

St. Peter's Smithills Dean

Special Educational Need Policy



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1.Aims

Our SEND Policy aims to:

- Give information on how at St Peter's, we will support and make provision for pupils with special educational needs or disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Inclusion Statement

At St Peter's our vision statement is 'Let Your Light Shine' which applies to ALL children whatever their background, gifts or needs. All children are encouraged and given opportunity to access all school activities, including the full Shine Curriculum, and participate to the best of their ability.

We are aware and respect that all children:

- have different educational and emotional needs.
- require different strategies and interventions to support them in the way they learn.
- require different teaching approaches to support them in their learning.

Our aim is:

- to ensure that all pupils have access to the whole curriculum and develop to their full potential. Every child is valued equally, irrespective of ability, race, gender, disability, or background.
- to ensure that any needs are identified as early as possible to support children in their academic, social, emotional, or physical development.
- ensure a consistent and whole-school approach to the identification and provision for pupils with special educational needs or disabilities.
- to develop a strong partnership and work with parents and carers to ensure that the provision provided for their child is appropriate and effective.
- to monitor and evaluate the progress of a child, ensuring that all information and records are used to support this.
- comply with the SEND Code of Practice (2015).

We respect that all children learn in different ways and Quality First Teaching and an adapted curriculum ensures that the individual needs of **all** learners are met.

1. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Family Act 2014
- The Special Educational Needs and Disability Regulation 2014.

2. Definitions

- **SEND**
pupil with SEND has a learning difficulty or disability that requires specialised provision. They have a learning difficulty if they have greater difficulty in learning compared to most children of the same age. A disability is something that prevents or hinders them from making use of the facilities in a mainstream school.

- **Quality First Teaching**
Quality First Teaching emphasises high expectations, high quality, inclusive teaching for all pupils in a class. This includes adapted and scaffolded learning strategies to support SEND pupils learning in class and on-going assessment for learning to ensure that all pupils are achieving to their full potential, and all needs are being met.
- **Initial Concern**
When the class teacher has a concern that a pupil is struggling to make the expected progress over time or they have a pastoral concern, they complete an Initial Concern Sheet. The class teacher discusses this with the parent/carer and the form is signed. If the pupil continues to make no/limited progress, then targeted interventions are planned and diagnostics tests may be carried out.
- **SEN Support**
pupil is recorded as SEN support following evaluation of progress, analysis of interventions, analysis of any diagnostic assessments, observations made by SENCO/class teacher and discussion between SENCO, class teacher and parent/carer. A pupil is given additional support on a one-to-one basis or in a small intervention group. A provision map is completed and the Assess, Plan, Do, Review cycle is followed. Regular monitoring and discussions take place between class teacher and SENCO to evaluate the provision and support provided.
- **SEN Support Plus**
The SENCO consults and makes referral to outside agencies to gain support, resources, and strategies to meet the needs of the pupil. An individual provision map is completed with SMART targets set in accordance with the support and advice from the outside agency involved.
- **Educational Health Care Plan (EHCP)**
An application for a formal assessment for an Educational Health Care Plan is discussed with parent/carers if the provision needed to meet the needs of the pupil is increasing over time to the notional spend set by the Local Authority. Parent/carers do have the right to request assessment themselves. The Local Authority fund specific support for the pupil. A provision map is completed, with targets informed from the EHCP. The EHCP is reviewed annually with all those involved with the pupil, parent/carers and the pupil (where appropriate).

3. **Roles and Responsibilities**

Our SENDCO is Mrs E Woodhouse

The SENDCO will:

- Work with the Head Teacher and the SEND Governor to determine the strategic development of the SEND policy and provision in school .
- Have responsibility for the implementation of the SEND policy and coordination of provision for all SEND pupils and those with EHCPs .

- Work with colleagues, parents and outside agencies to ensure that SEND pupils receive appropriate support and high-quality teaching.
- Advise staff on the graduated approach to providing SEN support .
- Attend Pupil Progress Meetings.
- Work with the Head Teacher on the deployment of the school's delegated budget and resources to ensure that the needs of SEN pupils are met effectively.
- Be the point of contact for all outside agencies, the Local Authority and parent/carers.
- Liaise with high schools or next providers of education for a SEN pupil to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps all records for SEN pupils up to date.
- Report to the Governing Body.

The SEND Governor – Mrs S McGinty

The SEND Governor will:

- Help raise awareness of SEN issues at Governing Body meetings.
- Meet with the SENCO to monitor the effectiveness and quality of SEND provision and report to the Governing Body.
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in school.

The Head Teacher – Mr M Harding

The Head Teacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in school.
- Work with the SENCO to evaluate SEND provision in school and highlight early intervention through regular pupil progress meetings with class teachers and SENCO.
- Have overall responsibility for the provision and progress of learners with SEND.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including any SEND pupils.
- The completion of a Cause for Concern Sheet as soon as they identify a concern and share these with parents.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of interventions, support and how classroom teaching can be adapted.
- Keep all documentation for the class up to date.
- To complete provision maps and ensure that they set SMART targets and follow the assess, plan, do, review cycle.
- Meet with parent/carers when provision maps have been reviewed to discuss progress and next steps.
- Meet with parent/carers and pupils to complete Pupil Profiles as required.
- Meet with parents to discuss reports from outside agencies, unless these require further assessment and then the SENCO will be present at the meeting also.

- Working with SENCO to review each pupil's progress and development and evaluate the provision in place.
- Ensuring they follow this SEND policy.