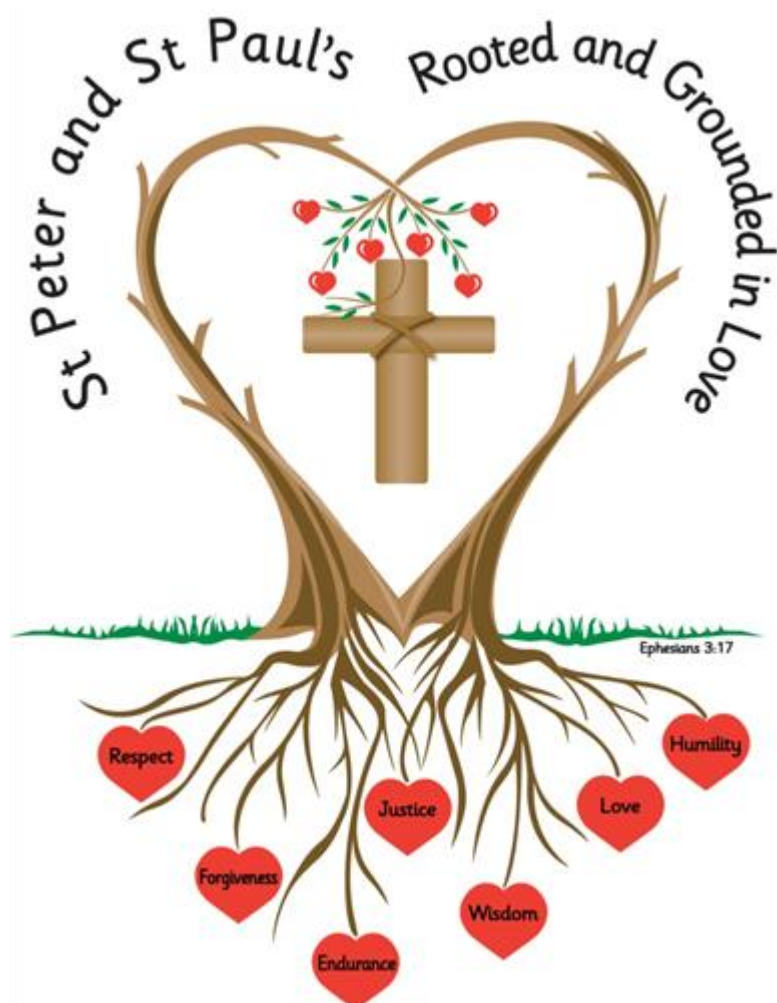




St Peter and St Paul's Church of England
Primary School

Special Educational Needs and Disability Policy

Rooted and grounded in the love of God, St. Peter's & St. Paul's Church of England Primary School is a vibrant, inclusive community, where every person is empowered to reach their full potential. Guided by our Christian values and the teachings of Jesus, together, we aim to grow into good citizens of heaven and earth. We strive to cultivate a nurturing environment that inspires everyone to develop a lifelong love of learning, grow in character, and make a positive impact on the world around us, working together to be a good neighbour to all.

The school supports the ambitions of the Lancashire SEND Strategy 2025-2028, including:

- Early identification and timely support
- Inclusion in mainstream schools wherever appropriate
- Working in partnership with families
- Preparation for adulthood
- Improving outcomes and experiences for children and young people with SEND

This policy complies with the statutory requirement laid out in the SEND Code of Practice

0 – 25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1. Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

2. Objectives

To achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Identify and provide for pupils who have special educational needs and additional needs. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils.
- Make appropriate provisions to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work within the Special Educational Needs and Disability Policy
- Provide support and advice for all staff working with special educational needs pupils
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Services include Occupational Health, Physiotherapy, Speech and Language Therapy, Educational Psychology Service, East Lancashire Child and Adolescent Service (ELCAS), Special Educational Needs and Disability Service (SEND), etc.

3. Identifying Special Educational Needs

There are four areas of Special Educational Needs (SEN):

- **Communication and Interaction:** This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning:** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health:** This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs:** This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Where children are experiencing difficulties with behaviour, an individual behaviour plan (IBP) may be needed to communicate strategies to support the child.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child.

Some children may need special educational support but will not be classed as having SEN if any of the following impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After

Where this is the case, appropriate provision will be made.

4. Managing Pupils Needs on the SEN Register

The SENCO is responsible for:

- Keeping a register of pupils with SEN and updating this.
- Providing adequate provision and support for those with SEN.
- Ensuring appropriate support for pupils with SEN, in class.
- Supporting teachers in writing ILP’s and assessing pupil progress.
- Liaising with external agencies.
- Making referrals.
- Ensuring that appropriate records are kept.
- Supporting the transition of pupils with SEN into school and onto High School.
- Liaising with the SEN governor.

The school is committed to early identification of children with SEN. Teachers are responsible for differentiating the curriculum and monitoring the progress of all pupils with SEN including where pupils access support from teaching assistants or specialist staff. All staff work closely with the SENCO

5. The Role of the Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of all the

pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the teaching assistants are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPs/ IBPs. An SEN file is kept in the classroom for reference by staff including supply staff.

6. A Graduated Approach to SEN Support

The school is committed to early identification of children with SEN to meet their needs. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as

- Baseline Assessment
- Termly Assessments
- End of Key Stage Tests
- PIVATS

Teachers will then consult the SENCO to consider what else might be done. The child's learning characteristics, the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and adaptations. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making less than expected progress given their age and individual circumstances. Progress can be characterised if the child:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible

for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessments. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the Individual Learning Plan's and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centered tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centered tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

7. Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to meet their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual learning plans (ILP) or individual behaviour plan (IBP)

- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist, Specialist Teacher
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs. From this information, it must then be decided whether to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

8. Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and relevant professionals from within school. Outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred looking at

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

A summary of the meeting along with any amendments to the EHC Plan will be recorded by the SENCO. The SENCO will be responsible for sending the summary to the LA.

9. Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

10. ILP Reviews (timescales)

IEP's will be reviewed regularly, a copy of the new ILP will be sent home and the parent's views will be welcomed. The school will review ILP's every term but if necessary for some SEN support pupils and pupils with an Education and Health Care Plan, it will be every half term.

11. Curriculum

We ensure that pupils have access to and make progress across the curriculum. All pupils with SEN will have a full entitlement to a broad and balanced curriculum as provided for all other pupils. To maximise their access, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the child's classroom.

12. Parents

Parents are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents will be kept fully informed where their child has special educational needs and will be encouraged to attend Reviews, support the development of individual approaches to their child and provide help at home wherever possible. Parents are always welcome to discuss any matter relating to their child's progress.

13. Transitions

Attention is given to make sure that we are aware of any new pupils identified as having special educational needs, so that appropriate arrangements can be made in advance of their admission. Where pupils transfer to high school, relevant information gathered will be passed on and the SEN Co-ordinators at the high school kept fully informed of the needs of the individual recorded on the SEN Register. Transition Reviews in Year 5 should begin to establish the parent's choice of high school to assess the arrangements prior to the transfer. An additional Review early in the Summer Term of Year 6, when a high school place has been allocated, should be convened to which the high school SENCO needs to be invited.

14. Admissions

Pupils with special educational needs will be admitted to St Peter & St Paul's CE Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at SEN support or if they have an Education and Health Care Plan. If the school is alerted to the fact that a child may have difficulty in learning, they will gather all relevant information and put a plan in

place. All parents have access to the Local Offer, which is available in school and on the school website.

15. Access for Disabled

Pupils with an Education and Health Care Plan will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St Peter & St Paul's CE Primary School publishes its accessibility plans within its Local Offer. This can be found on the website at www.st-peter-st-pauls.lancs.sch.uk

16. Pupils with Medical Needs

Pupils who have medical needs that may require intervention and support from staff in school will have a Care Plan written for them in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. The school's policy on medical needs can be found on the school website at www.st-peter-st-pauls.lancs.sch.uk

17. Supporting pupils and families

Lancashire's Local Authority's Local Offer can be found at www.lancashire.gov.uk

The school is committed to working closely with parents with our Stronger Together drop-in sessions. Parents meet regularly with school staff and concerns and successes are shared.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP. (See medical policy)

The Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child, they should consult the SENCO and/or Headteacher

The School's Designated Safeguarding Leaders are Mrs S Clarkson; Miss E Bury and Mrs H Crossley.

School's Safeguarding Governor is Mrs Slater SEND Governor – Mrs Jennings

18. Outside Agencies

The school is involved with many external agencies, with the aim of providing a comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents and staff. People who assist in our school include:

- Education – SEND/Education Psychologist/ Specialist Teachers/School Advisor.
- Health – School Nurse, Doctor, Paediatrician, Occupational Therapist, Speech and Language Therapist, Physiotherapist.
- Child Action Northwest.
- Children's and Young People Services
- Children and Family Wellbeing Service
- Spring North

19. Training and resources

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.

The SENCO will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training or from the support of other professionals. Teaching staff will be kept up-to-date informally by the Head/SENCO and formally at staff meetings and training. Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and adaptation knowledge. This will be regularly updated by inset training or being booked onto any relevant courses by the Head or SENCO.

20. Roles and Responsibilities

The Governing Body

The SEN Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at termly curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

Mrs Heather Crossley

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that ILPs are written and that reviews take place.

21. Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- Follow School Complaints Procedure

22. Storing and Managing information

All files and information about pupils will remain in school and shared with the parents of a child with SEN. The confidential nature of SEND information is fully recognized at St Peter & St Paul's CE Primary School. Electronic files are stored with the SENCO on a secure laptop which is password protected. These are uploaded to CPOMS and TEAMS which can only be accessed by appropriate staff. The information will be shared with the chosen high school when a child with SEN leaves our school.

23. Related Policies

Safeguarding and Child Protection Policy (which includes information related to latest Keeping Children Safe in Education)

Behaviour and Anti Bullying Policy

Teaching and Learning Policy

Equality Policy and Objectives

This policy has been created by the school's SENCO, Mrs Crossley, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability

24. Monitoring and Review

The Governing Body will review this policy annually. It will also be reviewed sooner following change in statutory guidance or legislation.

Mrs H Crossley SENDCO

15.9.2026