



**ST PETER'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

*'Be the Good Soil' Mark 4: 1-20*

*'In Jesus we learn, love and grow together'*

# **SEND POLICY**



Updated September 2021

# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

At St Peter's we are guided by God's intentional creation. Just as man is created in love; we show love and mercy to all of mankind. Through being the 'Good Soil' Mark 4: 1-20, we allow all children to learn, love and grow together through Jesus and his teachings. We believe that each child regardless of need, has a right to reach their full potential and fulfil their hopes and aspirations and that every child can make a positive contribution. We will work together with children and their families to ensure the best possible progress for all our pupils. We work to ensure that our children are not only 'included' but 'belong' to our Christian family.

The SENDco here at St Peter's is Mrs L Stubbs.

### **Overview**

#### **Definition: What is Special Educational Needs?**

*A child 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.*

The SEND Code of Practice 2014 outlines four broad areas of need:

- [Communication and Interaction](#)
- [Cognition and Learning](#)
- [Social, Emotional and Mental Health Difficulties](#)
- [Sensory and/or Physical Needs.](#)

At St Peter's, staff are aware of the fact that a child's needs may span one or more of these areas. The purpose of identification of needs is to work out what action we need to take as a school and not to fit a child into a category. We acknowledge that a child's needs may change over time.

The overall philosophy of St Peter's Special Educational Needs whole school policy is to enable and to encourage all pupils who differ from their peers academically, physically, socially or emotionally to have access to a well-balanced and a broad-based curriculum and to achieve their full potential with confidence and self-esteem within a caring Christian environment.

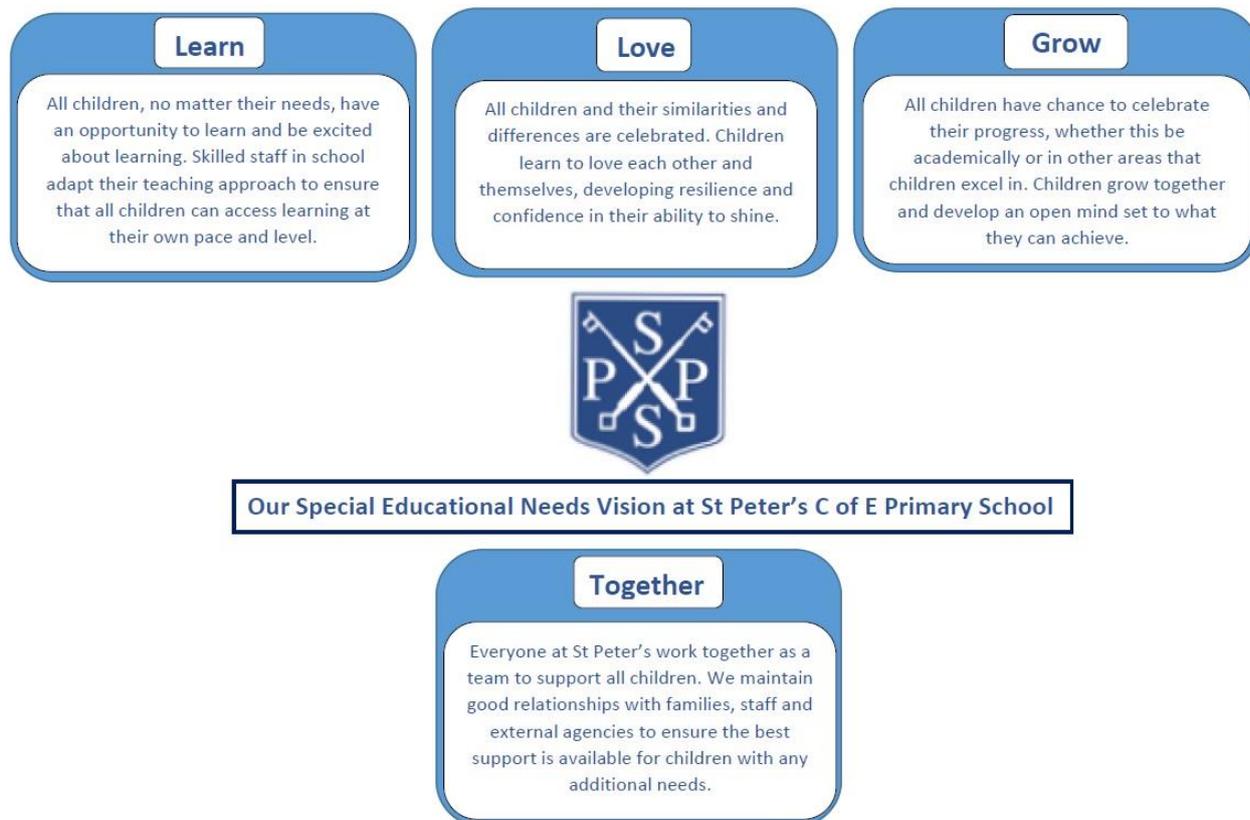
Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. More detailed information about these needs can be found in the SEN Code of Practice 2014 (6.28) [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale 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. You can access Rochdale's Local Offer at: [www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page](http://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page)

### **Introduction:**

This policy sets out our approach to support children with special educational needs (SEND) and is formally reviewed every 3 years. Additional detailed information about our current provision for children with SEND is available on our SEND information report, which is updated annually. This is available on our website.

## School Ethos with regards to Special Educational Needs and Disability (SEND)



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At St Peter's, we aim to educate all of our children to their full potential within a broad and balanced curriculum. All children are a unique part of our school community and are treated equally and fairly. We take full account of the rights of everyone to be treated with respect, tolerance, honesty, justice and security.

We strive to create the best possible learning opportunities for all our children to achieve. We ensure consistency of approach in a positive, caring and encouraging atmosphere within which all our children can thrive, educationally and emotionally.

We support those children who struggle with learning or behaviour and those for who learning comes easily. We challenge all our children to be the best they can.

We are realistic and understand that some children may need extra support to reach these high aspirations.

At St Peter's **every** teacher is a teacher of **every** child including those with SEND and as such, each teacher is accountable for the progress and attainment of every child in their class including those who receive specialist support outside of the classroom.

At St Peter's we aim to ensure all children, regardless of need or ability, reach their fullest potential.

### **Principles of the SEND Policy:**

There are four principles that are essential to developing a Special Needs Policy and providing an inclusive curriculum:

1. Setting suitable learning challenges – giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
2. Responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
3. Overcoming potential barriers to learning and assessment for individuals and groups of children – ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.
4. Having policies and procedures in place to ensure that all children, whatever their needs, are safe in school.

Therefore, at St Peter's we believe that in pursuit of our aims we will:

- Ensure that any child's special educational need is identified early through ongoing assessment. This is most effectively done by gathering information from parents, education, health and care services and early years settings/feeder settings prior to entry into our school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Regularly review this progress, taking into account the views of the child, parents and professionals involved.
- Make appropriate provision to overcome the barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by Mrs L Stubbs (SENDCo) and Mr A Whelan (Headteacher) 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.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Services, RANS (Rochdale Additional Needs Service), SEN Assessment team, Speech and Language therapy, Healthy Young Minds and Occupational Therapy.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as: School Council, residential visits, trips, sports teams, music and others.
- Raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in Safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

## **Roles and Responsibilities:**

### **Governing Body:**

In conjunction with the headteacher:

- They will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- Appoint a SEN link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

### **Headteacher:**

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs
- Will keep the governing body fully informed about the provision for children with special educational needs
- Will work closely with Mrs L Stubbs (SENDCo)
- Will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

### **SENDCo:**

The SENDCo will:

- Work closely with the headteacher to help determine the strategic development of the SEN policy and provision
- Have responsibility of the day to day operation of the school's SEN policy
- Have responsibility for co-ordinating provision (through the use of a provision map) for pupils with special educational needs
- Have responsibility for liaising with parents and external agents, including the LA's support and educational psychology services, health and social services and voluntary bodies
- Advise and support other practitioners in the setting through practical advice, teaching strategies and information about types of SEND
- Ensure that relevant information about individual children with SEND is regularly collected recorded and updated
- Co-ordinate Annual Reviews for children with EHC plans and termly reviews for children at SEN support
- Raise staff awareness and expertise of SEND issues through INSET and CPD opportunities
- Ensure that there are adequate transition arrangements for children with specific needs between year groups, different schools and settings

### **Teaching and non-teaching staff:**

The teaching and non-teaching staff will:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Be aware of their responsibility to children with SEND as defined in the Teacher's Conditions of Service
- Take into account the type and extent of difficulty experienced by the pupil when planning the curriculum (e.g. through differentiated activities, resources to support, sensory snacks etc.) and assessment
- Take specific action to provide access to learning, for pupils with SEND, working closely with representatives of other agencies who may be supporting the pupil by:
  - a) Providing for pupils who need help with communication, language and literacy

- b) Planning, where necessary, to develop pupils' understanding through the use of a multi-sensory approach to learning
  - c) Planning for pupils' full participation in learning and in physical and practical activities
  - d) Helping pupils to manage their behaviour, to take part in learning effectively and safely
  - e) Helping individuals to manage their emotions to take part in learning
  - f) Providing support for pupils in the form of pupil profiles to help with transition from one class to another
- Be responsible for the day-to-day recording information about any children in their care. Updating CPOMs with information from outside agencies, parents or incidents in school that may have caused concern
  - Ensure adequate transition arrangements are made for children with specific needs – also considering this support when children move between teaching staff

### **Objectives:**

1. To work within the guidance provided in the SEND Code of Practice, 2014.
2. To provide a SENDCO who will work within the SEND Policy.
3. To identify and provide for pupils who have special educational needs.
4. To involve parents at all stages of identifying, assessing, developing, monitoring and evaluating provision for their children. Helping them to understand and give appropriate help and support and promoting an effective partnership, obtaining the support of other agencies when necessary.
5. To encourage the child's involvement in the provision for their own learning, listening to children's views and taking account of them.
6. To provide support and advice for all staff working with pupils with special educational needs.

### **Admission arrangements**

Please refer to the information contained in our school prospectus. 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 EHC plans and those without.

### **Identifying Special Educational Needs**

At St Peter's, we believe in early identification. Prior to starting Reception, staff carry out setting and **home visits** with all families as part of Rochdale LA **Early Help Strategy**. The questions asked should highlight any possible SEND or other underlying concerns. Parents are asked to provide information about early development and any other services that may be involved with the family. If a SEND is identified by another service or setting a transition meeting will be held gaining as much information as possible to ensure the best possible support is provided on entry to school.

We recognise that children have a special educational need if they:

- Begin St Peter's with an EHC plan
- Are in the process of being assessed with regard to an EHC plan when they begin St Peter's
- Have been identified as having a special educational need in a previous school or early years setting
- Are experiencing learning difficulties significantly greater than the majority of children of the same age
- Are experiencing emotional difficulties that impact on their learning behaviour within the school environment
- Are experiencing social difficulties that impact on their learning or behaviour within the school environment

- Have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age
- Have a serious medical problem which has implications for the learning process

To help identify children who may have special educational needs, St Peter's will measure progress by referring to:

- The child's performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from a variety of assessment appropriate to the child's needs
- The child's performance against age related descriptors
- Standardised screening or assessment tools

At St Peter's, we will be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

### **A Graduated Approach to SEND Support.**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

### **Special educational needs and disability code of practice 2014**

The first step in responding to pupils who may have SEND is high quality teaching. At St Peter's, every teacher is a teacher of SEND and as such is expected to provide differentiated activities to meet the needs of all pupils in their class. All teachers are responsible and accountable for the progress and development of pupils in their class including those who are supported by teaching assistants, specialist teachers or outside professionals.

Pupil progress meetings are carried out each term and as part of these meetings children whose progress or attainment is causing concern are highlighted. If progress or attainment is a concern, then the first action is selecting appropriate intervention with Senior Leadership Team and/or the SENDCo. Targets should be time limited and specifically related to the area of need.

Interventions should be reviewed at least once per term to ensure pupils are receiving the most appropriate support. If there has been no progress, then teachers must inform the SENDCo outlining what steps have already been taken and what impact has been seen.

### **Identification**

A pupil may be placed on the SEND register if they have an identified condition or learning difficulty, which impacts on their ability to access a differentiated curriculum or requires support from specialist staff in school or from an external agency. (E.g. ASC, Hearing Impairment, Physical disability)

A pupil may be placed on the SEND register for progress if, despite **high quality teaching and appropriate intervention**:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- Progress fails to close the attainment gap between the child and their peers.
- A lack of progress widens the attainment gap.

If there is a significant lack of progress or an increase in concerns advice may be sought from external professionals. These may include:

- Healthy Young Minds

- Educational Psychology Service
- Rochdale Additional Needs Service
- Speech and Language
- Child Development Team

Where it is determined that a pupil does have SEND (in partnership with parents / carers) the pupil will be added to the **SEND register** by the SENDCo. The **code K** will be used on SIMs to identify that SEND support is being provided, a Primary Need will be selected taking into account the 4 broad areas of need. 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 on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

### Assess

Class teachers will use teacher assessment and/or formal assessments to identify the attainment of the child comparing results to national averages and expected rates of progress. Parent's concerns and where appropriate the views of the child will be sought and noted. The assessments and recommendations of external professionals will also be taken into account.

### Plan

Planning will involve consultation between the teachers, SENDCo, other professionals and where appropriate, parents/pupils to agree short term clear and concise targets linked to pupil progress. These targets will be recorded on Individual Education Plans (IEPs). The targets should be time limited and a review date should be set.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought through.

### 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 to plan and assess the impact of support and interventions and links with classroom teaching.

### Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents. Targets should be evaluated and new targets set. Reviews may also take place during pupil progress meetings to determine future interventions and support. If an intervention strategy is deemed to be not working i.e. the child is not making progress, then alternative provision should be considered.

If it is decided that school-based provisions are not meeting the needs of the individual child then an **Education, Health and Care Plan (EHCP)** may be requested from the Local Authority.

### **Managing the SEND List.**

All children identified as requiring SEND Support will be tracked by the SENDCo using teacher assessments and Data input.

All records relating to the individual child will be kept by the SENDCo with the current class teacher/ assessment lead holding records that are currently relevant in the class **Pupil Progress File**.

Each child on the SEND register will receive appropriate intervention and will be tracked through progress made towards their IEP targets. The class teacher will retain accountability for the progress of all pupils.

There are three levels of support for pupils with SEND:

**Wave One:** Whole class differentiation through Quality First Teaching. (Access to multi-sensory equipment to support learning)

**Wave Two:** Small group targeted support with teacher or teaching assistant.

**Wave Three:** 1:1 targeted support from teacher or teaching assistant.

### **Criteria for Exiting the SEND Register.**

If it is felt that pupils are making progress that brings their attainment in line with school expectations, then they may be taken off the SEND register (following discussion with all stakeholders). All records will be retained by the SENDCo and passed on to the next setting at points of transition e.g. primary / high school. The pupil will continue to be monitored through Pupil Progress meetings. If further support is required, then they may be placed back on the SEND register.

The exception to this will be pupils with identified conditions such as Autistic Spectrum Condition or ADHD who may need intermittent intervention to address social, emotional or behavioural needs on an 'as needed' basis.

### **Supporting Pupils and Families.**

As a school, we positively encourage and welcome the involvement of parents in our work for all our pupils and recognise the vital role that parents play in supporting their child's education. We support and gain the support of the families of children with SEND so that this partnership can benefit children.

Where appropriate, pupil voice will be sought to build pupil profiles. We encourage learners to develop confidence and recognise value in their own contributions to their learning, giving them a high self-esteem.

### **Supporting Pupils at School with Medical Conditions.**

At St Peter's, we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education and Health Care Plan that brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2014 is followed.

All health care registers and plans are held by the school office and shared with the appropriate staff.

St Peter's welcomes applications for admission from the parents of children with mobility issues.

### **Training and Resources.**

All staff are encouraged to undertake appropriate training to meet the needs of the pupils in their class. This is provided either in house or through organised training providers such as Real Trust. Relevant SEND training is provided to the whole school every term by either the SENDCo or outside agencies. The SENDCo attends all Local Authority and RUSC network meetings in order to keep up to date with local and national updates in the field of SEND.

### **Storing and Managing Information.**

The SENDCO is responsible for maintaining all pupil files relating to SEND. These files are passed on to the child's next setting when he or she leaves. Electronic copies of files are kept on the school X:Drive under SEND and can be accessed by SLT – relevant information is shared with staff as appropriate. Confidential records are stored on CPOMS accessed only by designated members of senior staff.

### **Complaints**

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns or contact the SENDCo. Further information about how to make a complaint is held within the school's complaints procedure. Details about this are available from the school office or on the school website.

### **Review**

The SENDCo will monitor and evaluate this policy formally every 3 years or more regularly if required. Note it will be updated, as new legislation needs to be incorporated.

The Local Offer and SEND Information Report will be reviewed annually by the SENDCo.

### **Data Protection**

We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data is collected through the School Census, is also required to produce the national SEN information report.

EHC plans will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interest of the child.

See our Data Protection Policy for more information.

### **Record of Monitoring and Review of this Policy:**

This policy was developed by: S. Molloy

This policy was written in November 2018

This policy was reviewed last in: January 2021

This policy will be formally reviewed with all stakeholders at least every three years.

# SEND Policy

January 2021

Review date: September 2022

**St Peter's Church of England Primary School: Muriel Street, Rochdale, OL16 5JQ**

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**Headteacher: Mr A Whelan SENDCo: Mrs L Stubbs**  
**Chair of Governors: Mrs M Sutton SEND Governor: Mrs M Sutton**  
**Designated Safeguarding Lead: Mr D Wood**  
**Designated teacher for CfC : Mrs L Stubbs**

**Additional information may also be contained in the following related documents:**

Behaviour Policy  
Anti-Bullying Policy  
Single Equality & Community Cohesion Policy  
Safeguarding Policy  
Intimate Care Policy  
Accessibility Plan  
Administration of Medicines Policy

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf))
- SEND Code of Practice 0-25 (2014)  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf))
- Schools SEN Information Report Regulations (2014)  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251874/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SEN\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf))
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf))
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013  
(<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf))

This policy was created by the school's SENDCo in liaison with the SLT, staff, parents of pupils with SEND and the SEND Governor.

The policy is shared with all staff and is available to all stakeholders who request a copy including parents and young people.

This policy is also available in the following formats on request: large print and in a range of languages on request. If you would prefer to talk to someone about this policy, then please contact Mrs S Molloy (SENDCo).