



St Peter's C of E Primary



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**St Peter's C of E Primary Academy
Special Educational Needs and Disability (SEND) Policy**

Date	Full Formal Review Date	Head Teacher	Special Educational Needs & Disability Co-ordinator (SENDCO)	Nominated Governors
November 2024	November 2025	Mrs E Houghton Hill Mr J Foxon	Mrs L Hodge	Mrs K Esmond

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

Mission Statement

St Peter's C of E Primary Academy (SPA) seeks to provide a high-quality academic education for all pupils according to their individual needs, and to develop attitudes of mutual respect and responsibility. It aims to give high priority to the spiritual development of the whole school community in a Christian environment.

Introduction

At SPA, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs and Disability (SEND) meet the definition of disability but this policy covers all of these pupils.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2015.

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.

There are four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- ☒ Sensory And/Or Physical Needs.

We have children in all of these categories of SEND.

The SEND Local Offer (<https://sendlocaloffer.nelincs.gov.uk/>) is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North East Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. See the school's website for a copy of our SEND Information Report which details the school's SEND offer.

Aims and Objectives

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.

Our aims are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.

- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives

- Identify the needs of pupils with SEND as early as possible. 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 in order to aid the identification of pupils with SEND.
- Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have access to the National Curriculum. This will be coordinated by the Special Educational Needs and Disability Coordinator (SENDCO) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

We work with parents to gain a better understanding of their child and involve them in all stages of their child's education. SPA is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every child. The school recognises that parents have valuable knowledge and experience that will contribute to the shared view of their child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. SPA works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life membership of the School Council. Children and young people with special educational needs have knowledge of their own needs and what may help them in their Learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

SPA recognises that each child will have unique needs and welcomes all children irrespective of their need. We will endeavour to provide a quality educational experience, which is effective in meeting their specific needs. This would be agreed upon in consultation with parents and outside agencies. These may require physical adaptations to the school, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experience to which they are entitled.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards or a diagnosis of dyslexia, dyspraxia, Autism Spectrum Disorder (ASD) etc. It is good practice to support all children but is vital for those who particularly need additional support. Our children access the full National Curriculum, and we recognise and celebrate achievement and expertise in all curricular areas. As part of normal classroom practice, curriculum content and ideas can be adapted, simplified and/or made more accessible by using visual, tactile and concrete resources to suit individual learning styles.

SEND Procedure and Practice

The school is committed to early identification of special educational need and adopts a graduated approach to meeting special educational need in line with the Code of Practice (2015). (See Appendix 1)

Quality First Teaching

Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Identification Methods used at SPA:

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
 - Foundation Stage entry profile assessment.
 - During a child's school career parents or a class teacher may raise a concern.
 - Pupil progress meetings with the Head teacher, Class Teacher, may raise a concern about a child's progress.
 - Regular progress and target setting meetings between class teachers, the intervention teachers and HLTA's may highlight any concerns regarding progress and understanding.
 - The child's class teacher may assess their needs and, in consultation with parents, identify the level of support they are likely to require.
 - More formal assessments may be completed if needed with the SENDCO.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties, taking a holistic view of the child.
- c) The child's class teacher will take steps to provide adapted learning opportunities and reasonable adjustments that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need in order to address their needs and move forward.
- f) If a pupil has recently been removed from the SEND register, they will continue to be monitored to ensure they continue to make progress.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parents will be invited into school for a review each term to discuss their child's progress.

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child.
- j) The SENDCO will monitor and track progress of all SEND pupils on a termly basis using a small steps approach.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of which interventions are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral For An Education, Health And Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans (EHC Plan) will combine information from a variety of sources including:

- Special Educational Needs Policy 2015
- Parents
- Other Professionals
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The aforementioned information will be recorded on 'My Plan' for each individual pupil. A decision will be made by a group of people involved: from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or EHC Plan will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer

to secondary school, the SENDCO from the secondary school will be invited to and informed of the outcome of the review.

Working In Partnerships With Parents

SPA believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- continuing social and academic progress of children with SEND.
- personal and academic targets are set and met effectively.

SPA is committed to working in partnership with parents, children, and other members of the school community as well as outside agencies to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Information on support agencies, including the Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIASS), is available from the SENDCO.

We can always be contacted for an appointment to discuss other concerns. Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENDCO: Mrs L Hodge can be contacted by phoning the school office 01472 691964 or by email: louise.law@stpeters.laat.co.uk

Parents are kept up to date with their child's progress through parent's evenings, IEP meetings, review meetings and reports throughout the year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND governor may also be contacted at any time in relation to SEND matters, via the school office.

Links with Other Agencies and Voluntary Organisations

SPA invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Specialist Advisory Service (SAS)
- Early Years Team

- Education Psychology Service (EP)
- NAVIGO neurodevelopmental services (ASD and ADHD)
- Young Minds Matter (formally CAMHS)
- Social Services
- Speech and Language Service
- Occupational Therapists
- Physiotherapists

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Meeting, on the first morning, with Pastoral Teaching Assistant to discuss our behaviour and reward systems, our expectations and any other concerns/issues that the child may have.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to obtain photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.
- Home visits are conducted for those children starting in EYFS.

Transition to Secondary School

Transition reviews for Year 6 pupils, who have EHC Plans, are held, where possible, in the Autumn term of Year 6. The secondary school SENDCO is invited to Annual Reviews and attend other review meetings, where possible. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

During the Spring/early Summer term the Year 6 teacher and the SENDCO meet with staff from the secondary feeder schools to discuss the pupils making the transition into Year 7. Information exchanged during these meetings includes:

- Siblings
- Friendship groups
- Interests
- Strengths
- Any musical instruments played
- SEND
- If a pupil would benefit from additional visits to the school

During July, School SENDCO, liaises with each secondary school to communicate with the SENDCO &/or school nurse in order to discuss our SEND pupils. We try to ensure that the new school has an in-depth knowledge and understanding of the child and their individual needs, share their current data, relevant information and to personally hand over the pupil file.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such as the annual report to parents and Head Teacher reports to the Governing Body
- information displays in the main school entrance.

Equality Impact Assessment

As a school community, we have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Assessment on Entry and in-school transition

Any child who joins the school will have an initial assessment.

When a child joins EYFS (Reception Class) – this process starts as soon as the school has confirmation that the parents have accepted the place. The school SENDCO and / or the EYFS team will:

- Meet every parent / carer (either at an open day or by special arrangement) to talk about the child and gather information, give out survey / questionnaire about what the child can / cannot do, speak with any nursery provision and any already involved outside agencies – to build a profile of each child. In addition, during taster days' children and parents will be given the opportunity to add to this information base.

Any child who joins the school into another year group will have an assessment (might be very informal) based on information from family and the transferring school. If the records or family indicate SEN, then the SENCO will arrange a meeting with family and contact previous school for more information.

In-school transition:

- Particular care will be taken with the FS2 to Y1 transfer and staff will work with the SENCO to arrange an appropriate handover of information for any children with SEN.
- Transition from KS1 to KS2 will be the responsibility of the Head of School and the SENCO.

Role of the School Council

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

Monitoring the Effectiveness of the Policy

A review of the **SEND policy** document is undertaken every year. The SEND policy is a working document and is kept under constant review.

Date last reviewed: November 2024

Next review date: November 2025

SENDCO Mrs L Hodge		Date:	November 2024
Head Teacher Miss E Houghton-Hill		Date:	
SEN Governor Mrs K Esmond		Date:	
Chair of Governors Mrs K Esmond		Date:	

Useful website for parents of children who experience SEND:

- <http://www.nhs.uk/Livewell/Childrenwithlearningdisability/Pages/Education.aspx>
- [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.p df](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)
- [NELC SEND Local Offer | North East Lincolnshire Special Educational Needs & Disability \(nelincs.gov.uk\)](#)



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Appendix 1

St Peter's Church of England Primary Academy

A Graduated Response

Stage 1

Quality First Teaching (QFT)

All scaffolding, additional resources/strategies used to support teaching and learning within the classroom.

If, despite scaffolding, additional strategies and resources, no measured progress is evident after at least a half term, begin stage 1 of the graduated approach.

In partnership with the parent/carer and child, the class teacher will complete a pupil profile document.

The aim of this document is to gather as much information as possible about the child to help them to progress in school. From this, an action plan will be created with targets to work towards and provision to support. This will run for a half term.

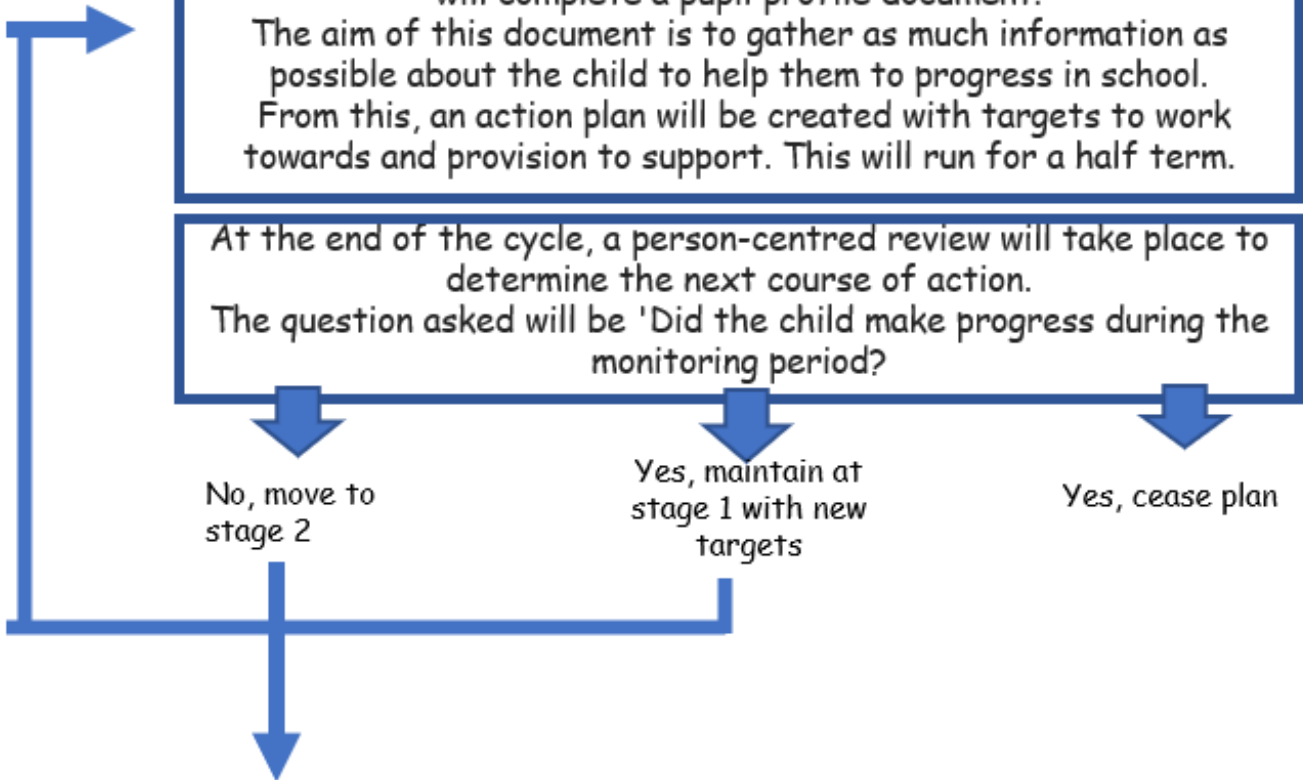
At the end of the cycle, a person-centred review will take place to determine the next course of action.

The question asked will be 'Did the child make progress during the monitoring period?'

No, move to stage 2

Yes, maintain at stage 1 with new targets

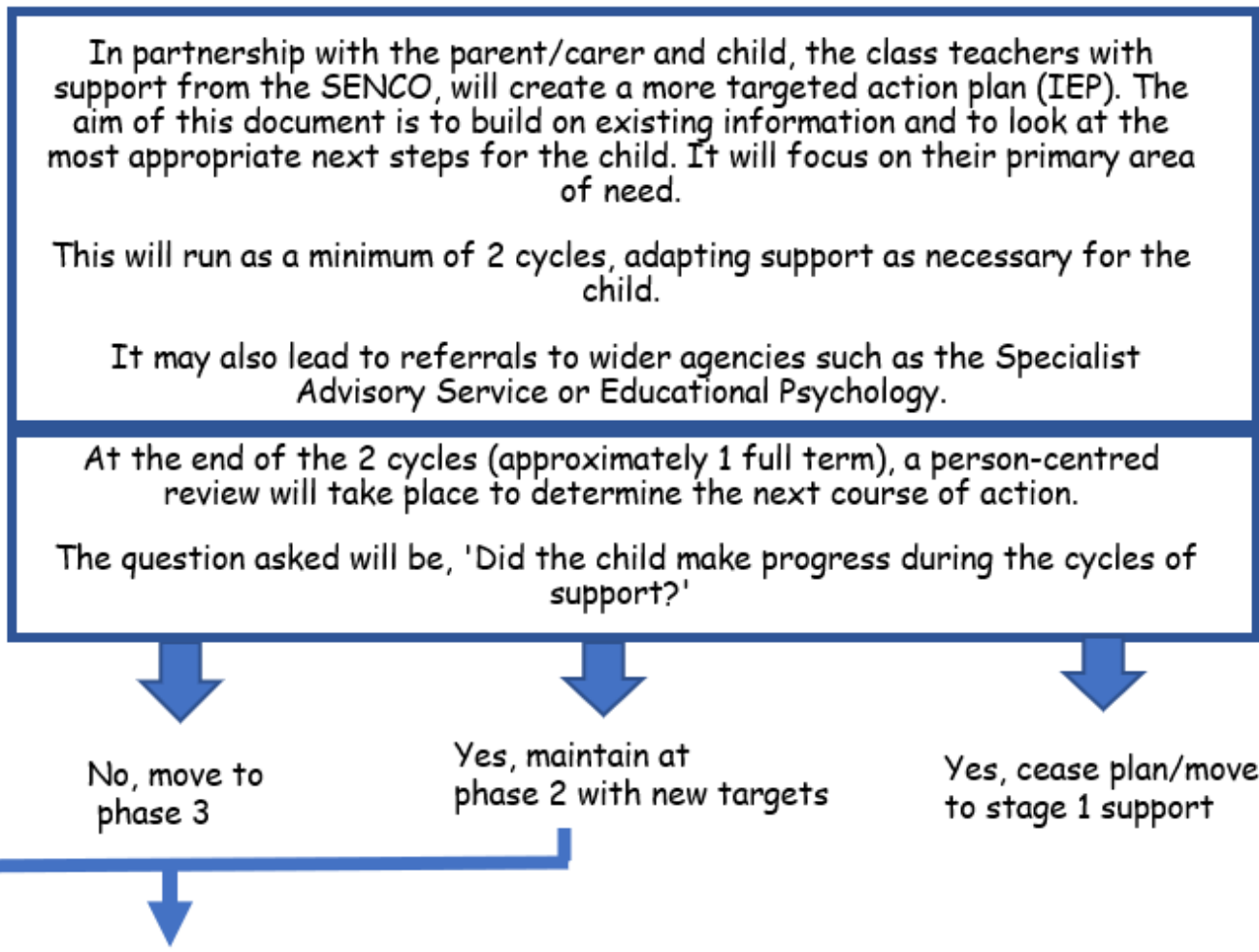
Yes, cease plan





Appendix 1

Stage 2





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Appendix 1

Stage 3

In partnership with the parent/carer, child and any supporting agencies, the class teachers and SENCO will work together to look at the most appropriate next steps for the child.

It is likely that an EHCAR form will be completed during this cycle.

Evidence towards the Education, Health and Care Plan is submitted to a panel who then decide whether they will further assess.

If an assessment is agreed, there are two possible outcomes.

No plan is issued, the child can be supported by provision in school.

An Education, Health and Care plan is issued. This is a legally binding document which sets out the provision a school is expected to provide for a child and will be reviewed annually.

Parental option to appeal the decision