

St Peter's



Church of England
Primary School

St. Peter's Church of England Primary School Special Educational Needs and Disability Policy

Excellence in all we do, Excellence in who we are and Excellence in our service with others

St Peter's Church of England Primary School is a welcoming, inclusive family with a strong Christian ethos, a vibrant community, and a commitment to excellence for staff and children.

We are a school where in a nurturing environment our children and staff feel secure and develop enthusiasm and confidence to learn and achieve.

Our learning environment is exciting and encourages all to participate.

Our curriculum is stimulating, broad, creative and relevant, and focused on the whole child so that they are well prepared and equipped for the future.

For more than two hundred years St Peter's Church of England Primary School has been committed to serving the community of Portishead; it is our commitment to both protect this heritage and continuously innovate and improve so that present and future generations may also benefit from a school committed to ***excellence as standard***.

Our Vision for ***Excellence as Standard*** is summed up in this way:

"..the excellent school is a place where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical, and expect more than others think is possible..." Roy Blatchford

We value every person who is part of our community by respecting and nurturing their uniqueness, responding to their diverse needs, and by doing all we can to enable them to reach their full potential.

"An **educationally inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather, it involves taking account of the pupils' varied life experiences and needs. The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes.

They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps- in the classroom and beyond – to meet pupils' needs effectively, and they promote tolerance and understanding in a diverse society."

(Reference: Evaluation Educational Inclusion – OFSTED 2012)

Educational inclusion is a broad concept. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of **different groups** of pupils within a school.

Different groups could apply to any or all of the following:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with special/additional educational needs and disability (SEND)
- Pupil Premium (those in receipt of free school meals, or have had in the last six years, 'looked after' children, children whose parent/s are in the Forces)
- Other children, such as sick children, young carers and those children from families under stress
- Children who are at risk of disaffection and exclusion

We believe that every child and young person should have equal right to:

- Be included as a valued, responsible and equal member of the learning community with all other children and young people of the same age
- Have access to a broad, balanced and inclusive curriculum experience and differentiated teaching and learning
- Support to enable them to achieve their full potential and to be included in a lifelong learning process
- Have their views heard and contribution recognised

At St. Peter's school, we have several policy documents that together describe how we will ensure that all those connected with the school can be fully included in all our activities.

They include policies for:

- Inclusion/ Special Educational Needs and Disability (SEND) – Including the 'Information Report' and LSP SEND Policy
- Equal Opportunities
- Behaviour
- Anti-Bullying
- Equalities Plan
- Safeguarding
- Use of Restricted Physical Intervention with children with challenging behaviour
- Dealing with children with ongoing health needs (Health Care Plan)

This is not an exclusive list, and will change as and when new policies are developed and consulted upon and agreed by the school.



St. Peter's Church of England Primary School Special Educational Needs and Disability Policy

This policy should be read in conjunction with our Information Report, Equalities Policy and Medical Conditions Policy.

The definition of Special Education Needs (SEN Code of Practice, 2015) is as stated:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age, or
- b) 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

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

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.

At St Peter's, the responsibilities for SEND are divided in the following ways:

Governing Body responsibilities –

The Governor with responsibility for SEND is **Rebecca Fuller**. The duties of the Governing Body are set out in the SEND Code of Practice 1:16 "All maintained school governing bodies have important statutory duties towards pupils with special educational needs. Governing bodies should, with the head teacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without statements. They must set up appropriate staffing and funding arrangements and oversee the school's work."

1:22 "Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the Governing Body will ensure:

- they are fully involved in developing and monitoring the school's SEND policy
- all governors, especially SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND is an integral part of the school development plan
- The quality of SEND provision is continually monitored."

To fulfil these responsibilities, the SENCO and the Governor with responsibility for SEND, will meet each term.

Head teacher responsibilities –

“The Head teacher has responsibilities for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The head teacher should keep the governing body fully informed and also work closely with the school’s SEN co-ordinators or team” (1:39, SEND Code of Practice). This may be done by inviting SENCO’s to give reports.

SEND co-ordinator:

The SENCO (Special Educational Needs Co-ordinator) for our school is **Mrs Lynne McCullough**. She is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school. The SENCO is a member of the Senior Leadership Team (SLT) and she works closely with the Head teacher and fellow support staff.

The SENCO responsibilities include:

- Overseeing the day-to-day operation of the school’s SEND policy; local offer
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEND support;
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils needs effectively;
- Liaising with parents of children with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and LA support services (Somerset Local Authority);
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all children with SEND up to date.

The school will ensure that the SENCO have sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles in a school.

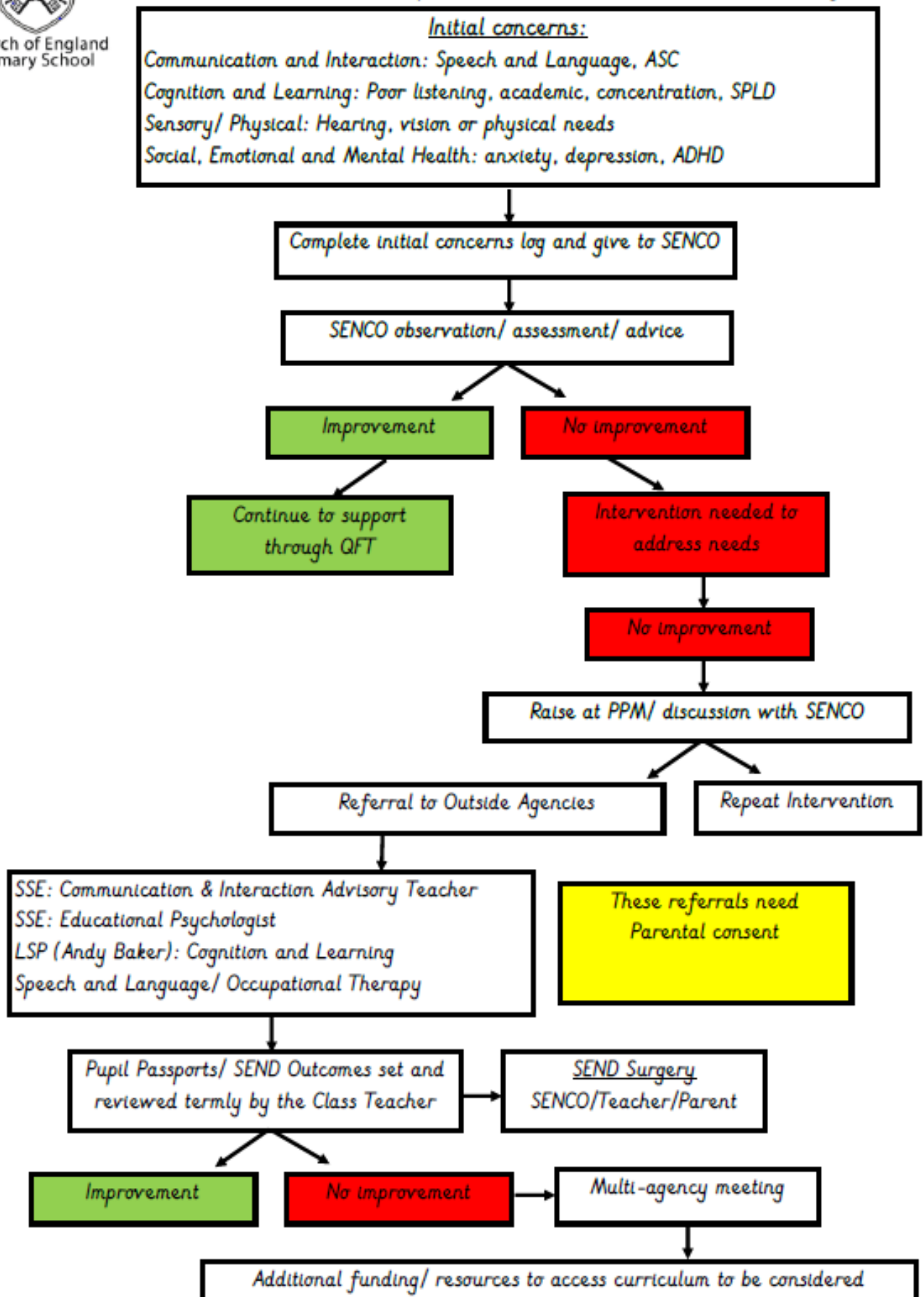
(Code of Practice, 2015)

All teaching and support staff responsibilities –

All staff should be made aware of the SEND policy and fully aware of the school’s procedures for identifying, assessing and making provision for pupils with SEND (see flow chart). Relevant training is attended by the SENCO, class teachers and LSAs and disseminated to all staff (as is appropriate). Particular support will be given to newly qualified Teachers and other new members of staff.



St. Peter's C of E Primary School
Identification of Special Educational Needs and Disability



How we support children with SEND:

Admission arrangements for pupils with SEND:

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The Governing Body uses the LSP admissions criteria. The school's SENCO/ Head Teacher or other relevant staff members may attend meetings (usually arranged by the nursery) prior to the child starting school to enable us to prepare for the child's start in school life, and understand their needs and ensure that the correct provision is in place for a smooth transition. The school may also work with external agencies such as Portage or the Link Programme who also support the child in their transfer from nursery to school. Consideration is taken as to whether the facilities we can offer are consistent with the best interest and safety of the child.

SEND Information Report

The school sets out its SEND information in the SEND Information Report developed by the staff and parents of the school. This report is accessible on the school's website and in summary form and is intended to provide parents with the information that they require to make informed decisions about their child's education.

Specialisms and Facilities:

Across the school, we have a range of experience in supporting children with a variety of needs. Staff have been trained in many areas including; speech and language, Autism, TEAM Teach, monitoring blood sugar levels, occupational therapy support, and behaviour and dyslexia, and have disseminated training materials to other members of staff.

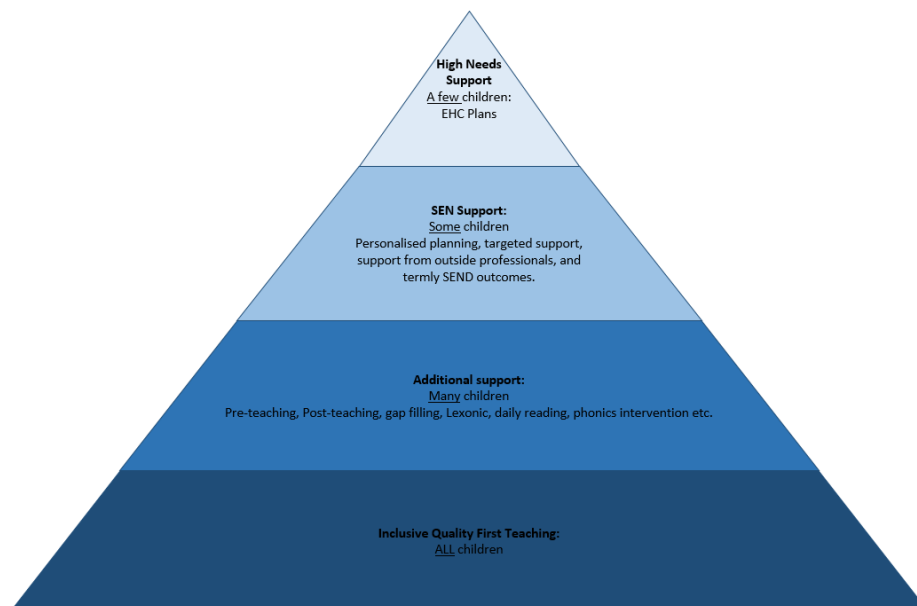
We have a shower/wet room and two toilets for the disabled as well as a First Aid Room for supporting the needs of children with medical conditions.

Arrangements for access to the curriculum for pupils with SEND:

SEN support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.



The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children through a balanced and broadly based curriculum. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. We aim for all children to have a chance to access all areas of the curriculum at their own level. Provision is a wide concept and can appear in many different ways: visual displays, personal number squares, personal word banks, simplified use of language, booster/catch-up programmes, LSA/TA support in class etc. Work in class will be appropriately differentiated and children may experience partner or group work as well as individual tasks. Advice from external agencies will be sought if necessary (please see the flowchart).

How pupils with SEND engage in activities the school has to offer:

Children with SEND have the right to equal opportunities as any other child in school. They will have the chance to be involved with the extra-curricular activities the school has to offer – i.e. swimming lessons, school trips, lunchtime and after school clubs. However, some of these may need to be discussed prior to attendance and necessary arrangements put into place.

Allocation of resources:

The level of funding is set by North Somerset Council. The school allocates this funding according to need and where the criterion is met from Top Up Funding documents. In the first instance, support may be in the form of:

- Small group support
- 1:1 support
- SEND Outcomes drawn up in conjunction with parents which breaks individual need into small steps
- Specialist training so that staff can meet the needs of the children more effectively e.g. whole school INSET day/twilight training.
- Special books, equipment and classroom resources (including ICT).
- SENCO – Non-contact time facilitates the updating of records, conducting annual reviews, conducting IEP surgeries, appraisals of 1:1 support staff, resourcing, training, monitoring/observations, data tracking meetings, SILP reviews, referrals to outside agencies, liaising with outside agencies, gathering evidence to support applications for Top-Up funding/EHCP assessment, delivery of SEND updates during staff meetings.

- Teaching staff – Non-contact time for reviewing IEPs (IEP surgery) and other SEND requirements, e.g. meetings with outside agencies and parents.
- Specialist support, e.g. Speech and Language Therapy or Occupational Therapy organised by the school.

Top Up Funding:

Some children may qualify for additional funding from the LA and details of which can be sought from the school.

Transition between schools:

When a child moves to another school their records will be transferred to the receiving school within 15 days of the pupil not being registered at the school, as required under the Education (pupil information) regulations 2000.

Transition to Secondary School:

The secondary school SENCO will be invited to attend Year 5 and Year 6 Annual Reviews/Multi-agency Meetings for children with a statement of SEND or who have complex needs. Arrangements will also be made for the secondary SENCO to discuss other children with SEND with the SENCO/class teacher.

We have close links with the local Secondary schools and have set up a programme of extra induction visits for pupils with SEND. In recent years, children with identified SEND needs have received an enhanced transition programme. During these sessions, children have had additional visits their secondary school to begin to feel more familiar with the setting and staff. We feel this is a great opportunity for children to get to know some members of staff prior to them starting their secondary school.

Involving children:

We recognise that children should be involved in decisions about their education. "Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability".

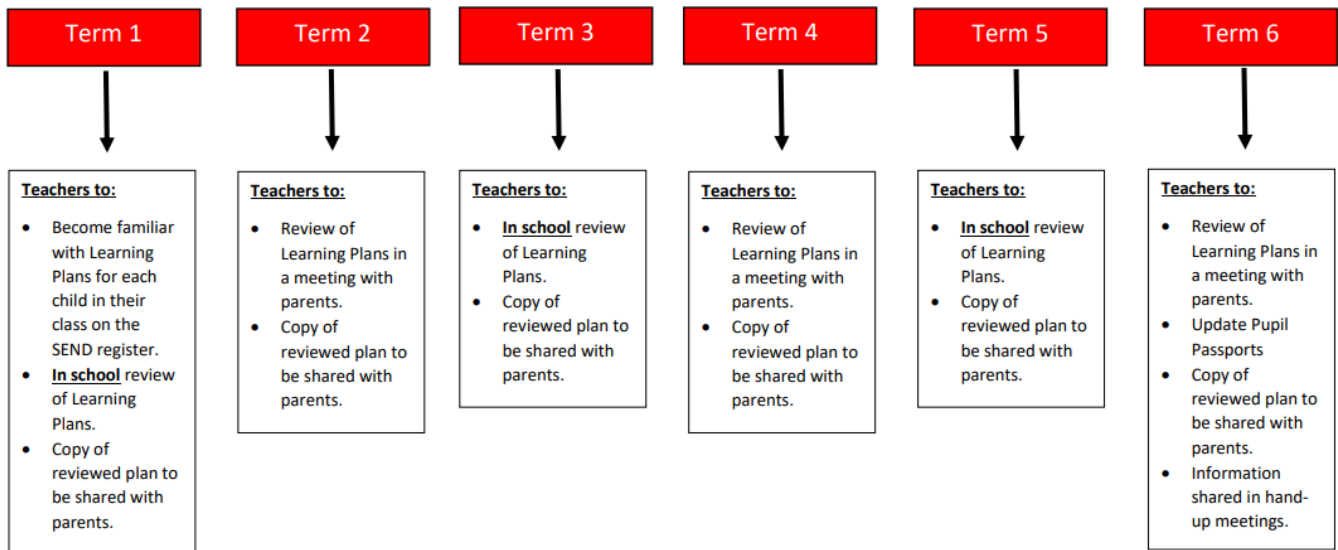
(Code of Practice, 2014)

We do this at St Peter's by sharing and reviewing termly targets with the children which in turn feeds into their next SEND Outcomes. Their views are also expressed during Annual Reviews and Multi-agency meeting, SEND Outcome Surgeries etc. where appropriate. Where appropriate, Pupil Passports are drawn up in conjunction with the child, their teacher and their parents.

Partnership with parents:

We recognise that Parent/carer involvement, views and support is vital to the success of *all* children and especially those with SEND. Parents are seen as partners in the education process and will be kept informed of additional or different provision being given to their child. They will be formally invited to attend SEND review meetings, where they will be involved in discussing progress and setting appropriate targets with the class teacher and/ or SENCO. External agencies may send review reports to parents and may meet parents in person to discuss their child. The school will also be sent copies of all reports and parents can request copies of these.

St. Peter's C of E Primary School
SEND Review Process



Parents and pupils are an important part of the review process and will be:

Parents: Invited to share comments, feedback and suggestions regarding their child's targets on Learning Plans as well as information in Pupil passports.

Pupils: Every child on the SEND register will have input into the review of each Learning plan as well as information held with the pupil passport.

External Agencies:

Advice or support from outside agencies/specialists is sometimes required so that alternative interventions can be put in place. External agencies are usually requested through a referral prompted by the SENCO (following the process outlined in the flowchart). The outside agency will then support the child through school observations, attendance at annual reviews/multi-agency meetings and through written reports.

Links with support services and other facilities:

The SENCO is in regular contact with support services who are involved with supporting specific SEND children. There are also good contacts between all agencies and can be contactable easily via telephone, e-mail, post etc. These take place on the school premises with the SENCO present.

Links with external agencies/voluntary organisations:

Many external agencies have already been mentioned under the sub-heading 'Links with Support Services.' There are many other external agencies within the LA – i.e. School Nurse, CAMHS (Children and Adolescent Mental Health Services), Education Family Support, Occupational Therapist, Physiotherapist, Community Paediatrician, Social Services etc. This can be contactable through your GP or referrals through school if required.

Concerns and issues:

If a parent is concerned about the provision that their child is receiving, they should firstly discuss it with the child's class teacher or Key Stage Leader. The matter will then be discussed with the SENCO. If the matter is not fully resolved, parents have access to the formal complaints procedure as outlined on the website.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Under the SEND and disability Act 2001, parents may seek advice on resolving disagreement with the LA and school through an independent mediation service. School will make further information about this process available on request.

Evaluating success:

The effectiveness of the SEND provision will be reported to the Governors on at least an annual basis via the curriculum committee.

On a termly basis, children's progress will be monitored through the following ways:

- Monitoring of classroom practice by staff members (head teacher, subject co-ordinators, teachers working together, SENCO) focusing on the progress children make
- Analysis of pupil-tracking data and test results (discussed with the Assessment Lead Teacher, Head teacher and Phase Leader)
- SENCO discussions with the SEND Governor
- Vulnerable Learner Staff meetings 6x per year
- The school self-evaluation form (SEF) and RAPP
- The school's annual SEND Review, which evaluates the success of our policy and sets new targets for development
- The school's Development Plan which is used for monitoring provision in the school
- Meetings with parents and staff, both formal and informal, to discuss SEND Outcomes and targets, revise provision and celebrate success.
- Termly monitoring of 1:1 staff.

Supporting pupils at school with medical conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education Health and Care plan (EHCP). For more information, please see the school's policy on supporting pupils with medical conditions which can be found on the school website.

This policy will be reviewed as part of the Governors' rolling programme and will be reviewed on an annual basis.

Reviewed and approved by the LGB on 7th December 2022
Next review to take place in December 2023