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 Orignator:	Surrey County Council
Committee responsible:	Standards Committee
Date approved:	Spring 2026
Review period:	Annual
Next review date:	Spring 2027

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 (2015).

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

  Contact details: Tel: 01883 712439

  Email: SENDCO via the school office info@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 Vicki Barker

- 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 Lead (DDSL) is Tim Atterton.

- 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 (April 2015).

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 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 2021
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015
- Child protection and Safeguarding Policy St Peters School - Policies
- Disability and Accessibility Plan St Peters School - Policies
- Teachers Standards Updated 2021 (update NQT to ECT)
- Statutory Framework for the Early Years Foundation Stage September 2021 (2024 Qualifications update)
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

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 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 are committed to delivering **Surrey's Ordinarily Available Provision (OAP) framework** through high-quality inclusive teaching, adaptive practice and reasonable adjustments so that most pupils' needs can be met within everyday classroom provision.
- Most provision will be met within the classroom but for some whom it is felt would benefit from individual or small group intervention 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 high-quality adaptive teaching and inclusion by design.
- 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 necessary.
- 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

We will identify each pupil's needs and continue to identify SEND as determined by the Pre-School settings. In the Early Years Foundation Stage, children's needs are identified through observation, play-based assessment, discussion with parents and partnership working with outside professionals. Early identification and intervention are central to our approach. 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 requires 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 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 adaptive teaching.

  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

Parents will be asked to support the child with home learning and share in their academic progress.

Ordinarily Available Provision (OAP)

At St Peter'sl, we recognise that most children with additional needs can make good progress through high-quality teaching and Surrey's Ordinarily Available Provision framework.

Ordinarily Available Provision is the support that should be available to all children as part of inclusive classroom practice without requiring SEND identification or specialist funding.

Our OAP includes:

- clear classroom routines and visual supports;
- adaptive teaching and scaffolded learning opportunities;
- language-rich learning environments;
- planned opportunities for overlearning and repetition;
- sensory and movement breaks where appropriate;
- emotional regulation support;
- flexible grouping arrangements;
- access to assistive resources and technology;
- strong partnerships with parents and carers.

The effectiveness of Ordinarily Available Provision will be evaluated through: learning walks, book scrutiny, pupil voice, SEND reviews, staff audits, and parent feedback.

Parents can view this on the Surrey Local Offer by following the link: **Parent carers' guide to ordinarily available provision.**

A Graduated approach to SEN Support

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

Class teachers will provide all learners with adaptive teaching and make reasonable adjustments so they can access the curriculum. They will 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 appraisal.

Our teachers are all experienced professionals. All staff receive regular updates on special educational needs and disabilities by the SENDCO. Our SENDCO, teachers and support staff receive training matched to the current needs of our children

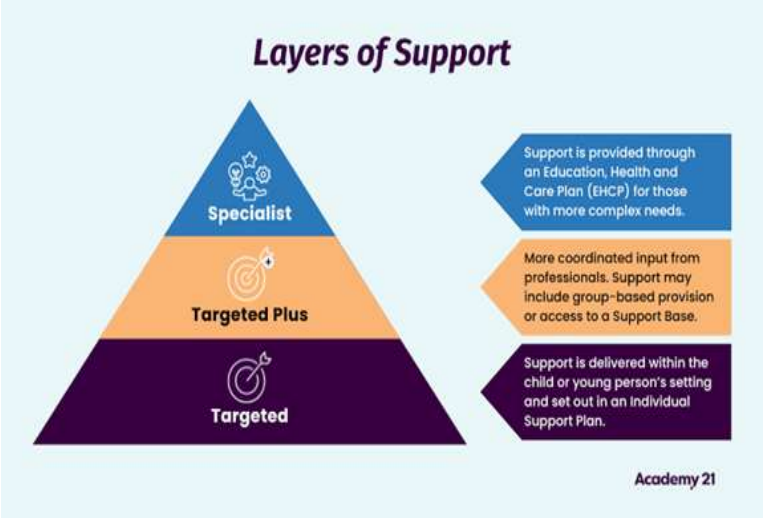
St Peter's School aims to identify children with special educational needs as early and thoroughly as is possible and necessary. This will initially involve the class teacher completing a cause for concern form and discussing their concerns with the SENDCO and/or Headteacher.

The class teacher in collaboration with the SENDCO will 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.

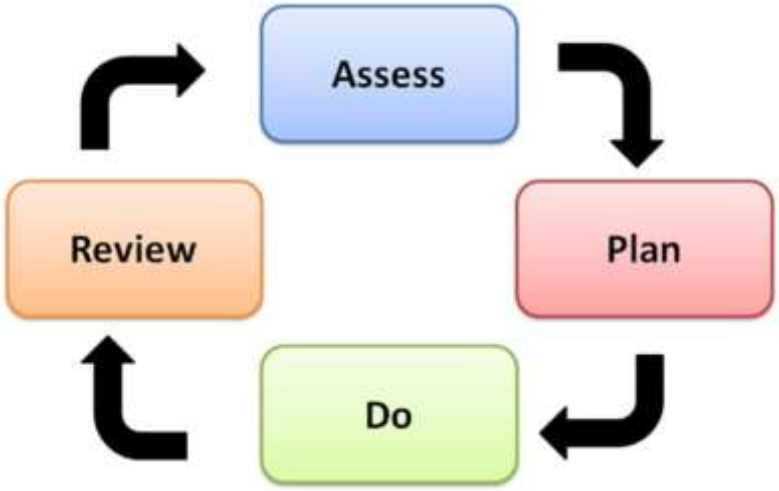
Where children are found to have higher levels of need the SENDCO will access advice from the L-SPA and the Graduated Response Service. The class teacher will work in partnership with external specialists deployed via Surrey's "Experts at Hand" regional model e.g. EPS (Educational Psychology Service) and Surrey CC SALT (Speech and Language Team). The school will only be able to refer to OT (Occupational Therapy), Mindworks Surrey and Developmental Paediatrics if the child is registered with a Surrey GP practice. The parent may also access these services through their own GP on a right to choose basis.

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 by promoting a graduated, holistic approach to SEND provision.



Where a pupil requires interventions "different from or additional to" Universal OAP (Ordinarily Available Provision), the school initiates Individual Education Plans (IEPs) across a three-tiered system: Targeted, Targeted Plus, and Specialist support.

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This cycle, shown below, is known as the Graduated Approach (Assess, Plan, Do, and Review). The support offered is a four-part cycle shown below.



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. EPS, SALT 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 an Individual Education Plan (IEP) 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.

Do: The class teacher is responsible for working with the child on a daily basis. They will 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 Individual Education Plan (IEP) 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 the Ordinarily Available Provision (OAP) or the school's own universal 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 personalised 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.

Evaluating the Impact of SEND Provision

The SENCO, Headteacher, and Governors regularly review the effectiveness of SEND provision. The impact of support is evaluated through:

- progress and attainment data;
- observations of learning and engagement;
- pupil voice;
- advice from external professionals.
- progress against IEP outcomes
- attendance trends
- reduction in barriers to learning
- parental satisfaction measures
- successful transitions
- This information is used to ensure that provision remains effective and to inform future planning and resource allocation.

Accessibility and Reasonable Adjustments

The school welcomes applications from children with SEND and will make reasonable adjustments to ensure equitable access to education. We are committed to ensuring that pupils with SEND can access all aspects of school life.

Reasonable adjustments may include:

- visual timetables and communication aids
- adapted teaching materials
- sensory regulation strategies
- flexible classroom arrangements
- assistive technology
- additional adult support where appropriate
- adjustments to educational visits and extracurricular activities.
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Details of how the school improves accessibility can be found in the Accessibility Plan.

SEND support and reasonable adjustments are designed to remove barriers to your child's learning so they can become successful, independent learners. It does not always mean your child will have a dedicated adult working with them. Although a child may work regularly with an adult, the support must foster independence, not dependence

The Surrey guidance on the Surrey Local Offer website will be used if it is considered necessary to request additional funding from the LA and/or to arrange an assessment for an Education Health Care Plan.

Managing the needs of children on the SEND register

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. 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, 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.

Supporting parents/carers and children

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 and the Surrey Local Offer which includes other agencies that provide services, as well as SSIASS (Surrey SEND Information, Advice and Support Service) and Surrey Family Voice.

Pupil Voice

At St Peter's School, we value the views of all children and encourage them to be involved in decisions about their learning and support in ways that are appropriate to their age and stage of development.

Children with SEND will be encouraged to:

- share their strengths, interests and any areas where they may need help;
- contribute to discussions about their targets and outcomes where appropriate;
- take part in reviews of their support;
- give feedback on activities and interventions;
- participate in school life, including opportunities such as the School Council and pupil voice activities.

We recognise that young children may communicate their views in different ways. Staff use observation, play, conversation, pictures, photographs, visual supports, role play, puppets and other age-appropriate approaches to help children express their feelings, preferences and experiences.

Children's views will be listened to and considered when planning and reviewing support, helping to ensure that provision is tailored to their individual needs.

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:

https://stpetersinfant.org/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
- Feedback from class teachers
- Parental feedback and comment
- Feedback from pupils
- External agency feedback/interaction
- Monitoring by the Head Teacher

Effective Transition

- At St Peter's School, we recognise that successful transitions help children feel secure, confident and ready to learn. Transitions are carefully planned in partnership with children, parents, and carers.
- We work closely with families and other settings to ensure smooth transitions into Reception, between year groups and on to junior school. Additional transition support may be provided for children with SEND, including extra visits, transition booklets, visual supports, and meetings with key staff.
- We share relevant information with receiving settings, with parental consent, to ensure appropriate support is in place from the start. Parents and carers are involved throughout the transition process and have opportunities to discuss concerns and ask questions.
- For pupils with an Education, Health and Care Plan (EHCP), transition arrangements are discussed as part of the annual review process to ensure their needs continue to be met.

Training and development

Teaching and support staff at St Peter's will be provided with regular training in matters relating to aspects of SEND.

Our School Development Plan and Inclusion Strategy identify priorities for the school and currently include 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.

Behaviour and SEND

We recognise that a child's behaviour may sometimes be linked to their special educational needs or disability (SEND). When concerns arise, staff will consider whether a child's needs, communication differences, sensory needs or difficulties with self-regulation may have contributed to the behaviour.

We understand that not all behaviour incidents are related to SEND and each situation will be considered individually. Where appropriate, reasonable adjustments and supportive strategies will be used to help children succeed and participate positively in school life.

Further information can be found in our Behaviour Policy.

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:

https://stpetersinfant.org/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 Head Teacher 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:

https://stpetersinfant.org/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).