



"...The fruit of the spirit is...
love, peace, kindness, gentleness joy, patience, goodness, faithfulness, self-control"

Galatians 5:22-23

ST. PETER'S CE PRIMARY SCHOOL & NURSERY EDGMOND

SEND Policy 2023-2024

Class Values



Nursery and Reception: love
Let all that you do be done in love.
Corinthians 16:14



Year 1: kindness
...Remember me and show me kindness
Genesis 40:14



Year 2: patience
Have patience, God isn't finished yet!
Philippians 1:6



Year 3: joy
For the joy of the Lord is your strength
Nehemiah 8:10



Year 4: goodness
Every good gift and every
perfect gift is from above
James 1:17



Year 5: gentleness
Let your gentleness be evident to all
Philippians 4:5



Year 6: peace
And let the Peace of Christ
rule in your hearts.
Colossians 3:15

Vision

'Nothing will be impossible with God!' (Luke 1:37).

Together we will embrace the love of lifelong learning, be curious of, and excited by, the vast possibilities our world can offer. Our Christian ethos will empower all to be respectful, gentle and kind with the patience and faith to find joy in God's awesome gift of life.

Mission

Our mission will be driven by our vision, motto and values so that, **'nothing will be impossible with God.'** We will:

- provide a Christian environment where relationships are built on our values of **love** and **patience**
- nurture our children's mental health and wellbeing so that they feel **peaceful** and **joyful** about themselves
- encourage **goodness** in our children so that they appreciate what they have but recognise the needs and wants of others
- have at our heart collective worship that will encompass our vision and Christian values
- exemplify **kind** and **gentle** relationships and behaviour mirroring the life and teachings of Jesus
- teach a creative and inclusive curriculum that will inspire all that work and teach in our school
- develop a PSHE and RSE curriculum that empowers our children to face the diversity and challenges of modern Britain and the worldwide community
- to reinforce positive behaviour through our rules of being **ready, respectful** and **safe**.

At St. Peter's Primary School and Nursery we follow the guidelines set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The key elements of the statutory framework in Part 3 of the Children and Families Bill reflect the principles below:



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- Involving children, parents and young people in decision making
- Identifying children and young people's needs
- Greater choice and control for parents and young people over their support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Supporting successful preparation for adulthood.

Definition of Special Educational Needs and Disabilities

In accordance with the 2015 Code of Practice, we believe that children have a Special Educational Need or Disability 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,
- 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.

The four areas of need

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical (SP)

We ensure that children in our care are not regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. In keeping with Equal Opportunities guidance, we ensure that children are not disadvantaged for any reason because of their race, gender, nature of need or socio-economic background.

Management of SEND within our school

Parents will always be kept informed of any additional or adapted provision being given and invited to contribute to review meetings about their child.

Children who make slower progress will be given carefully adaptive learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve parents/carers and children working in partnership with the school. All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2013, Section 4 by:

- Setting suitable learning challenges
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school. Early identification, assessment and intervention are recognised as the



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key to meeting the needs of individual children.

Co-ordination of SEND Provision

The SENDCO for St. Peter's Primary School is Sarah Duddell. Mrs Duddell holds the statutory National Award for SEN coordination and Postgraduate Certificate in Special Educational Needs Coordination. The SENDCO for Nursery is Natalie Stobart

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Ensuring there is liaison with parents and other professionals in respect of children with SEND
- Managing learning support assistants
- Advising and supporting other practitioners in school
- Contributing to staff CPD
- Ensuring that appropriate Provision Maps are in place, and that relevant background information about children with SEND is collected, recorded and updated
- Liaising with external agencies (including referrals).

The Role of Teaching staff

All teachers are responsible for children with SEND, liaising with our learning support assistants and other adults in school to:

- identify children who have SEND through daily assessment for learning opportunities
- deliver quality first teaching (QFT) to all children
- inform the SENDCO and consult with parents regarding their child's needs and how they are to be addressed
- ensure progress is made by all pupils including those with SEND
- regularly write and review Individual Education Plans (IEPs) with the SENDCO
- complete day to day planning, delivery, and assessment of education provided for SEND pupils
- implement advice offered by agencies to support children with SEND
- liaise with the SENDCO regarding all aspects of special education
- report to parents progress and attainment of their child(ren)

The Role of the Headteacher

- Provide information for the Governing body
- Work closely with the SENDCO
- Manage SEND provision through the devolved SEND budget.

The Role of the Governing Body

- Ensure that provision is made for children who have SEND
- Ensure that the needs of children with SEND are made known to all that are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Consult the LA and the Governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a child with SEND joins with all children in the activities of the school



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together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the children with whom they are educating and the efficient use of resources

- Report to parents on the implementation of the school’s policy for children with SEND
- Have regard to the Code of Practice when carrying out its duties to children with SEND
- Ensure that parents are notified of the decision of any extra provision being made for the child.

Our Governor with responsibility for SEND is Ruth MacMullen.

Governors are involved in developing and monitoring the policy. They are kept up to date and are knowledgeable about the provision, deployment of funding, equipment and personnel resources. The quality of SEND provision is continually monitored, evaluated and reviewed. SEND provision is an integral part of our School Development Plan.

Admissions

Provision for children with SEND is a matter for the whole school.

We welcome all children to our school and nursery and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, parents/carers are always informed. Children with EHCPs are admitted into the school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Access and Special Provision

St. Peter’s Primary School and Nursery is a fully accessible environment for all children. The school and nursery are mainly on one level, with the exception of steps leading to Upper Key Stage 2 classrooms from the playground. The rear entrance (kitchen) is ramped and wheelchair users can access all areas within school from this door. There are two disabled toilets. The primary toilet is located at the front of the school, which includes changing facilities. The second is located at the rear of the building (in Upper Key Stage 2). Both toilets have handrails. Please see our accessibility policy for more details.

Identification, Assessment and Review

Resources

A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or adapted activities. The provision of additional support is made as appropriate from the delegated SEND budget. We intend to develop our resources to support children with SEND that link with priorities stated in the school’s development plan.

Identification and Assessment

We are committed to the early identification of children who may have SEND. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other adults who play a meaningful role in a child’s life.

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LA policy.



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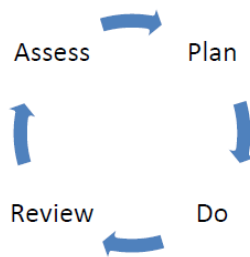
SEND CONCERN - If a teacher identifies a child who may have SEND it will probably be necessary to devise a Provision Map. This sets out any arrangements that are additional to and adapted from the usual curriculum. The teacher liaises with the SENDCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or sooner if appropriate.

SEND SUPPORT - Following intervention and review, the teacher, in consultation with parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services or the educational psychology service may be involved with the child. A new provision map will be drawn up. The provision map is continually under review to ensure that the targets set are appropriate, provide success for the child and that progress is made. Parents/carers and children are always involved.

EHCP - In a very few cases it may be necessary for the school to consider, in consultation with parents/carers and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education Health Care Plan (EHCP) may be issued by the LA.

The Graduated Approach

Pupils on the SEND register have a Provision Map which is delivered through the Graduated Approach - assess, plan, do and review:



Assess

Assessment of need starts with a whole-school approach to quickly identify where a child is not making adequate progress, despite high-quality teaching. Teachers use a range of sources of information that can be drawn upon to establish areas of need.

Plan

Teachers adapt and scaffold their planning to make necessary adjustments for teaching, support and use resources that would be most effective based on pupils' need.

Do

Provision is delivered through Quality First Teaching with appropriate, targeted scaffolding according to pupil need. Pupils also access peer support, small group work and 1:1 interventions, using a three-tiered approach.



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Plan

Tracking of pupil progress is in line with whole school assessment procedures and is completed at least termly. In addition, an annual review is held for pupils holding Education, Health and Care Plans. When pupils are assessed by external agencies, findings are shared with parents/carers and a discussion held about next steps. Recommendations from these reports are incorporated into our provision for the pupil.

We believe in setting appropriately challenging targets for our pupils with SEND in order to close the attainment gap between these children and their peers. We ensure that, where practicable, children are supported to be working independently in class. We aim to provide additional support to enable the child to reach their challenging targets, but without developing a dependence upon an adult.

Inclusion

We strive to create a sense of community and belonging for our pupils. We have a highly inclusive ethos with high expectations and suitable targets for all children, a broad and balanced curriculum and systems for early identification of barriers to learning and participation. This has been recognised by our Inclusion Quality Mark Flagship School award.

Children in Care

St. Peter's Primary School and Nursery believe that in partnership with Telford & Wrekin Council, we have a special duty to safeguard and promote the education of Children in Care. We recognise that, nationally, pupils in care are at risk of significantly underachieving compared with their peers. We promote the inclusion, well-being and achievement of these children in our school.

It is our aim to:

- Provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children
- Support our Children in Care and give them access to every opportunity to achieve to their potential and enjoy learning.

Evaluation Procedures

The governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND policy need to be made. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. We continually review and report on the effectiveness of the policy. This includes the number of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year. The SENDCO and subject co-ordinators monitor classroom practice, analyse pupil tracking data and test results and identify value added data for pupils with SEND. SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

Procedures for concerns

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach their class teacher in the first instance. Parents/carers can also talk to Sarah Duddell (SENDCO) to discuss their child's individual needs or any concerns that they may have. Parents may also wish to talk to the Headteacher, Claire Medhurst. If parents feel



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that they cannot discuss a matter with a member of staff they can contact the SEND Governor (Ruth MacMullen).

Staffing Policies and Partnership with External Agencies

Professional Development for Staff

The School Development Plan sets out all CPD planned for staff throughout the year, including that related to SEND. SEND issues are regularly discussed during weekly staff meetings. CPD is related to identified SEND needs within our school community or is ensuring that staff keep up to date with information and legislation. The SENDCO attends relevant training and regular updates and disseminates details to all staff as appropriate. Individuals can also access training that is necessary for their professional development.

Support Services Available

Advice and support from outside agencies is available if requested by the school. We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, for example the LA, SEND support services, health services and social services.

Links with Other Agencies

The school is committed to involving parents/cares whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. Records of all children are sent to the receiving educational establishments for their attention. The SENDCO and Year 6 teacher endeavour to discuss with receiving staff any children identified as needing additional or adapted provision to enable continuity of support.

Partnership with Parents/Carers

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to any issues brought forward for discussion. We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in home-school books as appropriate. Parents/carers are invited to participate in reviews and be involved in setting targets with appropriate intervention strategies to help their child both at school and at home. We promote a culture of co-operation between parents, school, LA and others. This is important in enabling anyone with SEND to achieve their full potential. We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints. We respect the differing needs of parents/carers such as disability or communication and linguistic barriers.

Pupil Participation

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability. Pupils participate, where possible, in all the decision-making processes, including setting targets and contributing to their Provision Map, discussing their choices, assessment of needs and in the review procedures. We encourage pupils to participate in their learning by providing appropriate resources, suitably adapted tasks, group or individual support.



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Compliance

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

- Equality Act 2010; advice for schools DFE Feb 2013
- SEND Code of Practice 0-25
- Schools SEND Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards