

St. Peter's C of E Primary & Nursery School Gringley-on-the-Hill



Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottshelpyourself.org.uk

Mission statement

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education, which inspires every child to be the best they can be. This is within a framework, which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

As a Church school we strive to undertake and follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education, (RSHE) and health education, (RSHE).

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1. Aims and objectives

We aim to:

Work together and take care to provide an inspiring, inclusive and creative learning experience for all of our children. A welcoming and safe environment encourages all to be happy, hopeful and enthusiastic learners. This enables them to take risks in their learning to develop a lifelong love of learning and faithfulness and experience life in all its fullness.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- **Identify the needs of pupils with SEN as early as possible.**
Where possible we will gather information from parents/carers education, health and care services, and transfer schools or early years settings where applicable prior to the child's entry into the school.
- **Monitor the progress of all pupils**
In order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers, support staff and senior leaders will help to ensure that they are able to reach their full potential. This informs planning and intervention.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**
This will be co-ordinated by the class teacher, with support from the SENCO as required, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. All children are encouraged to take a full and active role within all areas of school life.
- **Work with parents**
Both formal and informal discussions take place with parents/carers regularly in order for us to work together for the benefit of pupils 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 SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. For those children working with a specific plan, discussions with parents where targets are set, a plan agreed and reviewed at least termly or more frequently if required.

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- **Work with and in support of outside agencies**
Support will be sought from appropriate agencies when needed.
- **Maintain a school environment where pupils feel safe to voice their opinions of their own needs.**
Regular one-to-one meetings between pupils and their teacher. This is made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the co-ordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Yvonne Reeson *[Headteacher]*
- The person co-ordinating the day to day provision of education for pupils with SEN is Bettina Houghton *[SENCO]*
- *SEN Governor Stephanie Green*

To make contact in the first instance:

secretary@st-peterscofe.notts.sch.uk

Telephone number 01777 817330

The Headteacher, SENCO and SEN governor oversee and monitor the progress of all children with special educational needs. The person co-ordinating day-to-day provision of education for pupils with SEN is Miss Bettina Houghton.

The governors are fully informed of the school's special Needs provision through regular meetings, reports and discussion. Working closely with staff parents/carers and other agencies, SENCO aims to ensure quality first teaching and high quality interventions are carried out. Training needs for all staff are identified and planned by the SENCO in conjunction with the Head and the Retford Oaks Family of Schools.

3. Arrangements for co-ordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps or structured conversations and subject targets for individual pupils.

All staff can access:

- The St. Peter's C of E Primary & Nursery, Gringley, SEN Policy on the school's website;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans) via the SENCO;
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision maps, inc. outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our admissions arrangements are assessed by the Local Authority in respect of these matters.

All Y6 children are able to attend the transition events offered by their secondary school. All relevant documents are forwarded to or received from a school. The SENCO will contact all new schools, in the first instance, by email and then by phone to give the new SENCO or class teacher advance notice of any additional needs. It is hoped that the secondary school will meet the children with additional needs at St. Peter's. Additional transition days will be arranged where necessary.

5. Specialist SEN provision

St. Peter's, Gringley, has a number of pupils being monitored for and with an identified SEN or disability.

6. Facilities for pupils with SEN

The school fully complies with all relevant accessibility requirements. We are able to access a range of specialist SEN facilities through the Local Authority.

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7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's funding. Some pupils with SEND may access additional funding. This additional funding might be from a budget, which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, the local authority retains additional funding. This is accessed through the Family of Schools. The Retford Oaks Family SENco will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. This is higher level needs (HLN)

Procedures used to allocate resources:

- Staff are asked, on a termly basis, to identify any children in their class that they are concerned for the SENCO's consideration.
- The SENCO meets with the TA who undertakes the specific SEN intervention programmes, and together they work out a timetable to maximise the available provision.
- The HT is given a copy of these plans for approval.
- This allocation resource also takes account of those children who may be eligible for pupil premium funding as well as external services that are able to provide services for the benefit of eligible children.
- Children for whom it is felt that additional support is required beyond the school's ability to provide are taken, with parent/carers' consent to the termly Springboard meeting for consideration.

8. Identification of pupils needs

We recognise the importance of early identification, assessment and provision for any child who may have SEN.

Identification

See definition of Special Educational Needs at start of policy. We fully understand that SENs are diverse and that they may fall under different categories.

- Sensory, Physical and/or Medical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health

We follow a graduated approach, which recognises that children learn, and progress at varied rates.

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.

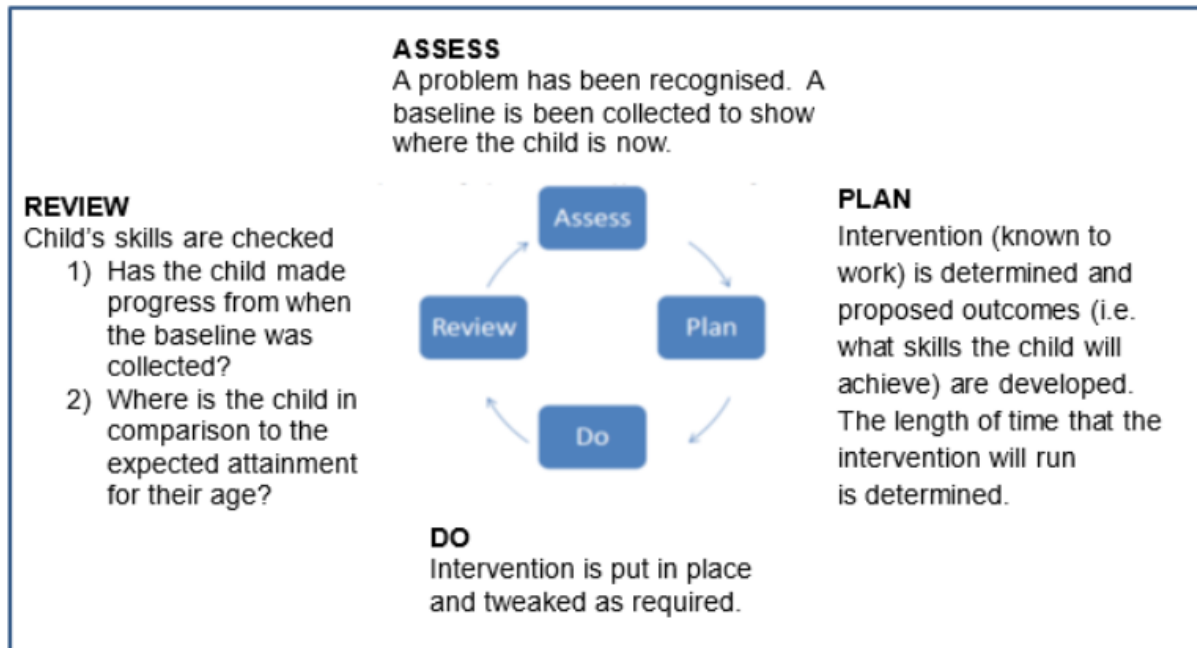
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- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning 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 SENCO 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 has recently been removed from the SEN list they may also fall into this category, as 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 formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN 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:

- Assess
- Plan
- Do
- 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.

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.

Plan

Planning will involve consultation between the teacher, SENCO 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.

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 /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff 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 SENCO.

Review

Reviews will be undertaken in line with agreed dates. 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 their parents. The class teacher, in conjunction with the SENCO 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 a statement 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
- SENCO
- Social Care

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- Health professionals

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 the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 8041275 or email icds.duty@nottscc.gov.uk

or by contacting ASK US NOTTINGHAMSHIRE enquires@askusnotts.org.uk or via the ASK US website

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

At St. Peter's every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Arrangements for reviewing the school curriculum:

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- All subject policies, reviewed on a four-year cycle, will also be updated to reflect these changes.
- The long and medium-term plans outline the knowledge, skills and understanding that are expected to be learnt over the curriculum cycle. These plans will be available on the school's website for parents and carers to access.
- The teachers' short-term plans cover the implementation of those expectations and are reviewed on a lesson-by-lesson basis according to progress against the planned learning objectives.
- The new scheme of work will be fully reviewed after one cycle in the light of the new National Curriculum expectations, and the effectiveness of the revised plans in meeting those expectations.

We also:

- Keep staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback.
- Provide focused training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Make use of all class facilities and space.
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision, within the constraints of the school's resources.
- Ensure that any decision to provide group teaching outside the classroom involves the SENCO in providing a rationale and focus on flexible teaching. Parents are made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEN

The headteacher, SENCO and Governing body oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by staff and governors to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit,

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Bassetlaw Primary Behaviour Partnership and the Multi- Agency Safeguarding Hub, CAMHS, Healthy Family Team.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year, including:

- Staff meeting time
- Appraisal reviews
- Pupil target reviews
- SEN reviews
- Provision map reviews
- Parent/carer questionnaires

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the staff and governors, and information is gathered from different sources as outlined in the paragraph above

A termly meeting is held with the Governor responsible for SEN and the SENCO and a report is shared with Governors.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, SEN Governor or Head

teacher who will be able to advise on formal procedures for complaint. Parents will be advised to refer to the general complaints procedure which is published on the schools website. A copy can also be requested from the school office.

However if there is a problem, which requires the involvement of a third party the following steps are followed in rank order:

1. Meeting with SENCO – Ask Us contacts to be shared
2. Meeting with the Senior Leadership Team and Head Teacher
3. Involvement of SEN Governor / Governor's Pupil & Personnel Committee
4. Area Education Officer, North Base, Mansfield
5. SEN Officer, SEN Section at County Hall, Nottingham

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN-focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEN issues. Funding for staff CPD is held in a designated budget pot and is allocated according to priority.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**)

14. Links to support services

At St. Peter's we aim to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational Psychology Service
- Schools and Family Support Services- Early Years, Communication and Interaction, Cognition and Learning, Sensory and Physical Teams
- Health Services – community nurse, specialist nurses, healthy family team
- Speech and Language Therapists
- Physiotherapists and Occupational therapists
- CAHMS, bereavement counselling,
- Early Help Team (EHAF)
- GP Doctors and Paediatric consultants
- Targeted Support Team
- Bassetlaw Primary Behaviour Partnership
- MASH

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The school continues to build strong working relationships and links with external support services, agencies and volunteer organisations in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO and class teacher who will then inform the parents.

15. Working in partnerships with parents

St. Peter's, Gringley, believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- b) continuing social and academic progress of children with SEN.
- c) personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through:

- Informal contact with staff ('open door policy')
- Requested meetings as required (by either party)
- Parent/carers' evenings
- Regular SEN reviews
- Annual school report
- Meetings required by external agencies, such as the MASH.

Parents are kept up to date with their child's progress through termly progress review meetings, provision reviews and annual reports.

If a parent requires any additional information or just needs a "chat", they are warmly welcomed into school to talk with the class teacher, SENCO or Head teacher or all of them, at a mutually convenient time. At any time, school may request a meeting with parents to discuss any important issues. Agencies may also request the involvement in meetings by the Inclusion Leader, where information is shared with the consent of parents.

The school liaises formally and informally with parents on a whole range of issues through face to face contact, phone calls, personal and parents' evenings, which can include a range of SEND issues.

Parents can request support from the Ask Us Nottinghamshire to assist them in seeking further information, share or clarify their thoughts and views and attend meetings.

At the start of each academic year an internal "Springboard" meeting is held with the SEN team where the SENCO identifies all children potentially requiring support during the academic year are discussed. Termly progress data meetings are a platform for identifying children at termly intervals for additional support, allowing their needs to be taken to the Family of Schools Springboard meeting as required with parents signed consent for discussion and involvement.

Parents can raise concerns with the class teacher or SENCO either face to face or by leaving a message in the school office. Class teachers will also pass on any parental concerns to the SENCO following the termly parent interviews. If needed

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once a concern has been identified an appointment may be arranged at a mutually convenient time to all, to discuss the concerns and follow up action to be taken. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has complex additional learning needs, the parents and the pupil will be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school is a member of the local Retford Oaks Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We work closely with catchment and non-catchment schools within the Nottinghamshire area. Children and parents transferring to or from schools are encouraged to meet with us formally and informally to allow receiving staff to get to know a child, their family and any concerns they may have.

Transition

Where it is felt that children would benefit from additional transition measures, we contact the school in question to outline the situation and agree the additional supportive measures that will be put in place. These arrangements are put in place in consultation with the parents/carers of the children concerned.

Signed Yvonne Reeson (Headteacher)

Date: *Y.Reeson*

Signed Bettina Houghton (SENCo)

Date: *B.Houghton*

Signed Stephanie Green (SEN Governor)

Date:

This policy will be reviewed annually.

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