

St Peter's CE Primary School, Chippenham Mews, London W9 2AN



# Special Educational Needs and Disability (SEND) Policy

Reviewed May 2025

Approved by: Governing Body

## **UNCRC Commitment:**

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

*Article 17 You have the right to get information that is important to your well-being*

*Article 28 You have the right to a good quality education.*

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

## **1. Introduction**

St Peter's prides itself on being an inclusive school where the main aim is to create the right opportunities, with support and encouragement, to help all our pupils to develop a life-long desire to learn and achieve as much as possible whilst being safe and able to contribute to society. We have very high expectations for all pupils, especially those with identified SEND

and we strive to ensure our pupils with SEND make progress which compares well with the progress of other children.

## **2. Diversity, Equity and Inclusion Mission**

Every member of the school community should feel safe, secure, valued and of equal worth. At St Peter's, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

## **3. Legal Framework**

This policy has been prepared to meet St Peter's responsibilities under:

- The Special Educational Needs and Disability Regulations 2014; 3
- Statutory framework for the Early Years Foundation Stage (DfE, September 2021)
- Education and Skills Act 2008;
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
- Equality Act 2010;
- Children and Families Act 2014.
- Reasonable adjustments for disabled pupils (Equality and Human Rights Commission, April 2015);
- Public Sector Equality Duty Guidance for Schools in England (Equality and Human Rights Commission, July 2014, updated August 2022);
- Supporting pupils with medical conditions at school (DfE, updated August 2017);
- Mental health and behaviour in schools (DfE, 2014, updated November 2018);
- Promoting and supporting mental health and wellbeing in schools and colleges (DfE, June 2021, updated July 2025)
- Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015, updated 2020) (SEND Code of Practice);
- Keeping children safe in education (DfE, July 2025, (KCSIE); and Working together to safeguard children (DfE, July 2023, updated June 2025 2024).

## **4. Aims and Objectives**

- ❖ To identify and assess children with SEND and additional needs as early as possible.
- ❖ To work in partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND.
- ❖ To consult young people with SEN about, and involve them in, their education.
- ❖ To ensure all staff have access to training and advice to support pupils with SEND and quality first teaching.
- ❖ To provide access to a broad and balanced curriculum that is differentiated in a way that supports children with SEND.

- ❖ To maximise the progress and achievement for pupils with SEND through an enriching and rigorous education.
- ❖ To support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning.
- ❖ To provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school, in line with our diversity, equity and inclusion policy.

## 5. Definition of SEN from: SEND Code of Practice 2014

A person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools.

A child is **not** seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.

A special educational provision means anything **different or extra** to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the Local Authority.

There are four broad categories of SEN and they give an overview of the range of needs that should be planned for:

- 1) communication and interaction
- 2) cognition and learning
- 3) social, emotional and mental health
- 4) physical and sensory

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty.

## 6. Definition of Disability

The Equality Act 2010 defines a disability as a physical or mental impairment which has a long term and substantially adverse effect on their ability to carry out normal day to day activities. As part of this definition, 'substantial' is defined as more than minor or trivial in its effect on a person. 'Long term' means that the impairment is likely to last or recur for twelve months or more. For pupils, 'normal day to day activities' in a school context are

those activities that a pupil would normally be able to carry out having reached the expected stage of development and education for their chronological age. There is no requirement for a formal diagnosis of a disability to meet this definition, but there are some diagnosed conditions that will automatically meet the definition under the Equality Act 2010 (for example cancer, HIV or multiple sclerosis).

This definition includes:

- Sensory impairments affecting sight or hearing
- Long term health conditions (eg asthma, diabetes, epilepsy and cancer)

Pupils with these conditions may not have special educational needs (SEN) but there is an overlap between disabled pupils and those with SEN. Pupils with sensory impairment should be supported by appropriate technology and differentiated classroom provision and support, following the advice of the Sensory Support Service.

## **7. Roles and Responsibilities**

The Co-ordinator for SEND is Hattie Friedman (Inclusion Manager). She has been a SENCO for ten years and is also Deputy headteacher.

The Governor responsible for SEN is Liz Thorpe-Tracey

### **The Co-ordinator's role:**

- Take responsibility for the day to day running of provision made by the School for pupils with SEND.
- To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to SLT meetings and the school development plan.
- Meet regularly with the head teacher to discuss effective use of resources, advise the head teacher and governing body on the level of resources required to maximise the achievement of pupils with SEND.
- Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET for all staff.
- Ensure that the school's SEND register and provision map are updated regularly.
- Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, liaise with them and ensure that report recommendations are implemented.
- Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- Develop and maintain effective working relationships with parents to promote pupils' learning.
- Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual SEN Support Plan targets, and agree specialist provision.

- Organise the deployment of resources and monitor their effectiveness.
- Train and support teaching assistants to carry out planned intervention programmes.
- Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings (held three times per year).
- Analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods.
- Apply for Education, Health and Care plans (EHC Plans).
- Convene and chair annual reviews of those children with an EHC plan.
- Keep own skills updated by reading, researching and attending INSET/courses on SEND.
- Know how to recognise and deal with stereotyping in relation to disability or race and ensure all staff are trained in Disability Etiquette.
- Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

#### **The Class teachers' role:**

- Ensure 'Quality First Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning.
- Ensure the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff.
- Provide a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
- Remain responsible for their pupils' learning when they are involved in intervention programmes.
- Identify pupils who may require special provision and to be placed on the school's SEND register (with support from the SENCo).
- Maintain the SEND file for pupils in their class.
- Direct TAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' targets.
- Attend INSET and courses when appropriate.

#### **The Teaching Assistants' role:**

- Support the class teacher to implement targets in pupils' support plans and provide learning experiences relevant to the needs of pupils with SEND.
- Carry out intervention programmes planned by the SENCo or outside specialists following the delivery accurately and keep records updated including an attendance register, baseline assessments and end of intervention assessments.

- Communicate with other professional agencies involved with pupils with SEND, with the SENCo's support taking on their expert advice and feeding back at future meetings.
- Attend INSET and courses when appropriate.

## **8. Admission Arrangements for Pupils with SEND**

The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to St Peter's fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils.

If it is known that a child due to start at St Peter's has SEND, the SENCo will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school. Where possible, the SENCo will arrange a visit to the nursery to observe the pupil and talk to the professionals supporting that child.

For a child with an Education Health Care Plan, admission is arranged through an application via the Local Education Authority. Where a local authority proposes to name St Peter's in an EHCP, made in accordance with section 324 of the Education Act 1996, it must give St Peter's written notice of this. Within 15 working days of receipt of the LA's notice that it proposes to name St Peter's school in an EHCP, St Peter's must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility. If St Peter's determines that admitting the child would be incompatible with the provision of efficient education, it must, within working 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree we should be named in the learner's EHCP. Such notice must set out all the facts and matters we rely upon in support of its contention that: (a) admitting the learner would be incompatible with efficiently educating other learners; and (b) the school cannot take reasonable steps to secure this compatibility.

Where a student with an EHCP is admitted and the placement breaks down, St Peter's will hold an emergency annual review of the EHCP and invite the SEN case officer from Westminster to attend along with parents/carers and professionals working with the child. St Peter's should do all it can, working in partnership with the relevant LA to secure an alternative placement, if this is the outcome of the annual review.

## **9. Specialist Provision for SEND offered by the School**

The School currently employs a non-class based, SENCo who is responsible for SEND.

Other teaching professionals are deployed by the SENCo to provide specialist teaching for individuals and groups of learners with SEND.

All the TAs in the school have received training in SEND interventions. In addition, some volunteers are used who have also received training in the areas in which they are working.

## **10. Facilities for Pupils with SEND** (including facilities which increase or assist access to School by pupils who are disabled)

No child should be denied access to areas of the curriculum in terms of limitations of physical ability. The building has been adapted where possible and advice given by Occupational Therapists for particular children. The school is continuing to develop facilities and access for pupils with SEND as outlined in the Accessibility Plan.

## **11. Resource Allocation, including deployment of adults among pupils with SEND**

The headteacher informs the governing body of how the funding allocated to support SEN has been employed. Pupils with EHC plans, have their needs, as described in their EHC plan, met through the appropriate deployment of resources and staff.

It is for the school to decide staff deployment with individual children and be satisfied that the LSA (Learning Support Assistant) has the relevant skills, knowledge and experience to meet the requirements set out in the child's EHC Plan. Parents are not part of the employment relationship and they have no say in who delivers the support in the classroom.

Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the school nursing team and CAMHS will be deployed by the SENCo on a needs basis. TAs (whose time is not allocated to a child with an EHCP) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the class teacher and SENCo. Provision are recorded on our INSIGH assessment system and are reviewed half termly. There may also be the allocation of specialist equipment and different or additional learning materials that will also be resourced.

## **12. Identification and Assessment of SEND – a graduated approach to SEN support**

At St Peter's we follow a graduated approach to SEN support, following the cycle of assess, plan, do, review.

### **Assess:**

It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles and a baseline assessment on school entry in the Foundation Stage. From Year 1 onwards children will be assessed termly in reading, writing and maths and in Year 6 through statutory SATS assessments. This is in addition to high quality formative assessment that is carried out daily in the classroom. St Peter's may also draw on more specialised assessments, for example from the Westminster Outreach Service and the Occupational Therapy service. Parents will always be consulted when decisions are made to involve specialists.

Pupil progress meetings are held six times a year and involve the discussion of individual pupils by the head teacher, SLT members, English & Maths subject co-ordinators and the

class teacher. Children's progress through the school is tracked on INSIGHT and the SENCo analyses the progress of pupils with SEN regularly.

At the assessment stage, when concerns are raised, parents will be informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, in spite of quality first teaching that is targeted at the pupils' area of weakness, pupils are identified as making progress which:

- 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;

the pupil will be identified as having SEN and their name will be placed on the school's SEND register. The views of parents and the child (wherever possible) will be consulted.

### **Plan**

When a child is placed on the register under 'SEN Support', the class teacher and SENCo will identify strategies and interventions for achieving identified targets. Any necessary available resources will be allocated to help the child achieve the targets. The child will also be involved in this process. Targets are usually curriculum based and will incorporate advice from any outside agencies, for example occupational therapy.

### **Do**

The class teacher should remain responsible for the child's learning and they should work closely with any TAs, specialist staff involved, and the SENCo, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

### **Review**

Support plans will be reviewed three times per year and the effectiveness of support/interventions and their impact on the pupils' progress will be reviewed and evaluated in line with the agreed dates. Parents and pupils will be consulted and the evaluation will be used to set new targets and possibly revise the support being provided.

If a child has a Statement or EHC plan, a Person-Centred annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. Support plans are produced, in conjunction with other professionals involved, parents and the child to work towards achieving the goals identified in the child's initial statement or subsequent annual review.

Progress of all children with SEN can be evaluated and/or measured as follows:

- by monitoring their individual targets

- by monitoring attainment levels recorded in class/whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or different support received, the child is no longer considered to have SEN (ref criteria below), then, in close consultation with the child's parents that child's SEN records are closed.

The criteria used in the school are as follows:

- a) The attainment gap has narrowed between him/her and his/her peers.
- b) His/her rate of progress has improved
- c) He/she now has full access to the curriculum
- d) He/she has improved levels of self-help/social/personal skills

### **Education Health Care Plans (EHCPs)**

In a small number of cases, when a child makes little or no progress in spite of measures put in place under the SEN support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEN support provision, the SENCo and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEN register if their needs are severe or complex.

### **13. Arrangement for Providing Access to a Balanced and Broadly Based Curriculum for Pupils with SEND**

Through all subjects an inclusive broad and balanced curriculum is provided for all children.

The implementation of the Accessibility plan will ensure that all staff are more aware of the individual needs of pupils with SEND. Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children. Ongoing CPD will also ensure this.

### **14. How Pupils with Special Education Needs Engage in the Activities of the School Together with Pupils Who Do Not Have Special Educational Needs**

We try to ensure that activities offered in school are carefully planned to include all children, regardless of SEND. In addition the implementation of the Disability Equality Scheme action plan helps to ensure that children with SEND have their voice heard. We

also ensure that there is some representation of pupils with identified SEND on our school council.

### **15. How the Governing Body Evaluates the Success of the Education which is provided at the School to Pupils with Special Educational Needs and Disabilities**

The governors receive regular reports on SEND at Governor Body Meetings. They can also evaluate the success of the education by examining the SEND data and monitoring attainment levels. The Annual Report to Governors is presented at the end of the Year and can be found on the school website.

### **16. Complaints Procedures**

Complaints about the special educational provision made for a child should be made in the first instance by the parents to the SENCo.

Please refer to the Complaints Procedure document.

### **17. SEN In-service Training for Staff**

Guidance in the writing of individual targets, provision of an inclusive environment and teaching and learning and resourcing is on-going by the SENCo. Advice on particular areas of SEND (e.g. dyslexia) is also given. The SENCo ensures that TAs are trained in running acceleration interventions.

INSET at staff meetings is arranged by the SENCo on specific topics, new developments, or training in strategies etc., either given by the SENCo or a visiting specialist. (This may be part of the SEND development plan for that year.)

### **18. Outside Agencies and Facilities for SEN**

If a Classteacher, in partnership with the SENCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as speech therapy, occupational therapy educational psychologist, specialist advice from the Westminster QE2 outreach service, Child and Adolescent Mental Health Services), a referral is made by the school to which all parties will have contributed.

Close liaison is kept with specialised outside agencies working with individual children. E.g. clinical psychologist or doctor.

### **19. The Role Played by Parents of Pupils with SEND**

We are committed to working in partnership with parents of children with SEND. Parents of pupils with SEND are fully involved from initial identification through to supporting any interventions that are put in place for their child. We recognise that a parent will have

knowledge about their child which is valuable in assisting us to build up the fullest understanding of their needs. Parents meet with the SENCO regularly throughout the year to review their child's progress, as well as meeting with class teachers at the parents' evenings throughout the year.

The SEND Information Report, published on our school's website, is a guide for parents outlining how St Peter's supports their children's learning needs.

## **20. Links with Other Schools**

Links are formed with secondary schools to which children with a statement of SEND will be transferring after year 6. A member of staff from the secondary school is invited to the Annual Review of that child to ensure a smooth transition.

St Peter's School recognises the value of developing strong links with the secondary schools to which our SEND pupils transfer and for Transition programmes for the more vulnerable children including those in the locality.

We also link with local nursery schools to ensure smooth transition for Early Years for those children joining St Peter's at Reception from other settings.

## **21. Links with Child Health Services, Social Services and Education Welfare Services.**

The School's objective is to provide integrated high quality, holistic support focused on the needs of the child. Such support will be based on mutual understanding and agreement between all agencies working with the child and the family.

## **22. The SEND Local Offer**

The school works closely with the Local Authority and publicises The Local Offer website which provides information on services and support in Westminster for children and young people (aged 0 – 25) with special educational needs and disabilities (SEND), their families and carers. It is also a useful resource for professionals and service providers. The local offer can be found at:

[Family Information Hub | SEND Local Offer \(westminster.gov.uk\)](https://www.westminster.gov.uk/family-information-hub/send-local-offer)