children feel fully supported and have the information they need via regular liaison with the class teacher and the involvement of the SENDCO when requested.
- To deliver targeted support which enables children with SEND to meet or exceed the high expectations set for them based on their age and starting points.

Identification of Needs

A pupil has SEND when they have a significantly greater disability in learning than their peers or a disability that prevents or hinders a child from making use of facilities in the setting and require regular educational provision.

Children's special educational needs generally fall in the following four areas of need and support:

- Communication and interaction

Children with speech language and communication needs (SLCN) struggle to communicate because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children who are diagnosed with Autism (ASD- Autism Spectrum Disorder) come under this area of need and support.

- Cognition and learning

Support for learning difficulties may be needed when children learn at a slower rate than their peers, even with appropriate differentiation.

Children who have specific, moderate, severe, or profound and multiple learning difficulties (SpLD, MLD, SLD, PMLD) come under this area of need and support.

- Social, emotional and mental health

This may include children who are withdrawn or isolated, display challenging, disruptive or disturbing behaviour, are anxious or depressed, self-harm, have eating disorders or are involved in substance misuse.

Children who are diagnosed with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder come under this area of need and support.

- Sensory and/or physical needs

This includes children with a disability that prevents them from making use of the educational facilities provided without provision of specialist support or equipment.

Children who have a physical impairment (VI-Visual Impairment), hearing impairment (HI) and multi-sensory impairment (MSI) come under this area of need and support.

The reality is that children often have needs that cut across all these areas and their needs change over time.

At St Peter's School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated approach to SEN Support

St Peter's School believes that the key to providing a successful education is inclusive quality first teaching.

Class teachers will provide all learners with high quality everyday personalised teaching. They have a responsibility to provide differentiated teaching to meet the needs of all children and to work with teaching assistants and specialist staff to implement strategies to enable children that they teach to make progress. This is the first step to meeting the learning requirements of children who may have SEN.

Children's progress and outcomes will be closely monitored and recorded via pupil tracking and twice termly pupil progress meetings.

The Headteacher regularly and carefully reviews the quality of teaching for all children via lesson observations of teaching and support staff as part of their performance management.

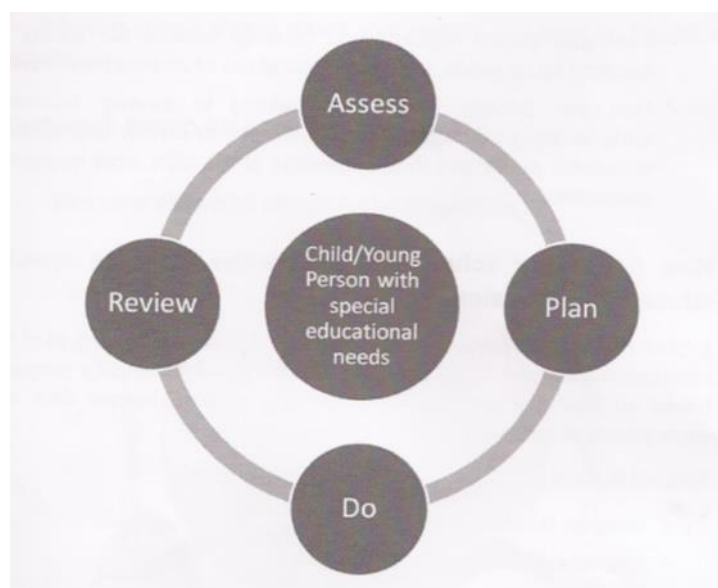
Our teachers are all experienced professionals. All staff are given regular updates about special educational needs and disability by the SENDCO. We regularly invest in training and this is often in the form of whole school training so that our SENDCO, teachers and support staff are all able to benefit and share good practice. Training is matched to the current needs of our children

St Peter's School aims to identify children with special educational needs as early and thoroughly as is possible and necessary. This will initially involve the class teacher discussing their concerns with the SENDCO and or Headteacher and in collaboration with them seek to gather information about the child's special needs and plan how best to address any areas of difficulty. Information may be gathered via:

- Classroom observation and records
- Screening and other test results e.g. reading and comprehension
- Health/medical records
- Internal staff moderation of progress
- Information from parents/carers
- Provision management outcomes
- Children on the inclusion register will receive special educational provision.

Where children are found to have higher levels of need the SENDCO will access advice from the L-SPA and the Graduated Response Service. The class teacher will work in partnership with specialist professionals and outside agencies e.g. EPS (Educational Psychology Service), PSS (Parent Partnership Service), REMA (Race, Equality and Minority Achievement), SALT (Speech and Language Team), OT (Occupational Therapy), CAMHS (Child and Adolescent mental health services.) The parent may also access these services through their GP.

St Peter's School will endeavour to take action to remove barriers to learning and put effective educational provision in place for children with SEND. The support offered takes the form of a four part cycle shown below.



St Peter's School follows the SEND Code of Practice 2014 and uses the graduated response of assess, plan, do and review.

Assess: We will ensure that we regularly assess all our children's needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some case we will draw on the assessments and guidance from other educational professionals e.g. EP's, PSS and from health and social services where appropriate.

Plan: Where SEND Support is required the class teacher and SENDCO in consultation with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with them. All staff working with the child will be given access to the plan. Parents will be asked to support the child with home learning and share in their academic progress.

Do: The class teacher is responsible for working with the child on a daily basis. It is their duty to liaise closely with teaching assistants or specialist teachers who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of support and targeted interventions will be reviewed on a termly basis by the class teacher, SENDCO, parent/carer and the child. This will inform future planning and where successful the removal of the child from SEND support. Children with an Education Health Care Plan (EHCP) will have an annual review by the Local Authority.

Parents are able to request to meet with SENDCO by contacting the school office should they have any concerns about the overall progress of their child. If a child is thought to have a special educational need (SEN) the class teacher with the SENCO will consider all information gathered about a child's progress

All parents of children attending the school are invited to two parent/teacher consultations a year and receive a written report in the summer term. In addition parents are welcome to book an appointment with the class teacher and/or the SENDCO to discuss their child at other times. Sometimes children will receive additional support as part of normal provision. This does not necessarily mean that your child has Special Educational Needs or Disabilities. If a child still does not meet expected targets, the school may decide to place the child on the inclusion register. At this point parents will be invited to a meeting so we can work in partnership towards facilitating progress.

SEND Provision

SEND support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a class teacher or a teaching assistant
- Making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at play and taking records
- helping your child to participate in class activities
- making sure that your child has processed information by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of children on the SEND register

The needs of children on the SEND register will be assessed individually. The procedure for deciding the level of provision they receive is outlined in the SEND Information report:

<https://stpetersinfant.org/wp-content/uploads/2022/11/SEND-Information-report-2022-23.pdf>

Children on the SEND register will have individualised programmes of support which will be devised and carried out by the class teacher, teaching assistants or specialist teacher or professional. Interventions will be put into place to help the child close the gap with their peers. These may be done in the classroom, in small groups or on a one to one basis. All interventions are targeted and time specific and are recorded with outcomes on a provision map individual to the child. Outcomes of targeted intervention will be regularly monitored and measured by the class teacher in liaison with the SENDCO.

A review will take place on a termly basis and will involve discussion between the class teacher and the SENDCO and provision will be maintained or amended as necessary. If the child has made good progress to the extent that it is felt that their needs can be met within the normal differentiated curriculum a decision may be made that it is no longer necessary for the child to remain on the SEND register. In such cases the parent will be consulted and informed in writing and the class teacher will continue to monitor the child to ensure that their progress continues to meet expectations.

The SEND register is reviewed and updated by the SENDCO when necessary. The SEND Information Report is reviewed annually.

Supporting parents/carers and children

Our aim is to develop a special partnership with parents/carers in order to have as full an understanding of the child as possible and for parents/carers to be able to make their wishes, feelings and anxieties clear at all stages so that professionals can build upon the parents'/carers' desire to be involved or help them to recognise their responsibilities.

The school will endeavour to identify all those who have parental/carer responsibility and involve them as far as possible.

Information will be kept on file, to be made available to parent/carers on services provided by the LEA for children in need of specialist services and on local and national voluntary organisations which might provide information, advice or counselling.

Parents/carers can access information from the school website: [St Peters School - Special Educational Needs and Disabilities](#) by clicking on links for The SEND information report, and the Local Offer. These documents in turn will provide links to Surrey's Local Offer which includes other agencies who provide a service as well as SSIASS (Surrey SEND Information, Advice and Support Service) and Surrey Family Voice.

Supporting pupils at school with medical conditions

St Peter's School recognises that children with medical conditions should be properly supported so that they have full access to education including school trips and physical education

We have a duty of care to make arrangements to support children with medical conditions. Individual Health Care Plans will outline the type and level of support to be provided according to statutory guidance. Please see our **Medicines Policy** for details on administration of medicines:

[St Peters School - Policies](#)

Monitoring and evaluation of SEND

St Peter's School regularly monitors and evaluates the quality of provision we offer to all children which thus informs future developments and improvements.

Our evaluation and monitoring arrangements include:

- Review of SEND by The Governing Body and more specifically the SEND governor
- Monitoring and review of SEND funding
- Priorities on the School Development Plan (SDP)
- The Local Authority annual SEND Census
- Departmental self-review
- The use of value added assessment data
- Feedback from class teachers
- Parental feedback and comment
- Feedback from pupils
- External agency feedback/interaction
- Leadership team monitoring

Training and development

Teaching and support staff at St Peter's will be provided with regular training in matters relating to aspects of SEND. Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise.

Our School Development Plan identifies priorities for the school and currently includes improvements to provision and outcomes for children with SEND.

Future staff training will be matched to the changing needs of our children and the specific requirements of new children joining our setting.

Storing and managing information

At St Peter's School any data pertaining to children's special educational needs will be securely managed within the school's own data management system and **Data Protection Policy**. Please follow link for more information:

[St Peters School - Policies](#)

All SEND records and documents are kept in a locked cabinet and stored for a period of up to six years.

Data held about individuals will not be kept for longer than necessary for the purposes registered. It is the duty of the School Business Manager and Headteacher to ensure that obsolete data are properly erased.

Reviewing the SEND Policy

In line with all school policies the SEND policy will be regularly reviewed and updated.

Arrangements for complaints

Staff and governors at St Peter's School wish to work co-operatively with parents and other members of the community to provide a high quality of service. However in the unlikely event of any complaint being made we encourage parents to discuss their concerns with the class teacher, SENDCO or HeadTeacher to resolve the issue before making the complaint formal to the Clerk of the Governing Board.

The same arrangements for the treatment of complaints at St Peter's School are used for complaints about provision made for special educational needs and disabilities.
See the **Complaints Policy** on the school website:

[St Peters School - Policies](#)

Other support services that can provide parents with information and advice are Surrey's Information, Advice and Support Service (IASS) and Family Voice Surrey (FVS).