

Leigh St Peter's CE Primary School



SEND POLICY

Member of Staff Responsible:	Sarah Dring
Signed (Chair of Governors):	Margaret Hughes
Signed (Headteacher):	Kevin Robinson
Date Policy Adopted:	January 2024
Policy Review Date:	January 2025

Leigh St Peter's CE Primary School

SEND Policy



Our Christian Vision is:

"Let Your Light Shine" Matthew 5:16

Vision & Values:

Our Christian Vision is to provide a happy, safe, and caring high quality learning environment where all members of the school community have the opportunity to flourish; 'living life in all its fullness'. Our Christian Values have been developed in line with everyone who is invested in our school community: its pupils, parents', staff, and governors and we aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

1. Introduction:

This document is a statement of the aims, principles, and strategies for provision, for children with Special Educational Needs at Leigh St Peter's CE Primary School.

Definition of special educational needs: **SEND Code of Practice, 2014**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or 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".

2. Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 3.65 and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools DfE 2013](#)
- [SEND Code of Practice 0 – 25 \(updated May 2015\)](#)
- [Schools SEN Information Report Regulations \(2014\) and Statutory Guidance on Supporting pupils at school with medical conditions April 2014](#)
- [The National Curriculum in England](#)
- [Safeguarding Policy](#)
- [Accessibility Plan](#)
- [Teachers Standards](#)

3. Aims:

Our overarching principle is one of inclusion. All children have the greatest possible access to a broad and balanced education which includes the National Curriculum. All children will access learning which meets their social and learning needs. We aim to reduce possible barriers to learning, so that all children will: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

We intend that:

- The needs of all the pupils who may have special educational needs and/or disability (SEND) either throughout, or at any time during, their time at Leigh St Peter's Primary School will be met and provided for in the most suitable and appropriate way.
- We provide quality first teaching for all children by adopting an inclusive approach to teaching and learning.
- Children with SEND are given equal opportunity to all aspects of the school curriculum and wider life and activities.
- We foster a person-centred approach by developing close and trusting relationships between parents, children, and outside agencies.

4. Objectives:

We will achieve these aims by:

- Working within the guidance of the SEND Code of Practice.
- Providing a broad, balanced, relevant and adapted curriculum which meets the needs of all pupils through appropriate planning and teaching approaches.
- Identifying and assessing children with special educational needs at the earliest possible stage within their school career and to act accordingly to ensure support is provided.
- Monitoring and ensuring the appropriate provision for the child's needs from the earliest possible time.
- To show an understanding that supporting difficulties in learning and / or behaviour, is part of a high-quality mainstream education service.
- To work in partnership and develop effective working relationships with the child's parents and other external professional agencies, to provide for the child's individual needs.
- Managing effectively and appropriately the resources in school for meeting the special educational needs.
- Supporting and contributing to any Educational Health Care Plans (EHCP) and ensuring necessary provisions are made and annual reviews are carried out.
- Ensuring that all staff both teaching and non-teaching are made aware of individual pupil special needs and providing support and advice.
- Considering the ascertainable wishes of the child concerned, considered in the light of their age and understanding.
- Ensuring that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move throughout the school.
- Keeping clear, precise, and accurate records of each child's achievements and ensuring these records are factual, up-to-date, and reliable.
- Promoting self-worth and enthusiasm by encouraging independent learning at all developmental stages.
- Ensuring that parents and Governors are aware of our Special Needs Policy and providing a Special Educational Needs Co-ordinator (SENCo)

5. Responsibilities:

Provision for children with special educational needs is a matter for the whole school. All members of the school community (teaching and non-teaching staff, parents, pupils, and governors) work towards the school aims by:

- Helping with the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing, and making provision for pupils with special educational needs.
- Upholding a committed approach to ensuring effective provision is provided.

5a. Responsibilities of the SENDCo:

The SENDCo, Mrs. Dring, works towards the school's aims by:

- Coordinating all support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to ensure all children receive a consistent, high-quality response to meeting their needs in school.
- Writing individual APDR's for all children on the SEND record including those with an EHCP plan and supporting the teachers to ensure that parents are: involved in supporting the child's learning, kept informed about the support the child is getting, and involved in reviewing the child's progress.
- Liaising with all professionals who may come into school to help support the child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record (a system for ensuring all SEND needs of pupils in this school are known) and making sure that there are effective records of the child's progress and needs.
- Providing support for teachers and support staff in the school – so they can help children with SEND in school achieve the best progress possible.

5b. Responsibilities of the Class Teacher:

The class teacher works towards the school's aims by:

- Checking on the progress of the child and identifying, planning, and delivering any additional help the child may need (this could include targeted work, additional support) and liaising with the SENDCo regarding progress.
- Contributing to programmes of work and sharing and reviewing these with parents/ SENDCo.
- Reading all reports and relevant information provided by outside support and agencies: TESS, EP, SALT to aid in the planning of work.
- Contributing to all EHC annual reviews.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach.

5c. The responsibilities of the Headteacher:

The headteacher works towards the school's aims by:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Overseeing provision for children with special educational needs.
- Keeping the governing body fully informed of any issues in school relating to SEND.
- Working closely with the SENDCO to coordinate provision.
- Holding teachers accountable for quality first teaching of children with Special Educational Needs.

5d. The responsibilities of the governing body:

The governing body works towards the school's aims by:

- Making sure that the necessary support is made for any child who attends the school who has SEND and liaising with the school SENDCo to kept informed.
- Keeps up to date with current and new legislation for SEND.
- The dedicated Governor responsible for SEND, Mrs. Halliwell, is knowledgeable about the SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure that SEND is an integral part of the school improvement plan.
- Has regard to the SEND Code of Practice when carrying out duties towards all children with special educational needs.

6. Admissions:

Children who have an EHCP that names the school as part of the planned provision will be offered a school place without reference to the admissions criteria. The admission arrangements for children with special educational needs are exactly the same as the admission arrangements for all other children. The special needs policy document will be used in conjunction with other school policies.

7. Access and inclusion:

Leigh St Peter's is a single storey building which has disabled access. There are no steps in the building and all external doors/internal doors are suitable for disabled access. Special adaptations have been made to provide a toilet facility for persons with physical and medical disabilities. There is a disabled parking bay situated near to the main entrance.

There is a room which can be used for private therapy.

The school has a facility for the safe storage of medicines which qualified staff may need to administer.

At Leigh St Peter's we adhere to the three basic principles of inclusion namely:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
4. Specialist advice from outside agencies, specialist aids and equipment will be provided as appropriate.

8. Resource allocation:

The delegated SEND budget that Leigh St Peter's school receives each year is carefully managed to ensure funding is specific and effective in meeting the need, provision, progress, and achievement of all SEND pupils. Provision is reviewed termly by the SLT. Classroom support in the form of Teaching Assistants is also available. The SENDCo will work alongside LA officers to develop Provision Mapping.

9. SEND Code of Practice, 2014; Categories of need:

The purpose of identification is to work out what action the school needs to take not to fit the child into a particular category. At Leigh St Peter's CE Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe
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	and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional, and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as trauma, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Communication and interaction	Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives.
Sensory or physical difficulties	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

10. Assessment and Identification of Needs:

We are continually assessing and monitoring both the academic and social welfare of all pupils within our school to ensure that everyone can achieve their full potential. School staff make continuous observations of all pupils in their care, both academically and in their wider school lives. These observations, along with various assessment data, may highlight issues or concerns for particular an individual pupil.

Where this is the case, in the first instance, teaching staff will have a conversation with parents, and with the SENDCO (Mrs Dring). If after that conversation and a sharing of concerns, further investigation or intervention is required, then and only then will we proceed –together with the parents. If a pupil is identified as of concern or not making progress, the school will set up a meeting to discuss this with the parents in more detail and to:

- listen to any concerns the parents may have
- plan any additional support the pupil may receive
- discuss any referrals to outside professionals to support the pupil's learning

We recognise the definition of SEND as stated in the Code of Practice 2014/2015, and we consider what is not SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

11. Support for Special Needs:

Graduated approach: Assess, Plan, Do, Review

All SEND support takes the form of a four-part cycle through where earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the pupils who have SEND. This cycle follows the pattern assess, plan, do, review. In each stage of the support process the class teacher and SENDCo will work through the assess, plan, review, do cycle.

Stage 1: Quality First Teaching –

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.

For a pupil this would mean:

- The teacher has the highest possible expectations for the pupil and all pupils in their class. All teaching is based on building on what the pupil already knows, can do, and can understand.
- Different ways of teaching are in place so that the pupil is fully involved in learning in class. This may involve things like using more practical learning or different resources.
- Specific strategies (which may be suggested by the SENDCo or outside specialist staff) are in place to support the pupil to learn.
- All pupils in school will be receiving this as a part of quality first teaching classroom practice.

Stage 2: School Support –

Specific group work within a smaller group of pupils: (Target Groups / Group Intervention) This group, often called Intervention/ target groups by teachers.

- The pupil will engage in small group sessions with specific group targets to help him/her to make more progress. This targeted support/ intervention will be monitored carefully and pupil's progress discussed with SLT at Pupil Progress Meetings.
- A teacher or a teaching assistant may run these small group sessions using the teacher's specific plans or the teacher would hold these sessions whilst the TA supported the class.
- Planned, targeted support, delivered in the classroom or outside in the resource area, with work carefully planned by the teacher to meet the needs of the pupils. If further outside expertise is needed, the SENDCo will arrange this.

Stage 3: School Support + -

This type of support is available for pupils with specific barriers to learning or a specific need that cannot be overcome through quality first teaching and small intervention groups. Following the graduated approach, this means that the pupil has been identified by the class teacher as needing some extra specific support in school. This type of support is available for any pupil who has specific gaps in their understanding of a subject/area of learning. The pupil will be placed on the SEND record following the definition of the Code of Practice.

For a pupil this would mean:

The pupil will have been identified by the class teacher/SENDCo (or a parent will have raised their concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. Evidenced based interventions may be delivered such as: Rapid Phonics, Maths Recovery, Precision Monitoring, Nurture Provision

- The parent will be asked to come to a meeting to discuss their child's progress- usually at parents' evenings- to help plan possible ways forward. There will be specific targets agreed detailed on an

individual plan (APDR) The APDR will be written by the school SENDCo and the individual targets delivered and assessed by the class teacher.

- The parent may be asked to give their permission for the school to refer their child to a specialist professional e.g TESS or Educational Psychologist. This will help the school and the parent understand their child's particular needs better and enable better support for their child in school.
- The specialist professional may work with the pupil to understand their needs and make recommendations, which may include:
 - Making changes to the way the pupil is supported in class e.g. some individual support or changing some aspects of teaching to support them better. Using differentiated resources to support learning -reasonable adjustments / essential provision detailed on the child's APDR - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a language group
 - A group or individual work with an outside professional.

The school may suggest that the pupil needs some agreed individual support in school this will be delivered by a teacher and teaching assistant – the individual work will be planned by the class teacher and detailed on the pupil's APDR.

Stage 4: Specified Support: EHCP

This level of need is assessed by the Local Authority and is usually provided via an Education, Health and Care Plan (EHCP). This means the pupil will have been identified by the class teacher, SENDCo as having a significant need – severe, complex and lifelong - and may need a particular high level of individual or small group teaching. Usually, the pupil will also need specialist support in school from a professional outside the school e.g. Targeted Education Support Service or the Educational Psychologist. The professionals will firstly make recommendations that will be implemented, monitored, and evaluated. Then at a review meeting, if it is decided that support needs to continue then the school or parents/carers can apply to the Local Authority for an Educational Health Care Assessment.

For a pupil this would mean:

- The school (or parent / carer) requests that the Local Authority carry out a statutory assessment of a pupil's needs. This is a legal process which sets out the provision for the pupil.
- After the school / parent carer has sent in the request to the Local Authority, the LA will decide whether they think the pupil's needs, seem complex enough to need a statutory assessment. All professionals involved with the pupil write a report as part of the assessment outlining the pupil's needs. After the reports have all been sent in, the Local Authority will decide if the pupil's needs are severe, complex, and lifelong. If this is the case and it is agreed at a Local Authority professional panel, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support provided.
- The EHC Plan will outline the provision that the pupil will receive. It will also have long and short-term outcomes for the pupil. An additional adult may be used to support the pupil with whole class learning or provision may be made in small groups. The provision made in school is dependent on the pupil's needs and the outcomes written by the LA in the EHC Plan.

(For further information please see the flow chart to the Graduated Approach from the Local offer <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/LocalOffer/SEND-contact.aspx>.)

Exit from the SEN Record:

Once a pupil is identified as having SEND their progress and attainment is monitored carefully over time. If a pupil has made sufficient progress and after in-depth discussions with parents, class teachers, teaching assistants and other relevant outside agencies a pupil can be taken off the SEND record-register. If a pupil has made enough progress to exit from an EHC plan, a co-ordinated meeting will take place with relevant school staff and parents where the pupil's needs and progress are discussed; if there is a consensus of opinion a cease to maintain recommendation will be made to the Local Authority.

12. Supporting children at school with medical conditions:

The school recognises that pupils at school should have full access to education including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Therefore, careful arrangements are made to support pupils with medical conditions. Individual Healthcare Plans specify the type and level of support required to meet the medical needs of such pupils and are coproduced sometimes with the school nurse, usually with the pastoral mentor and the parents. Where children also have SEND, their provision is planned and delivered in a co-ordinated way with their healthcare plan.

13. Record Keeping:

The provision made for pupils with SEND is recorded accurately. Records are kept of the steps taken to meet the needs and the progress of the pupils on their APDR. The class teacher will use the school's APDRs and tracking system for recording the progress of the pupils. The class teacher, after discussion with the SENDCo / parents is responsible for recording the registration of the pupil into the first stage and the contribution to the creation of individual plans. (APDRs) The information kept forms part of regular discussions with parents about the pupil's progress, expected outcomes from the support and planned next steps. They ensure that there is accurate information to evidence the SEND support/ EHCp that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists is recorded as part of this overall approach. All SEND documents are stored safely in line with General Data Protection Regulations.

14. Providing curriculum access and inclusion:

At Leigh St Peter's CE Primary School, we aim to provide an inclusive approach to teaching and learning by:

- Teaching SEND pupils in mainstream classes, or through Nurture provision with additional support.
- Ensuring that all pupils with SEND participate in all the activities of the school, so far as this is reasonably practical with reasonable adjustments.
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school.

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies.
- The provision of mechanical aids to support learning.
- Adaptation of the material presented to a group within the class.
- The provision of "additional to and different from" support directly linked to individual targets, which break learning down into steps manageable by the particular pupil or group at the same learning level.
- A personal support plan or targets aimed at modifying behaviour.
- Periodic withdrawal either individually or as part of a group.
- Reallocation of a pupil to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally - where a pupil's social or emotional development makes relationships with peers difficult. This would always follow consultation with parents.

15. Strategies

We will adopt the following strategies to ensure an inclusive environment:

- Providing opportunities for pupils to work with a variety of groups of learners.
- Providing opportunities for success.
- Pupils will be encouraged to be involved in planning their own learning through self-assessment and target setting.
- Suitably differentiated work through teacher delivery, support provided and expected pupil outcome. This will provide equality in accessing the curriculum.

16. Assessing the effectiveness of the SEND provision:

We will evaluate the effectiveness of our provision for pupils with SEND in the following ways:

- School carries out analysis of attainment and progress data for pupils with SEND across the school by year group and subject area on a termly basis.
- Parents are able to give their views in meetings and via questionnaires.
- School utilises Provision Mapping to help show the provision being allocated throughout school.
- Pupils who have individual targets on an APDR (KS1 and KS2) have the targets reviewed each term and new targets are set as appropriate. All APDR's are shared with parents and with pupils as appropriate.
- Parents of pupils with an EHCP (Education and Health Care plan) are invited to annual reviews to discuss their child's progress and future support. It is sometimes necessary to hold interim review meetings. These interim meetings may be at the request of parents/carers and may involve other professionals.
- Review meetings may be held for pupils without an EHCP and may be at the request of the parent/carer.
- Improvements noted by assessments using B-Squared.

17. Complaints:

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed.

Comments from parents are encouraged throughout the school and concerns and/or complaints are dealt with immediately. If a parent has any complaints regarding the SEND provision for their child, they should first arrange to see the class teacher to discuss their concerns. If the issue is not resolved and the complainant is not satisfied with the result, the SENDCO and Headteacher will become involved. If there is still cause for concern, the SEND governor of the school will be contacted.

18. Partnership with parents:

Working collaboratively with parents will be encouraged by:

- Ensuring all parents are aware of the school's arrangements for SEND, including the opportunities for meetings between parents and SENDCO.
- Informing parents when a pupil is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information.
- Regular consultation with all parents of children with SEND through meetings, 'Plan' reviews or individual target setting.
- Valuing parents' wishes for their children.
- Inviting parents to input regarding their child's progress and areas for development.
- Having an 'open door' policy.

19. Partnership with pupils

The school encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the pupils are encouraged to participate in the decision-making process reflects their growing maturity.

20. Liaison with other schools

If a pupil with SEND needs joins our school via mid-year transfer, then every effort to contact other previous school to gather information and to enable us to benefit from previous knowledge of that pupil will be made. Where possible, there will be discussions to determine how the child will be inducted.

If a pupil with SEND needs joins our Nursery/Reception class, every effort to contact nursery classes and playgroups for discussion of pupils with SENDCO will be made before they enter the Nursery/Reception class.

If a pupil on the Special Needs Register leaves to attend another school, the appropriate documentation/records are forwarded to the new school, this includes:

- Provision maps
- Results of Review Meetings
- Regular reports of progress
- Standardised test results
- SAT and teacher assessment results
- Examples of work.

Records of SEND children are kept from Nursery class onwards and follow the individual pupil through school. When transferring to secondary school, the following records are sent:

- Primary/Secondary transfer sheets
- Year 6 Reviews
- Records kept by outside agencies involved with the child
- The SENDCO/Class teacher meets with secondary colleagues to discuss any SEND pupils during the summer term.

21. Foundation of School’s Special Needs Policy:

- A review of the policy will take place regularly.
- It is the responsibility of the governing board, and in particular the designated special educational needs governor, to ensure that it a review is conducted.
- Where necessary, name and details will be updated.

The SEND policy will be deemed successful if:

- Regular reviews are carried out of a child’s progress with the relevant personnel.
- Teachers are aware of pupils with SEND and follow the school’s identification and assessment procedures.
- Implementation of the procedures shows early identification of a child’s need.
- Parents are involved in the process and if appropriate assist with a programme of support.
- Headteacher, SEND Lead, governors, class teachers, outside agencies and parents’ work together on reviewing and planning to meet an individual child’s needs.
- Resources, both human and material, are utilised successfully and meet individual needs.
- Children move down or off the SEND register.
- Children move up the register because their needs have been identified and outside provision is obtained.

AGREED BY THE GOVERNOING BODY OF LEIGH ST PETER’S CE PRIMARY SCHOOL

ON

SIGNED:

CHAIR OF GOVERNORS

DATE.....