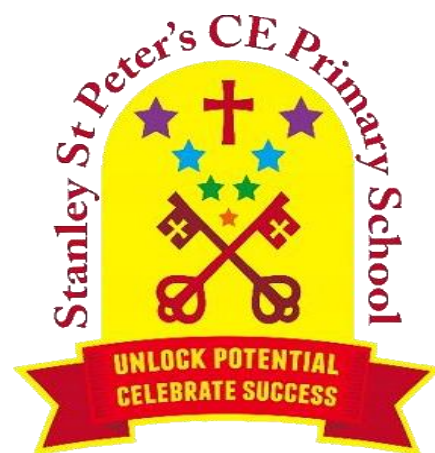


Special Educational Needs and Disability



STATUTORY POLICY

Review frequency: 3 Years or following changes to legislation

Approval by: Governing Body
Special Educational Needs Policy

Legislation: The Education (Special Educational Needs) Regulations 2014

POLICY STATUS

Policy Date: June 2022

Reviewed: August 2023

Reviewed August 2024

Reviewed August 2025

Review Date: August 2026

Statutory Policies: Pastoral

Lead Personnel: SENCO

At Stanley St Peter's we strive to support all children and enable them to 'Unlock Potential, Celebrate Success' at school. In order to do this, many steps are taken to support them through their learning journey. Quality first teaching is vital, however, for some children, there are occasions when additional support is required to help them thrive academically, socially and emotionally. Through collaboration and dedication, we aim to provide a comprehensive and inclusive educational experience that caters to the needs of all learners.

Statutory Guidance

Statutory Guidance and Alignment: This policy aligns with the statutory requirements outlined in the SEND Code of Practice (0 –25) (September 2015), Section 3.65. It has been developed with reference to the following key guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)
- Keeping Children Safe in Education (Sept 2024)
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement (March 2023)

Special Educational Needs Definition

The SEND Code of Practice (2015) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person as a learning difficulty or disability if he/she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age or:*
- (b) has a disability which prevents or hinders him/her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Although there is overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each is utilised according to their relevance.

Aims

We value all the children in our school equally and recognise each child's entitlement to receive the best possible education. Within a caring and mutually supportive environment, we aim to:

- Recognise and build upon each child's strengths and accomplishments.
- Foster an environment of mutual respect, self-esteem, and inclusivity.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons, including parents and carers, are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Conduct regular assessments to identify students with SEND and implement appropriate interventions promptly.
- Empower students with special educational needs to achieve their maximum potential.
- Cultivate expertise in implementing inclusive teaching and learning techniques.

Objectives

In order to achieve our aims and to ensure that children with special educational needs reach their full potential and make progress, we will:

- Work within the SEND Code of Practice guidance 0-25 Years (2015).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Actively engage parents and caregivers in their child's learning and development, fostering a collaborative partnership.
- Deliver a diverse, differentiated curriculum that caters to varying learning needs and promotes high standards of achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, that outcomes of Special Educational Provision (SEP) are determined, and that their progress towards these outcomes is closely monitored.
- Equip all teachers to effectively plan for and meet the learning needs of SEND students, optimally utilising support staff.
- Establish strong connections with special schools and external agencies to ensure comprehensive support for both staff and students.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- **Communication and interaction**

Some children have difficulties with speech, language and interaction:

Speech, Language and Communication Needs (SLCN)

Autism Spectrum Condition (ASC), also referred to as Autism Spectrum Disorder (ASD)

- **Cognition and learning**

Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts:

Moderate Learning Difficulties (MLD)

Specific Learning Difficulties such as dyslexia (SpLD)

Severe Learning Difficulties (SLD)

Complex Learning and Profound and Multiple Learning Difficulties (PMLD)

- **Social, emotional and mental health difficulties**

Some children have difficulties that result in challenging or withdrawn behaviours:

Social Emotional and Mental Health (SEMH)

Attention Deficit and Hyperactivity Disorder (ADHD)

Attention Deficit Disorder (ADD)

Support for pupils with SEMH needs may include access to our school Learning Mentor, counselling services, small-group or one-to-one interventions, and, where appropriate, referrals to external agencies such as Child and Adolescent Mental Health Services (CAMHS)

- **Sensory and/or physical impairment**

Some children have sensory and/or physical impairments:

Visually Impaired (VI)

Hearing Impaired (HI)

Physical Disability (PD)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Progress and attainment are occasionally affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare

- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

The school is committed to the early identification of SEND to ensure that children's needs are met promptly and effectively. Class teachers remain responsible and accountable for the progress and development of all pupils in their care, including those supported by teaching assistants or specialist staff. Ongoing assessments provide valuable insights into areas where a child may not be making expected progress, supported where necessary by formal measures such as baseline assessments, end-of-key-stage tests, and standardised assessments.

Where concerns are raised, the class teacher will consult with the SENDCO to explore appropriate next steps. Consideration will always be given to the child's learning characteristics, the classroom environment, the nature of the task, and teaching approaches. At this stage, a One Page Profile (OPP) will be created and implemented by the class teacher, setting out strategies tailored to the pupil's needs. Progress will be supported through careful classroom organisation, high-quality teaching, use of appropriate resources and effective differentiation.

If, despite these measures, a pupil still fails to make adequate progress, the teacher and SENDCO will review the strategies in place. This may result in the conclusion that additional or different support is required. At this point, the child will be identified as receiving Special Educational Provision (SEP) and placed on SEN Support.

We aim to identify pupils making less than expected progress for their age and circumstances. This may include progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Shows limited progress in wider development or social and emotional needs
- Shows limited progress in self-help, social, or personal skills

The school follows the graduated approach outlined in the Code of Practice 0–25 ('Assess, Plan, Do, Review'). This process is initiated, facilitated, and overseen by the SENDCO, while class teachers carry out the day-to-day assessing, planning, teaching, and reviewing. Where external agencies are involved, the SENDCO liaises with professionals and ensures advice is integrated into school provision. The SENDCO also maintains up-to-date records and monitors the impact of interventions. Teachers remain responsible for updating and reviewing One Page Profiles. Pupils' views will always

be sought, valued, and recorded in their One Page Profile and during reviews, ensuring that person-centred planning is central to SEND provision.

ASSESS - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. We identify the child's current attainment, achievements and learning profile from this. This may involve taking advice from the SENDCO and external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupils and their parents/ carers are supported in planning to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of each intervention period, forming the basis for further assessment and planning. One Page Profiles (OPPs) will be shared with parents on a termly basis so they are fully informed of their child's support and progress. Where further discussion is needed, the class teacher or SENDCO will arrange a meeting with parents, and parents are also welcome to contact the school at any time to request a meeting. This ensures that parents remain fully involved in their child's education in line with the SEND Code of Practice.

The school's SEN Information Report, available on our website, outlines our current provision for students with SEND and disability, contributing to the Local Authority's Local Offer. This report is reviewed annually, reflecting the tailored support required to achieve planned outcomes. Our SENDCO tracks the effectiveness of interventions using impact and provision mapping.

Integrated Assessment of SEND

If the school is unable to deliver all of the agreed provision within its existing resources, staffing, or funding, and the child's outcomes are not improving despite SEN Support, the school may request a statutory assessment from the Local Authority. This assessment may result in an Education, Health and Care Plan (EHCP) being issued.

The school will provide the evidence about the child's progress over time, documentation in

relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This is usually a My Support Plan and this will include:

- The child's personalised plans (OPPs)
- Records of reviews with pupils and parents, and their outcomes
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess that child's education, health and care needs. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- The school
- An educational psychologist
- Health
- Social care
- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired

If appropriate, from this information, it will then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.wakefield.gov.uk

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents, and others close to the child whom pupils and parents would like to attend. Relevant professionals from within the school and outside agencies may also be invited. A representative from the Local Authority (LA) may attend where appropriate. The review will be person-centred, focusing on:

- Reviewing progress towards outcomes.
- Recognising the child's strengths, aspirations and areas needing support.
- Collaborating to determine optimal support strategies.
- Recording outcomes and sharing updates with the Local Authority.

Criteria for exiting Special Educational Provision

A child may no longer require SEP where they:

- Make progress significantly quicker than that of their peers
- Close the attainment gap between them and their peers
- Make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- Make progress in self-help, social and personal skills so they no longer require additional or different provision from their peers.

This would be determined at the review stage.

Supporting pupils and families

Wakefield Local Authority's Local Offer can be found at www.wakefield.gov.uk

We are dedicated to working closely with parents through regular meetings, target setting and progress reviews. We promote awareness of the Information, Advice and Support Services (IASS) and encourage parents to engage with external agencies. We also keep parents informed through our termly SEND Newsletter. This newsletter provides valuable insights into ways to support children at home, local resources available for assistance and updates on school initiatives tailored to support students with SEND. Our SEN Information Report is updated annually and can be found on our website.

Parents will be involved at every stage of their child's progress through liaison with the class teacher and later the SENDCO. Parents are encouraged to be involved with target setting for One Page Profiles. Some home activities may be provided. Parents and pupils are invited to target-setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be asked to attend a yearly review with relevant support service personnel connected to the child and the pupil. Parents and carers are consulted and informed of changes to the SEND Policy. The SEN Information Report is updated annually on the school's website.

Medical issues are first discussed with the parents/carers. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, access team.

Admissions

Pupils with special educational needs will be admitted to Stanley St Peter's Primary School in line with Wakefield Local Authority's admissions policy. The school meets the statutory requirements of the Children and Families Act 2014. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having or possibly having special

educational needs. If a pupil joins the school from another school, Stanley St Peter's Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is aware that a child may have difficulty learning, they will endeavour to collect all relevant information and plan a differentiated curriculum.

When a pupil transfers to another school, transfer documents, including complete records of their special educational needs, will be sent to the receiving school. On transfer to secondary school, the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement or Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school's policy on medical needs can be found on the school website.

Monitoring and evaluation of SEND

At Stanley St Peter's Primary School, the progress and provision for pupils with SEND is monitored through a range of systems already in place. These include pupil progress meetings, learning walks and drop-ins carried out during interventions by the Senior Leadership Team (SLT) and the SEND Governor, and analysis of the Core Progression Pathway (CPP) tracker. Progress during interventions is also tracked in an intervention book by the member of staff delivering the support (TA or teacher), ensuring that small-step progress is recorded consistently.

In addition, progress for some pupils with SEND is tracked using the Wakefield Progression Steps, and for certain children with Education, Health and Care Plans (EHCPs), we use the ELF progression document provided by Kingsland. Teachers' ongoing assessments, book scrutinies and pupil voice activities further contribute to building a clear picture of each child's development.

This information is used to inform future decisions, shape provision and provide evidence for person-centred review discussions with parents and pupils. It also enables us to evaluate the effectiveness of our SEND provision and ensure that resources are allocated equitably according to individual needs.

The Governing Body has appointed Karen Hopwood as the designated SEND Governor, who works closely with the SENDCO to monitor provision, ensure accountability and champion the needs of pupils with SEND.

Training and resources

Governors will ensure a suitably qualified SENDCO is appointed with the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The governors ensure that time is allocated to monitor provision and pupil progress. Training for teachers and teacher assistants is provided within the school and through other professional development activities. All new staff receive a SEND induction to ensure they are confident in supporting pupils with additional needs from the outset of their role.

The school uses funding to provide external professional advice and support for individual pupils in accordance with their statements/ EHC Plans and their needs.

The governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCO. The SENDCO will stay abreast of current research and thinking on SEND matters. The SENDCO will be supported in enhancing their knowledge, skills and abilities through courses or with the support of other professionals. The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- Additional staff support
- Providing intervention work for individuals and small groups
- Purchasing materials and resources
- Training for staff
- Provision of external specialists and advice, where required

Money received for a statement/ EHC Plan is allocated according to the requirements of the pupil's plan to ensure appropriate provision.

Roles and Responsibilities

The Governing Body

The Governors will fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives reports about SEND progress when it is an agenda item
- The SEND Information Report is reviewed annually and details the effectiveness of provision in the last year, along with any significant changes to policy.
- The SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will inform the Governing Body about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Governors and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Coordinator (SENDCO)

The SENDCO is responsible for:

- Co-ordinating SEND provision for children.
- Liaising with and advising teachers.
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies, including educational psychology services and other support agencies, medical and social services and voluntary bodies.
- Consult with the class teacher to ensure appropriate provision is planned and implemented and reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The teaching staff and support assistants have an integrated role in curriculum planning and supporting the child's learning. They are fully involved in identifying, differentiating curriculum and assessing pupils with SEND. They work together with the SENDCO to formulate provision and review progress and impact through One Page Profiles. They maintain a class SEND file that is kept in the classroom for reference by staff, including supply staff and students, as appropriate.

Storing and managing information

Records belonging to children on the SEND register and those for whom monitoring arrangements are in place are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff and other professionals involved in the child's care. The school uses CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

Reviewing the policy

This policy and the SEN Information Report will be reviewed annually by SENDCO, Head and other staff, governors, and parents of children with SEND.

Accessibility

The Equality Act 2010 required all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. We follow accessibility regulations and make accommodations for students with disabilities. Our accessibility plans are available on the school website. Parents and carers may request paper copies of this policy or alternative formats (such as large print or translated versions) if required, to ensure full accessibility.

Complaints

We foster an environment where every concern is addressed promptly. The complaint procedure for special educational needs mirrors the school's other complaint procedures. Should a parent or carer be concerned about the special provision made for their child, they should discuss this with the class teacher in the first instance. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO
- Discuss the problem with the Headteacher
- The Headteacher may refer the matter to the Area Special Needs Officer or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA.
- More serious ongoing concerns should be presented in writing to the Chair of Governors, who will inform the School Adviser or the LA SEND Adviser as appropriate.

In addition, parents and carers have the right to appeal to the SEND Tribunal if they are dissatisfied with decisions made in relation to an Education, Health and Care Plan (EHCP)

Bullying

Bullying is taken very seriously at Stanley St Peter's CE Primary School. We are committed to creating a safe and respectful environment for all pupils and work actively to prevent all forms of bullying. Statistically, children with SEND are more likely than their peers to experience bullying, and we are determined to challenge this. Our school fosters an anti-bullying culture where bullying by adults, children, or young people is not tolerated in any form. As part of our preventative approach, we also promote peer awareness and anti-stigma education, teaching pupils about diversity, inclusion, and respect for learners with SEND.

¹ Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations

