

# St. Peter's R.C. Primary School



"We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ."

## **Special Educational Needs and Disability (SEND) Policy September 2025**

In compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2015)

### **Intent**

We believe that every child is unique and has differing educational needs and levels of success. Therefore, the intention of our school is to provide high quality learning experiences and give access to a broad and balanced education to raise the aspiration and expectation of all pupils including those with SEND.

**To achieve our aims it is our intention to:**

- achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- focus on individual progress as the main indicator of success.
- strive to make a clear distinction between "underachievement" and special educational needs.
- ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.
- provide accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty.
- 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 SEND procedures and practices and providing regular feedback on their child's progress.

- work with outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Inclusion Support Service.
- ensure the Inclusion Manager will provide efficient management of the SEND policy.

## **Identification of SEN**

**'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'**

**(SEN Code of Practice 2015)**

**The Code of Practice identifies 4 broad areas of need: (SEN Code of Practice, 2015)**

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health difficulties**
- 4. Sensory and/or physical needs**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

### **Note:**

English as an Additional Language (EAL) alone is not considered a Special Educational Need. Adaptive teaching and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

## **Graduated Approach to SEND Support**

- 1. Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as '**underachieving**' they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adaptive teaching and learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil no longer requires special educational provision, continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to a concern by parent or teacher, but this does not automatically result in a specialist educational provision. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

## **2. SEND Support**

Where it is determined that a pupil does have SEND, discussions take place with parents. Following discussions, parents will be formally informed that their child is receiving specialist educational provision. Parents will then be asked to sign a letter to acknowledge this and school records will be updated. 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:

### **I. Assess**

### **II. Plan**

### **III. Do**

## **IV. Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **I. Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **II. Plan**

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. 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.

### **III. 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 to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

### **IV. 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. The class teacher, in conjunction with the Inclusion Manger will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

It may be decided that a small percentage of pupils receiving specialist educational provision will need additional funding, for which an application needs to be made to the Local Authority to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

#### **3. Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- **Parents**
- **Teachers**
- **BwD SEND Support**
- **Inclusion Manager**
- **Social Care**
- **Health professionals**
- **Educational Psychologist**

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

### **Managing Pupils Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
  - Termly evaluation of the effectiveness of interventions on school records (in relation to the progress of each pupil)
  - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
  - Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2015)
- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
    - CAF team
    - CAMHS
    - Educational Psychology Service

Parent Partnership Service

Sensory Impairment team

Local NHS services

BwD Inclusion Support Service

Multi-agency safeguarding hub

- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- At the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Inclusion Manager or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **Roles and Responsibilities**

### **Headteacher**

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Inclusion Manager.
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of school records
  - pupil progress meetings with individual teachers
  - regular meetings with the Inclusion Manager
  - discussions and consultations with pupils and parents

### **Inclusion Manager**

In line with the recommendations in the SEND Code of Practice 2015, the Inclusion Manager will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of school records
- identifying on school records pupils with special educational needs - those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advisory teachers
- managing other classroom staff involved in supporting pupils.
- overseeing and regularly updating school records
- contributing to the in-service training of staff
- implementing an Annual Review for all pupils with an Education Health Care Plan.

- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 SEND pupils
- monitoring the school's system for ensuring that termly targets will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- regularly evaluating the impact and effectiveness of additional interventions for learners with special educational needs
- meeting with teachers when appropriate to review and discuss targets for SEND pupils in their class who are being tracked on the school's record system.
- liaising and consulting sensitively with parents and families of pupils receiving specialist educational provision, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support SEND pupils.

### **Class teacher**

By liaising with the Inclusion Manager to agree:

- which pupils require additional support because of a special educational need. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of SEND pupils by :
  - ✓ providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.

- ✓ ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".

## **SEN Training**

In accordance with Section 6 of the SEN Code of Practice 2015, the Inclusion Manager will be a qualified teacher working at school and will have statutory accreditation within three years of appointment.

The Inclusion Manager and Designated Teacher for LAC will regularly attend local network meetings

Relevant staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the staff training process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficiency of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support SEND pupils will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

## **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

## **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and Inclusion Manager, then, if unresolved, by the Head teacher. The governor with specific responsibility for SEND / Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

SEND Governor contact - Mrs J Walsh - St. Peter's RC primary School - Tel 01254 691745

**Information on where the local authority's local offer is published.**

<http://search3.openobjects.com/kb5/blackburn/directory/localoffer.page>

## **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice September 2015

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

**SENDCo Contact - Mrs R Yates, St. Peter's RC Primary School - Tel : 01254 691745**

**Policy updated by Mrs R Yates September 2024**

**This policy will be reviewed annually by the governing body**