



St Peter's Eaton Sq. C of E Primary  
**Special educational needs & disability policy**

**St Peter's School is a place where every person has the right to be themselves and to be included in a safe and happy environment.**

**Together, we will realise the potential God has given us**

<b>Approved by:</b>	Achievement, community and standards governing committee	<b>Date:</b> 11 Nov 2019
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## INTRODUCTION

St Peter's is an inclusive school where our main focus is to create the right opportunities, with support and encouragement, to help all our pupils to develop a life-long desire to learn and achieve as much as possible. We have very high expectations for all pupils, especially those with identified SEND and we strive to ensure our pupils with SEND make progress which compares well with the progress of other children.

### 1. Objectives

- To identify and assess children with SEND and additional needs as early as possible.
- To work in close partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND.
- To ensure all staff have access to training and advice to support pupils with SEND and quality first teaching.
- To provide access to a broad and balanced curriculum that is differentiated in a way that supports children with SEND.
- To maximise the progress and achievement for pupils with SEND through an enriching and rigorous education.
- To support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning.
- To provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school.

### 2. Definition of SEND from: SEND Code of Practice 2014

A person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools.

A child is not seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.

A special educational provision means anything different or extra to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the LA.

There are four broad categories of SEN and they give an overview of the range of needs that should be planned for.

- 1) communication and interaction
- 2) cognition and learning
- 3) social, emotional and mental health
- 4) physical and sensory

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty.

### **3. Roles and Responsibilities**

The Co-ordinator for SEN (SENCo) is Sarah Shayler, assistant head.

Senior LSA for SEN is Laraine Newell

The Governor responsible for SEN is .....tbc.

The governors receive regular reports on SEND at Governor Body Meetings. They can also evaluate the success of the education by examining the SEND data and monitoring attainment levels.

#### **The Co-ordinator's role: -**

- ❖ Take responsibility for the day to day operation of provision made by the School for pupils with SEND.
- ❖ To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to SLT meetings and the school development plan.
- ❖ Meet regularly with the head teacher to discuss effective use of resources, advise the head teacher and governing body on the level of resources required to maximise the achievement of pupils with SEND.
- ❖ Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET.
- ❖ Ensure that the school's SEND register and provision map are updated regularly.
- ❖ Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, liaise with them and ensure that report recommendations are implemented.
- ❖ Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- ❖ Develop and maintain effective working relationships with parents to promote pupils' learning.
- ❖ Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual Education Plan (IEP) Learning plans (EHCP) and agree specialist provision.
- ❖ Organise the deployment of resources and monitor their effectiveness.
- ❖ Train and support teaching assistants to carry out planned intervention programmes.
- ❖ Monitor the implementation of IEPs and the teaching and learning for pupils with SEND, using the analysis to guide further improvement.
- ❖ Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings (held three times per year).
- ❖ Analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods.
- ❖ Apply for Education, Health and Care plans (EHC Plans).

- ❖ Convene and chair annual reviews of those children with an ECH plan.
- ❖ Keep own skills updated by reading, researching and attending INSET courses on SEND.
- ❖ Know how to recognise and deal with stereotyping in relation to disability or race.
- ❖ Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.
- ❖ Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **The Class teachers' role: -**

- ❖ Ensure 'Quality First Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning.
- ❖ Ensure the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants(TAs) or specialist staff.
- ❖ Provide a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
- ❖ Remain responsible for their pupils' learning when they are involved in intervention programmes.
- ❖ Identify pupils who may require special provision and to be placed on the school's SEND register (with support from the SENCo).
- ❖ Maintain the SEND file for pupils in their class.
- ❖ Write IEPs Learning plans, with support from the SENCo as necessary, for pupils with SEND who receive interventions or additional support in their class and ask for the contribution of pupils and the contribution of their parents at parents' evening.
- ❖ Ensure IEPs learning plans are reviewed with the parents and child three times a year.
- ❖ Direct TAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' IEP targets learning plans.
- ❖ Attend INSET and courses when appropriate.

### **SEN - steps to success**

Teachers are responsible for all SEN children in their class and will work towards the realization of the school vision for SEN by: -

- Following the SEN procedures set by the school.
- Ensuring that children have their strengths recognized and valued and their weaknesses supported, whether these are social, behavioural, physical, medical, emotional or academic.
- Ensuring work is differentiated appropriately and given to all staff working with the child.
- Keeping all SEN information up to date and follow professionals' guidance – IEP's and notes to be dated.
- Ensuring that all IEPs are on the school system.
- Working with the EHCP children **at least twice** a week.
- Working with lower ability groups **at least twice** a week – these vulnerable children need the most teacher time.
- Developing expertise in using inclusive teaching strategies.

- Developing the resources available within school and creating new ones where necessary.

#### **The Teaching Assistants' role: -**

- ❖ Support the class teacher to implement targets in pupils' IEPs Learning plans and provide learning experiences relevant to the needs of pupils with SEND.
- ❖ Carry out intervention programmes planned by the SENCo and keep records updated.
- ❖ Communicate with other professional agencies involved with pupils with SEND, with the SENCo's support.
- ❖ Attend INSET and courses when appropriate.

#### **4. Admission Arrangements for Pupils with SEND**

Admission arrangements are the same for pupils with and without SEND. If it is known that a child due to start at St Peter's Eaton Square has SEND, the SENCo and class teacher will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

#### **5. Specialist Provision for SEND offered by the School**

The School currently employs a non-class based SENCo. This role may involve specialist teaching for individuals or groups of learners with SEN.

Other teaching professionals are deployed by the SENCo to provide specialist teaching for individuals and groups of learners with SEND.

All the TAs in the school has received training in SEND interventions. In addition, some volunteers are used who have also received training in the areas in which they are working.

The school employs a part time speech and language therapist, who works directly with identified pupils and also advises & trains staff.

Provision is further explained in the SEND Information document, which can be accessed on the school website.

#### **6. Facilities for Pupils with SEND (including facilities which increase or assist access to School by pupils who are disabled)**

No child should be denied access to areas of the curriculum in terms of limitations of physical ability. However, the Victorian building does not lend itself easily to adaptation. The school is continuing to develop facilities and access for pupils with SEND as outlined in the Accessibility Plan.

#### **7. Resource Allocation among pupils with SEND**

The head teacher informs the governing body of how the funding allocated to support SEN has been employed. Pupils with an EHC plan, have their needs, as described in their EHC plan, met through the appropriate deployment of resources and staff.

Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Westminster Outreach Service the school nursing team and the Anna Freud Centre will be deployed by the SENCo on a needs basis. Teaching time is allocated from a qualified teacher or the SENCo to carry out specialist teaching interventions for group and individual children. TAs (whose time is not allocated to a child with an EHC plan) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the SENCo. A provision map setting out this provision is drawn up regularly. There may also be the allocation of specialist equipment and different or additional learning materials that will also be resourced.

## **8. Identification and Assessment of SEND**

At St Peter's we follow a graduated approach to SEN support, following the cycle of assess, plan, do, review.

### **Assess:**

It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles and a baseline assessment on school entry in the Foundation Stage. From Year 1 onwards children will be assessed three times a year in reading, writing and maths and in Year 2 and Year 6 there are SATs. This is in addition to high quality formative assessment that is carried out daily in the classroom. St Peter's may also draw on more specialised assessments, for example from the Westminster Outreach Service and the Occupational therapy service. Parents will always be consulted when decisions are made to involve specialists.

Pupil progress meetings are held three times a year and involve the discussion of individual pupils by the head teacher, SLT members, the SENCo, English & Maths subject co-ordinators and the class teacher. Children's progress through the school is tracked on SIMs and the SENCo analyses the progress of pupils with SEN regularly.

At the assessment stage, when concerns are raised, parents will be informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, in spite of quality first teaching that is targeted at the pupils' area of weakness, pupils are identified as making progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

The pupil will be identified as having SEN and their name will be placed on the school's SEND register. The views of parents and the child (wherever possible) will be consulted.

### **Plan**

When a child is placed on the register under 'SEN Support', the class teacher, with the parents and the support of the SENCo will draw up an Individual Education Plan (IEP) or Learning plan for the child and work out the best strategies for achieving the targets, including any interventions proposed. Any necessary available resources will be allocated to

help the child achieve the targets. The Child will also be involved in this process. Targets may be set using PIVATs or targets from the National Curriculum.

### **Do**

The class teacher should remain responsible for the child's learning and they should work closely with any TAs, specialist staff involved, and the SENCo, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

### **Review**

IEPs Learning plans will be reviewed three times per year and the effectiveness of support interventions and their impact on the pupils' progress will be reviewed and evaluated in line with the agreed dates. Parents and pupils will be consulted and the evaluation will be used to set new targets and possibly revise the support being provided.

If a child has an EHC plan, an annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. IEPs Learning plans are produced, in conjunction with other professionals involved, to work towards achieving the goals identified in the child's initial or subsequent annual review.

Progress of all children with SEN can be evaluated and/or measured as follows:

- by monitoring their individual targets
- by monitoring attainment levels recorded in class whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or different support received, the child is no longer considered to have SEN (ref criteria below), then, in close consultation with the child's parents that child's SEN records are closed.

The criteria used in the school are as follows:

- a) The attainment gap has narrowed between him/her and his/her peers.
- b) His/her rate of progress has improved
- c) He/she now has full access to the curriculum
- d) He/she has improved levels of self-help & social personal skills

### **Education Health Care Plan**

In a small number of cases however, when a child makes little or no progress in spite of measures put in place under the SEN support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEN support provision, the SENCo, class teacher and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEN register if their needs are severe or complex.

## **9. Access to the curriculum and wider activities**

Through all subjects, an inclusive broad and balanced curriculum is provided for all children.

Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children.

We try to ensure that activities offered in school are carefully planned to include all children, regardless of SEND. In addition, the implementation of the Equality policy helps to ensure that children with SEND have their voice heard. We also try to ensure that there is some representation of pupils with identified SEND on our school council.

## **10. Complaints Procedures**

Complaints about the special educational provision made for a child should be made in the first instance by the parents to the SENCo.

Please refer to the Complaints Procedure document.

## **11. SEN In-service Training for Staff**

Guidance in the writing of individual targets, provision of an inclusive environment and teaching and learning and resourcing is on-going by the SENCo. Advice on particular areas of SEND (e.g. dyslexia) is also given. The SENCo ensures that TAs are trained in running acceleration interventions, such as 'Power of 2'.

INSET at staff meetings is arranged by the SENCo on specific topics, new developments, or training in strategies etc., either given by the SENCo or a visiting specialist. (This may be part of the SEND development plan for that year.)

## **13. Outside Agencies and Facilities for SEN**

If a Class teacher, in partnership with the SENCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as speech therapy, occupational therapy educational psychologist, specialist advice from the Westminster QE2 outreach service, The Anna Freud Centre), a referral is made by the school to which all parties will have contributed.

Close liaison is kept with specialised outside agencies working with individual children. E.g. clinical psychologist, doctor and others.

## **14. The Role Played by Parents of Pupils with SEND**

We are committed to working in the fullest possible partnership with parents of children with SEND. Parents of pupils with SEND are fully involved from initial identification through to supporting any interventions that are put in place for their child. We recognise that a parent will have knowledge about their child which is valuable in assisting us to build up the fullest understanding of their needs. Parents assist the class teacher and SENCo in planning the

IEPs Learning plans and are given a copy. They also may meet with the class teacher and SENCo to review their child's progress.

The SEND Information Report published on our school's website is a guide for parents outlining how St Peter's supports their children's learning needs.

### **15. Links with Other Schools**

Links are formed with secondary schools to which children with an EHC plan will be transferring after year 6. A member of staff from the secondary school is invited to the Annual Review of that child to ensure a smooth transition.

St Peter's School recognises the value of developing strong links with the secondary schools to which our SEND pupils transfer and for Transition programmes for the more vulnerable children.

We also link with local nursery schools to ensure smooth transition for Early Years for those children joining St Peter's at Reception from other settings.

### **16. Links with outside agencies.**

The School's objective is to provide integrated high quality, holistic support focused on the needs of the child. Such support will be based on mutual understanding and agreement between all agencies working with the child and the family.