

ST PETER'S CoE ACADEMY

A Church of England Primary School

within the Blue Kite Academy Trust

SEND POLICY

Member of staff responsible	Tamsyn Wallis, SENCO
Academy Council Member responsible	Monica Bird
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ST PETER'S CoE ACADEMY

SEND POLICY

1. Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice January 15).

2. Aims

At St Peter's CoE Academy we believe in providing every possible opportunity to develop the full potential of all children. Each child should receive a broad, balanced and differentiated curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our goal is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

3. Objectives and Success Criteria

The objectives of the policy together with the success criteria in each case are:

1. To identify and monitor pupils' individual needs at the earliest possible stage so that appropriate provision can be made and their attainment is raised.

Pupils' individual needs are identified through formative, summative and diagnostic assessments as well as liaison with Early Year's settings or previous schools (e.g. Wiltshire Graduated Response to SEND Support GRSS).

2. To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set are specific, measurable, achievable, realistic and time related (SMART).

Class Teachers plan the curriculum to meet all needs and a differentiated or supported curriculum is put in place when needed as soon as possible when children are not making progress. Class Teachers and the SENCO work together to describe in our Provision Map what provision we make for pupils with SEND in our school.

3. To monitor and evaluate the progress made from any interventions put in place.

Baseline Assessments are carried out prior to the commencement of any intervention to assist in measuring the progress made. This is recorded by the Class Teacher into the SEND Pupil Record (Appendix 1) and this is monitored and evaluated by the SENCO.

4. To work in close partnership with, and involve, parents/carers of pupils who have special educational needs.

Parents are involved at every stage of a child's education and regular meetings allow parents to understand about and participate in planning for their child's education.

5. To involve pupils and parents/carers in setting their targets and monitoring their progress regularly.

All target sheets and plans are shared and written with parents/carers and children.

6. To ensure that the self-esteem of pupils having special educational needs are positive by acknowledging the progress they have made.

All pupils have high self-esteem demonstrated through pupils' responses to discussion and questionnaires.

7. To ensure that all staff involved with pupils are aware of the procedures for identifying their needs, supporting and teaching them.

SENCO monitors the understanding and demonstration of all staff through discussion, observations, and questionnaires. Teachers use the support materials supplied by the SENCO and understand what to do at each stage of a child's education.

8. To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Target sheets and 'My Plans' include strategies recommended by outside agencies and reviews undertaken demonstrate progress towards targets.

4. ROLES AND RESPONSIBILITIES

Mrs Monica Bird is the Link Governor for Special Educational Needs and Disability

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the "responsible person" – the Head Teacher, or the SEND Link Governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult with the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan if a priority;
- The quality of SEND provision is continually monitored.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Role of the SEN Governor

- to keep up to date and be informed of all relevant documentation and legislation
- liaise with the SENCO to be informed about the school's policy, practice and provision

- by arrangement, and within the school's agreed policy, visit classrooms to gain a better understanding of the provision
- monitor, on behalf of the Governing Body, successes, use of resources, and staff training needs where gaps are identified
- maintain good communication between SENCO/Head Teacher and Governing Body on provision for SEND
- ensure parents are kept fully informed of the provision – reports, newsletters, school prospectus & website
- report back to the Governing Body decisions which have implications for SEND provision
- question any Governing Body decisions which have implications for SEND
- join SEND working parties on behalf of the Governing Body
- attend training sessions when available – school or LA or other
- arrange training for whole of Governing Body on its own or in cluster of schools
- with agreement of the Governing Body, make representation on its behalf to the local authority.

Role of the SENCO

The SENCO is Mrs. Tamsyn Wallis and she is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special education needs and disability policy
- Co-ordinating provision for children with SEND
- Liaising with the Designated Teacher for Looked After Children where a looked after pupil has SEND
- Identifying and monitoring progress and attainment for those children with SEND
- Ensuring the procedures for identification and assessment are observed
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with and supporting fellow teachers and Teaching Assistants and advising on the graduated approach to providing SEND support
- Overseeing the records of all children with SEND and monitoring their progress
- Overseeing and maintaining specific resources for special educational needs
- In conjunction with the Class Teacher, liaising with parents of children with SEND
- Liaising with outside agencies, including other educational settings
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned working with the Head Teacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Contributing to the in-service training of staff
- Monitoring, evaluating and reporting on provision for children with SEND to the Governing Body in conjunction with the SEND Governor
- Coordinating and attending termly review meetings with class teachers, teaching assistants (TA) and parents if required
- Attending appropriate in-service and external training
- Keeping abreast of significant development/research for all areas of SEND
- Organising assessments as appropriate, e.g.: Phonological Skills, Math's Screening
- Managing the timetables and undertaking annual performance management reviews for teaching assistants
- Monitoring the quality of teaching and standards of pupils' achievements including setting targets for improvement
- Ensuring the website and Local Offer is up to date and shared with parents

Role of the Head Teacher

The Head Teacher is Mr. Gordon Nunn and he will determine the strategic development of SEND policy and provision in the school, alongside the Local board and the SENCO. This will include:

- Allocating roles and responsibilities to staff so that special needs are met.
- Ensuring that the SENCO has sufficient time and resources to fulfil their role.
- Liaising with the SENCO, staff, support services, parents and pupils.
- Reporting to the Local Board and the Trust SIO on the needs of the SEND children in their care and how they are being met.
- Delegating the organization of review meetings to the SENCO.
- Ensuring that the needs of SEND children are met within the school.

The class teacher is responsible for:

- Know which pupils they teach are on the SEND Register and at what stage and which have Education Health and Care plans (EHCP'S). For pupils with EHCPs to be aware of the details of the plan and what they needed to do to support its implementation
- Identify the SEND of individual pupils that they teach, assessing their needs, planning, implementing and evaluating specific interventions or adjustments to address them using the approach set out in the SEND Code of Practice. (SEND Code of Practice 2015 paragraphs 6.44-6.58)
- Maintain the SEND Pupil Records for children in their class to record this process of 'Assess, Plan, Do and Review' for all pupils identified as having SEND as well as those with EHCPs.
- Ensure Teaching Assistants (TAs) are supporting pupils in their class, as directed in accordance with their needs and any EHCPs
- Writing One page Profiles for the pupils he/she teaches in collaboration with the class Teaching Assistant/SENCO;
- Ensure that the Head Teacher, SENCO and other colleagues are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Teaching pupils with SEND – 'quality first teaching' and planning any support needed;
- Attending reviews and writing update reports for the review or progress meeting
- Attending appropriate in-service training;
- Informing parents if a pupil is having support and carrying out regular pupil progress meetings with parents and children.

The Teaching Assistant is responsible for:

- Carry out activities and learning programmes planned by the class teacher and the SENCO
- Supervising, supporting and assisting children, on an individual basis or in small groups, throughout the primary age range, encompassing **all** areas of the curriculum including games and swimming if requested;
- Preparing resources;
- Attending appropriate in-service training;
- Keeping a record of activities/relevant observations etc. and to share these with the class teacher;
- Meeting regularly with class teacher to review and plan activities and assess pupil progress;
- Attending meetings with external agencies, e.g. Speech Therapist/Educational Psychologist with the SENCO you may be asked to write a report for a meeting;
- Reading reports provided by external agencies;
- Following activities suggested by external agencies after discussion with the SENCO/class teacher;
- Attending termly review / progress meetings and contributing to them;
- Encouraging the social, emotional and educational development of the pupils, in co-operation with the teacher, by offering appropriate attention, relationships, care and interest in the children and their activities;

5. Arrangements for co-ordinating provision for pupils with Special Educational Needs and Disability

The needs of the majority of pupils will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class, such as participating in assemblies and the Maths and English lessons. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their individual education plans. This may be delivered by the class teacher, SENCO or teaching assistant and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENCO will oversee this provision to ensure it meets the objective of the policy.

The SENCO will oversee this provision to ensure it meets the objective of this policy.

- A. All children are entitled to a broad-based curriculum as set out in the National Curriculum.
- B. Each child should be treated as an individual accepting his/her strength and areas for development.
- C. We recognise that each child's achievements are of equal value.
- D. It is essential that differentiation of work be taken into consideration when planning work. Children should always be given work to match their ability.
- E. Parents/carers of children with SEND should be involved and supported and should be encouraged to support their children positively.
- F. The class teacher should keep accurate and up-to-date records of the child's progress.
- G. Effective use should be made of outside agencies as and when they are required to meet the needs of the child.
- H. The SENCO will give teachers advice when setting individual targets. They will inform teachers of the resources available in school to help teachers meet these children's needs.
- I. Class Teachers will inform the SENCO of any child who causes concerns.
- J. When discussing the children with Special Educational Needs with others within the school and relevant outside agencies, confidentiality must be considered at all times.
- K. It is the delegated SEND Link Governor's responsibility to oversee the SEND policy is in place and is operated effectively.

Please see the attached documents at the end of this policy – SEND Teacher Guidance Pack 2025 and also our SEN Information Report which is available on our school website.

The Wiltshire Local Offer is also a service available to help parents, carers and young people to find out about the support and services available in their local area and how to access them. Wiltshire's Local Offer can be accessed through their website <https://www.wiltshire.gov.uk/local-offer> and there is a link available on the school website. For those people who do not have internet access, it is also available at local libraries and selected children's centres. The Local Offer includes information on:

- Education
- Preparing for adulthood
- Health and social care
- SEND service
- Leisure
- Travel
- Support and guidance

6. A Graduated Approach to Special Educational Support

The new Special Educational Needs Code of Practice (2014) recommends a graduated approach, initially using classroom and school resources, before bringing in specialist expertise to address specific difficulties that a child is experiencing. This means that children will receive different levels and amounts of support depending upon their individual requirements.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

6.1 SEN Support

Children at SEN Support level receive specialist intervention where provision goes beyond the differentiated approaches.

If there is a concern that a child is failing to make adequate progress and that the attainment gap is widening then the school will follow the 'Assess, Plan, Do, Review' process.

In-class support from teaching assistants is targeted within the timetable to ensure the maximum amount of allocated curriculum time is accessed thus ensuring pupil progress. Consistency of support across year groups is taken into account. All teaching assistants offer support under the direction of the teacher and SENCO.

A child would move to SEN Support if it is necessary to make provision which is additional to, or different from, that which is already provided, for example, if the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems, and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which adversely affect the child's progress.

6.2 Education, Health and Care Plan (EHCP).

Where, despite the school's best endeavours, the child still makes little or no progress in the areas targeted and their level of need is either so complex or so severe as to require further action, the school will consult with parents/guardians and the child and a SEN Support Plan will be put in place. This document will provide a clear picture of what is working and not working for this child along with any other additional support or intervention that has been put in place to date. The SEN Support Plan can be amended and added to regularly and can support a child from 0-25. An approach to the local authority through the SEND lead worker can then be made to request an Education, Health and Care Plan needs assessment, with the SEN Support Plan as evidence. This may or may not result in the issue of an Education, Health and Care Plan (EHCP). The progress of children with an EHC plan is reviewed annually with parents/guardians, the child, outside agencies, the SENCO and any other appropriate member of staff. This review monitors the progress against the objectives of the EHCP and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

7. Resources for pupils with SEND

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources and staffing costs to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO. Resources, both consumable and non-consumable, will be purchased following recommendations from Subject Leaders and other external agencies.

Provision mapping is undertaken by the SENCO / SEND Governor annually identifying pupils requiring provision and resources. Some pupils may be allocated a named pupil allowance by the LA if they have a 'Statutory My Plan'. The SENCO will liaise with parents to discuss the use of this funding so that it best meets the needs of the child.

8. Admission arrangements

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his/her characteristics.

We uphold the principle of positive inclusion and where a pupil has a particular need, the Governing Body will make reasonable adjustments to ensure that the child's needs are fully met. Our school building is fully accessible. If a child is transferring into the school with a Statutory My Plan (EHCP), or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs continue to be met.

9. Specialist facilities/expertise

There are no specialist facilities in the school.

The SENCO attends regular network meetings and also keeps up-to-date with new initiatives at trust, county and national level.

All the TA's have had SEN training and some have achieved national accredited qualifications (e.g. HLTA). Mrs Mel Badley, an experienced and highly qualified Teaching Assistant is our Emotional Literacy Support Assistant (ELSA) and works closely with the SENCO. She is supported by Mrs Lou Greenaway.

10. Identification and Assessment Arrangements and Review Procedures

In accordance with the Children and Families Act 2014, St Peter's CoE Academy aims to identify SEND at the earliest point and then make effective provision that improves the long term outcomes for the child. Children with SEND are identified through the following:

- The attainment and progress of each child is continually monitored and termly progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a cycle of Assess-Plan-Do-Review is used.
- Class teachers are constantly aware of their children's learning. If they observe a child is making less than expected progress, given their age and individual circumstances, they will inform the SENCO and seek to identify the cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers, starting from the same baseline.
 - Fails to match or better the child's previous pace of progress.
 - Fails to close the attainment gap between the child and their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through individual targets and the implementation of a SEN Support Plan, highlighting the entitlement to support that the child will have. Please see our SEN Information Report and teacher guidance details which explains these clearly.

11. Arrangements for SEN in-service training

Through the monitoring and evaluating of our provision, as well as performance management, the SENCO/Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's development plan. All teachers and TA's will continue to undertake school based and external training. Staff undertaking external training will disseminate the information at Staff Meetings. The effectiveness of training will be monitored and evaluated by the SENCO and information provided during the annual evaluation of the school's overall SEND provision.

12. Arrangements for partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in their school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing Communication Passports, SEN Support Plans and EHCP Passports. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know their own opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In this school we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for success in their targets and My Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Parents/carers are informed by the SENCO and the Class Teacher prior to special educational provision being made for their child. Parents/carers have many opportunities and are encouraged to discuss their child's progress informally and at designated parent interviews throughout the year. Parents/carers of children who are on the SEN register will also be invited to give input and attend review meetings regularly. Parents/carers of a child with a EHCP will also be invited to contribute and attend review meetings regularly, in addition to the Annual Review Meeting and meetings with external agencies.

Parents/carers are asked to contribute their views to their child's Target Sheet and can request access to the information in their child's SEN file. Parents'/carers' contribution to their child's education is highly valued by the staff of the school and they are encouraged to involve their child in the decision making processes such as recording pupils' views and in implementing and reviewing their Communication Passports and SEN Support Plans.

The Local Authority, Wiltshire Council, has a legal duty to make arrangements to provide information and advice on SEND matters to parents/carers of children with SEN. This is known as parent partnership services. See the Wiltshire Council website or our school website for further details on the Wiltshire Local Offer. The Local Authority must also make arrangements for avoiding or resolving disagreements that parents/carers have either with them or with the School about SEND matters.

Parents/carers can make a request to the LA for a Statutory My Plan and also have a right to appeal if the LA refuse the School's request for a statutory assessment.

Additional information on the Code of Practice for SEND is available on the DfES website – www.dfes.gov.uk, however, parents/carers with specific concerns can contact the SENCO or visit the school website which has lots of SEND information.

13. Links with other Mainstream/Special Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years' settings. Pre-school children are invited to visit the school for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

All children experience secondary induction programmes in Year 6. SEN children are discussed at length with the secondary SENCOs during the Summer Term. It is the responsibility of the SENCO to ensure that the school has been informed of the child's needs and that records have been sent.

When SEN children leave mid phase, it is the responsibility of the SENCO to ensure that the receiving school is informed and records sent. Copies of these digital records are kept on file for 24 months.

When SEN pupils transfer to Specialist Schools in Wiltshire, discussions are held with the SENCO and other key staff.

14. Links with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority team including the Educational Psychologist, SSENS support for Cognition & Learning and Communication & Interaction teams, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Lighthouse Early Support, social services, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of individual targets set to ensure children's attainment is raised and progress made.

The Local Education SSENS Team provides a full range of services to support children's learning and behaviour needs and staff's professional development.

Children requiring daily medication to address their needs will have a Health Care plan that will be reviewed with the School Nurse and parents annually. The School Nurse will also provide training at this time. Referral to outside agencies is made through the SENCO.

15. Monitoring and evaluating

The SENCO and SEND Link Governor will meet yearly prior to the Governing Body's Annual Report being written and the success criteria in Section 3 will be used to assess the implementation and success of the SEND Policy one and will be measured by:

- The graphing of the register of each year group, which will be reviewed on an annual basis to determine the overall progress of the pupils. The aim will be to improve the development of the children so that they can be removed from the register.
- An analysis of all teachers' planning by Subject Leaders/managers/subject leaders ensures that a differentiated approach is taken and that the targets and learning objectives are identified and reflected in planning.
- Parents/carers being aware of individual targets set for children by discussing, receiving and having their views recorded.
- Children being involved in discussing, constructing, reviewing and having their views recorded.
- Individual targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Ensuring that outside agencies, where appropriate, have their comments recorded on SEN Support Plan documents.
- The Governing Body's Annual Report to Parents shows the success of the policy or any changes needed for the subsequent year.
- The School Development Plan priorities which include the provision for SEND.
- Undertaking a value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.
- Termly monitoring of procedures and practice by the SEND governor.

15.1 Success criteria will be:

- All planning reflects individual targets and any previously identified need.
- The majority of those children identified and needing SEND support reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support.
- All targets/SEN Support Plans include written/recorded comments from parents and children, and where necessary outside agency involvement.

16. Complaints procedures for SEND

In the event of a complaint with a child's SEND provision, the child's parents/carers should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO. Should the matter still be unresolved the parents/carers should contact the Head teacher. If the complaint remains unresolved, please refer to the BKAT Complaints Policy on the school website for the next steps..

Glossary of Terms

LA	Local Authority
SEN	Special Educational Need
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SMART	Specific, Measurable, Achievable, Realistic, Timely
TA	Teaching Assistant
WGRSS	Wiltshire Graduated Response to SEND Support