



St Peter's Eaton Square C of E Primary School
SEND Policy and Information Report

St Peter's Eaton Square Primary 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.

Written by Alice Hind, Acting SENDCo

Approved by:	Achievement, Community and Values Governing Committee	Date: 11 th March 2021
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1. Aims

St Peter's Eaton Square C of E Primary School 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.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our objectives as a school are to:

- Identify and assess children with SEND and additional needs as early as possible.
- Work in close partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND.
- Ensure all staff have access to training and advice to support pupils with SEND and quality first teaching.
- Provide access to a broad and balanced curriculum that is differentiated/scaffolded in a way that supports children with SEND.
- Maximise the progress and achievement for pupils with SEND through an enriching and rigorous curriculum.
- Support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning.
- 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. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad categories of SEND 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 or disability.

4. Roles and responsibilities

4.1 The SENDCo

The Acting SENDCo is Alice Hind BSc (Hons) PGCE QTS.

The Lead LSA is Laraine Newall.

The SENDCo will, with support:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- 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. Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services.
- Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist and 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. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 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). 5
- 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.
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCo, Lead LSA and SEN governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- 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 SENDCo).
- Write IEPs, with support from the SENDCo as necessary, and place them on the school system, 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 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.

4.5 Teaching Assistants and Learning Support Assistants

- 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 SENDCo/Lead LSA and keep records updated.
- Communicate with other professional agencies involved with pupils with SEND, with the SENDCo/Lead LSA's support.
- Attend INSET and courses when appropriate.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



NB; Any areas of concern need to have firm evidence, as described in the central box.

5.3 Consulting and involving pupils and parents

The class teacher may have an early discussion with the pupil and their parents when identifying whether they need special educational provision. This may be through an arranged time to discuss the concerns or at a parent/teacher consultation meeting.

Miss Hind (Acting SENDCo), may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

At St Peter's Eaton Square C of E Primary School, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

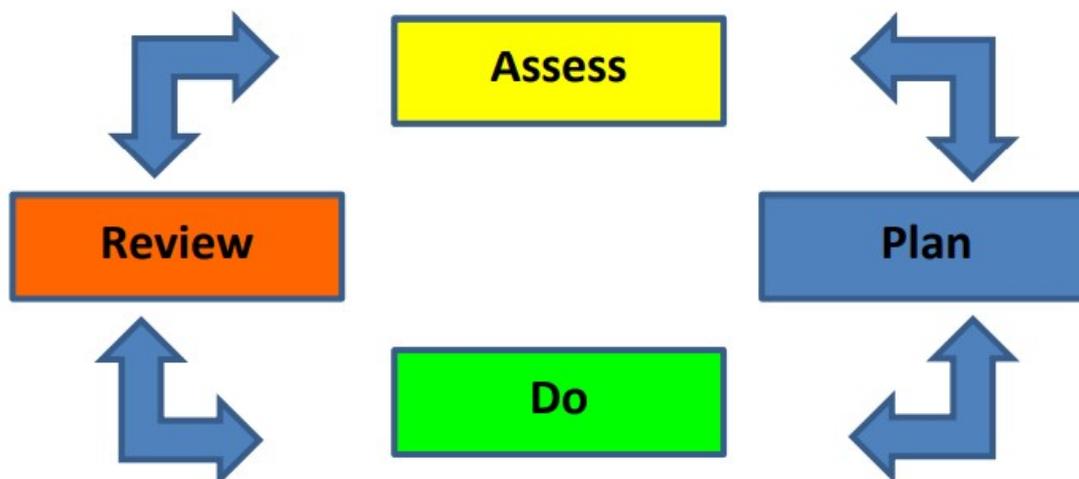
You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

You and your child will be encouraged to help formulate the targets on your child's IEP and will review them termly.

If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part 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 (Tapestry) 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 regularly throughout the year and involve the discussion of individual pupils by the head teacher, SLT members, the SENDCo, English & Maths subject coordinators and the class teacher.

Children's progress through the school is tracked on OTrack and the SENDCo 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, despite 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 SENDCo 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 SENDCo, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

Review

IEPs 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 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 SEND 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

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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 SEND support provision, the SENDCo, 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school.

While at St Peter's we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

St Peter's makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a varied range of interventions to support the individual needs and barriers of all children with SEND.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 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 including representation of pupils with identified SEND on our school council.

5.8 Additional support for learning

As a school, we provide Quality First Teaching for all pupils, differentiated to the needs of all. Teaching time is allocated from a qualified teacher or the SENDCo 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 SENDCo. 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.

Our teachers, Teaching Assistants and Learning Support Assistants are trained in a broad range of interventions and regularly receive training, relevant to their current situation, to support them in providing the highest quality, personalised and focused interventions possible for our pupils.

We work with a broad range of agencies to provide support for pupils with SEN.

5.9 Expertise and training of staff

Our SENDCo has experience in this role and works as a class teacher at the school as well.

They are allocated 1 ½ days a week to manage SEN provision.

This role may involve specialist teaching for individuals or groups of learners with SEND. Other teaching professionals are deployed by the SENDCo to provide specialist teaching for individuals and groups of learners with SEND. All the TAs in the school have received training in SEND interventions. In addition, some volunteers are used who have also received training in the areas in which they are working.

We have a team of 9 teaching assistants, including 1 higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

Members of the St Peter's team have experienced training in one or more of the below areas:

- Talk Boost

- Language Training (ie Colourful Semantics, Cued Articulation)
- ASD support
- Positive behaviour management
- On-going advice from outside specialists (Speech and Language Therapist, Occupational Therapist, Educational Psychologist)

5.10 Securing equipment and facilities

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.

- The school uses ICT support to aid with learning; the programs used are Clicker 6.
- Tablets
- Gross and Fine motor skills support equipment (i.e. Wedge seating cushions, pencil grip supports).

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 SENDCo on a needs basis.

Teaching time is allocated from a qualified teacher or the SENDCo 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 SENDCo. 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.

5.11 Evaluating the effectiveness of SEND provision

To monitor children's progress and the effectiveness of SEND provision the following takes place:

- Termly assessments of all children in the core subjects (Reading, Writing, Maths and Science).
- Half termly year group meets with the class teams and Headship team to discuss progress, attainment, intervention and support in place and the impact of these. This is fed into the support 'Plan Do Review Assess' model previously outlined on the Graduated Response chart for each year group which is updated regularly, in response to the needs of each class.
- The Graduated Response Chart identifies how the needs in each class are met at a **Wave 1 level** (high quality in class provision), **Wave 2 level** (specific interventions that take place outside of class by the school team) or **Wave 3 support** (specialist involvement, such as an Educational Psychologist, Speech and Language therapist or Occupational therapist). For example:
- Pupil progress meetings take place each term with all teachers and the Leadership team. Progress and attainment is discussed, and the impact of additional support assessed. The graduated Response chart is updated as appropriate and the targeted support for the following term identified and planned for.
- IEP (Individual Educational Plans) review meetings each half term. Progress towards identified targets is assessed and targets adjusted as needed, with a plan for how to support the child to meet these targets.
- Annual review meetings each year for children who have a statement of Special Educational needs or an EHC PLAN (Education and Health Care plan). These take place twice a year if below the age of 5 Years.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a pre-agreed number weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Sayer's Croft Activity Centre.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- 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 SENDCo 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.
- We regularly review the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils
- The school's accessibility plan
You can find our school's accessibility plan on the school website.

5.13 Support for improving emotional and social development

At St Peter's we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that, in particular, your child's class teacher, the teaching assistants and the SENDCo are available to provide support to match your child's needs.

You should also feel free to contact your child's class teacher if you have any concerns.

We have a school therapist to support our pupil's mental health.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If a Class teacher, in partnership with the SENDCo 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. For example:

- Occupational therapist (Individual contact basis)

- Speech and Language Therapist
- Educational Psychologist: Ask the SENDCo for details
- School Nurse: Ask SENDCo for details
- For Parent support information please visit the Westminster Council page:<https://www.westminster.gov.uk/parenting-services-information>

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

If you have any queries or need further clarification, please do not hesitate to contact a member of the City of Westminster Special Educational Needs team, who are based at the address below:

The Town Hall, 2nd Floor, Green Zone, Hornton Street, W8 7NX

Telephone: 020 7361 3311

5.17 Contact details for raising concerns

Talk to your child's class teacher about your concerns. It is likely that the class teacher will have discussed your concerns with the school Acting SENDCo, Miss Hind. You may wish to arrange a meeting with Miss Hind through the school office. If you continue to have concerns arrange to discuss these with Mrs Shayler, Acting Head teacher, through the school office.

5.18 The local authority local offer

Our local authority's local offer is published here: [SEND Local Offer | Westminster FIS \(openobjects.com\)](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives