



St Peter's Anglican Methodist Primary School

SEND Policy

School Address	Bank Road Pilning South Gloucestershire BS35 4JG
School Contact Number	01454 631137

Updated: November 2024
Completed by Paul Smith

Required Review Frequency	Annually
Next Review Due:	October 2025
Committee Responsible:	Full Governing Body
Document Location	Bank Road, Pilning

Version	Approved By	Date of Approval	Key Changes
4.0	FGB	11 November 2024	

Special Educational Needs at St Peter's Anglican Methodist Primary School

A Parents/Carers Policy Guide

Rationale

This policy guide is all about the provision of SEND (Special Educational Needs and Disability) at St Peter's Anglican Methodist Primary School. It will help you understand the different things we do in school to help your child and also to answer any concerns you may have about your child's provision.

At St Peter's Primary we are committed to providing an appropriate and high-quality education to all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life as far as possible.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Peter's Primary School is committed to inclusion for all children. We aim to create a sense of community and belonging, and to offer new opportunities for learners who may have experienced previous difficulties. We therefore respond to all learners in ways which take account of their varied life experiences and needs. All children with Special Educational Needs/ Disability (SEND) are valued, respected and equal members of the school.

At St Peter's Primary School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in their readiness to learn. We believe that many pupils, at some point in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Equality of opportunity

The School does not discriminate against children on the grounds of race, gender or ability. We seek to enable children to have reasonable access to the school's curriculum and opportunity for inclusion for all.

'The school places a high priority on meeting the needs of pupils with special educational needs and/or disabilities (SEND). Staff have a secure understanding of how to support pupils. They make suitable adaptations which help pupils follow the curriculum successfully. They work in close partnership with the parents/carers of pupils with SEND, as well as with external agencies.'

'Relationships between adults and pupils are strong. Pupils learn in a calm environment.'

Aims and Objectives of SEND Provision at St. Peter's Anglican Methodist Primary School

Aim: At St Peter's Primary we aim to deliver teaching and learning which enable every child, regardless of ability, to achieve his or her full potential.

Objectives: In order that all children fulfil their potential - for any child who has an identified SEND need, as a school we try to use our best endeavours to make sure that a child with SEND gets the support they need through the process of reasonable adjustments.

We will also endeavour to:

- work within the guidance provided in the SEND Code of Practice 2014.
- ensure the Children and Families Act 2014 and relevant statutory guidance are implemented effectively across the school.
- identify and provide for pupils who have special educational need/ or a disability
- ensure equality of opportunity for; and to eliminate prejudice and discrimination against, children with special educational needs or a disability
- continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
- provide specific input, matched to individual needs, in addition to differentiated classroom provision, for pupils recorded as having SEN Support.
- ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND, and inclusion provision is positively valued and accessed by staff and parents/carers.

- provide support and advice for all staff working with SEND children.
- involve parents/carers at every stage in plans to meet their child's additional needs.
- involve the children themselves in planning and in any decision making that affects them.
- ensure access to the curriculum for all pupils including those with SEN/D

Who is responsible for SEND at St. Peter's Anglican Methodist Primary School?

The Class Teacher is responsible for:

- Monitoring the progress of your child and then identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school know and are able to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed for all the pupils they teach.
- The class teacher can also be the first point of contact for any parent who is concerned about their child's progress or well-being in school.

The SENCO is responsible for:

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best possible progress.
- Co-ordinating all the support for children with Special Educational Needs and/or Disabilities and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

- Keeping you informed about the support your child is getting.
- Monitoring and reviewing how all children are making progress, through Pupil Progress Meetings, Provision Mapping and Support Plan reviews.
- Liaising with outside agencies to ensure the best possible provision.

The Head of School is responsible for:

- The day-to-day management of all aspects of the school, which includes the support for children with SEND.
- Giving responsibility to the SENCO and the class teachers for developing SEND provision, whilst ensuring that your child's needs are met.
- Ensuring the Governors of the school are kept up to date about any issues in school relating to SEND.

The school's Governing Body is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring that provision for SEND pupil is made and that it promotes high standards.

The school's SEND (Special Educational Needs Governor) is Ben Taylor.

All these people work together to ensure that the school follows the statutory 2014 SEND Code of Practice so that we as a school:

'Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN/D.'

Please follow the link below to read the full version of the 2014 Code of Practice for Special Educational Needs:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/

Identification, Assessment and Provision at St Peter's

Identifying Special Educational Needs: How does St Peter's Primary know if my child/ren need extra help? What shall I do if I think my child has a Special Educational Need?

Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Definition from SEND Code of Practice 2014 states that:

6.15 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age p94

Identification

At St Peter's, rigorous monitoring of assessment information is one way we can identify children who may be experiencing some difficulty and any concerns expressed by parents/carers can also be taken into account.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully. To help early identification of any area of concern, a range of evidence is collected through different assessment procedures and monitoring arrangements that we use in school as well as regular formal discussions between the SLT, SENCo and class teachers about the children in their class. If these sources of evidence suggest that any pupil is not making the expected progress or their needs have changed, it may be decided that additional and/or different provision is necessary.

Throughout this process the school will communicate to you as parents, and you will be kept informed of any concerns that we may have.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns about your child's progress, you should speak to your child's teacher initially and they will discuss those concerns with you and then, if necessary, with our school SENCO (Miss Sarah McKenzie (Mr Paul Smith during Miss McKenzie's maternity leave)).

At St Peter's we work hard to develop open and honest communication with parents/carers and feel strongly that working together is the best outcome to help children develop and make progress.

What does it mean if my child has been identified as having Special Educational Needs?

Once appropriate assessments have taken place and following conversations between staff members and you as parents, a decision will be made on whether a pupil has a specific SEND need and whether they will require school-based SEN support.

There are four broad areas of need that the 2014 SEN Code of Practice identifies:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

For more information about these areas please see the 2014 SEND Code of Practice.

Monitoring and Evaluation.

The SEND school's recording system is a record that the school keeps to monitor the number of children who are receiving SEN support within school and who are identified as having a special educational need.

It is one of the responsibilities of the school's SENCo, to keep an up-to-date record of which children are on the register and receiving intervention support. This register is reviewed regularly by the SENCO, SLT and teachers in discussion with parents/carers and may involve some children being added throughout the year as well as some children being removed from the register.

If a child has been identified as making good progress and has closed the attainment and achievement gap between themselves and their peers, s/he may no longer be deemed to be needing SEN support and will exit the SEN register.

What are the different types of support available for children with SEND at St Peter's?

First and foremost, the class teacher is responsible for the provision and support for your child, through the process of quality first teaching. For your child this may see:

- that the teacher has the highest possible expectations of all children, including those with SEND
- that different ways of teaching are in place so that your child is fully involved in learning in class through differentiated activities.

- that specific strategies (which may have been suggested by outside agencies) are in place to support your child to learn.
- that your child's class teacher carefully tracks the progress of your child and provide extra support to help them make the best possible progress, including providing intervention groups.

My child's teacher and the SENCo said we may have to make a referral to an external agency. What is meant by 'external agencies'?

Sometimes the school may seek external advice for help and support, to help a child's progress and for them to develop further. At St Peter's we have worked hard to forge different positive links with outside external agencies which helps support the learning and development of the pupils in our care.

Additionally, should a parent/carer need further support and advice on an area of need, then Miss Sarah McKenzie (Mr Paul Smith during Miss McKenzie Maternity leave) (SENCo) can make a referral to an external agency.

These services include for example:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Autism Hub
- Sensory Support Services (Hearing and Vision Impairment)
- Inclusion Support
- Behaviour support.
- Physiotherapy Services
- Occupational Therapy
- Social Care via Access and Response Team
- School Health Nurse
- Educational Psychology Service
- Visual Impairment team—see above
- SEND and You team (supporting parents of children with SEND)
- CAMHS (Child Adolescent Mental Health Service)
- Compass Team
- Family Support

If my child has special educational needs, how will the curriculum be matched to my child's needs?

At St Peter's, if your child has SEND, we will use our best endeavours – that means to do our very best – to give your child the support they need. That could include getting advice and support from specialists outside the school or by providing intervention provision which is 'different from or additional to that normally available to pupils of the same age.'

As discussed earlier, first and foremost the class teacher, through quality first teaching, will ensure that the needs of all learners within one class are appropriately catered for including children with SEND.

Where it has been decided that the needs of an individual require extra SEND support, the child may take part in extra intervention sessions as part of a small group in the first instance. This could be to target specific areas of difficulty such as spelling, reading, and comprehension, certain areas of maths or speech and language activities.

In these instances, Teaching Assistants (TAs) may be allocated to work with the pupil in a one-to-one situation or small focus group to target more specific needs.

Appropriate specialist equipment may also be given to the child to help access the academic curriculum e.g., writing slopes, cushions, pen/pencils grips or easy to use scissors.

Supporting Families

St Peter's has set up a website page dedicated to SEND. On this page you will find lots of information to help you understand SEND processes. The direct link can be found here:

<https://www.stpetersprimary.co.uk/page/?title=Special+Educational+Needs&pid=34>

On this page you can also access the links to the school's local offer and South Gloucestershire's SEN Local offer. Over the year this page will continually be updated with news and information, if you have any ideas or suggestions about what else could go on the website page, please email the school office with suggestions. Examples below show a screen snapshot of our website.