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Approved by SLT	EGR
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SEND and Inclusion Policy (including EYFS)

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1.0 Introduction

SPSP is a non-selective school and welcomes all children to make the most of the opportunities offered, encouraging them to flourish in its caring environment. We believe that all children have an equal right to a full and rounded education, which will allow them to reach their full potential. The Trustees and staff are firmly committed to inclusivity and to giving every child the best possible start in life. We will work with parents, carers and any outside agencies needed to secure special educational provision for all pupils whose needs may be categorised as 'additional to and different from' the provision given within a typically differentiated curriculum.

St Peter & St Paul School (SPSP) has a named Learning Support Co-ordinator (LSC) who is responsible for Learning Support across the whole school and a named Trustee who is responsible for overseeing Learning Support. Together with the Headteacher, Senior Teacher, Head of EYFS and all members of the SPSP team, they work to ensure that the SPSP SEND



policy works within the guidelines and inclusion policies of: the ***Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)***; Part 3 of the Children and Families Act 2014; the Local Education Authority and all other current policies within the school.

The aim of this policy and our commitment to SEND is to provide a better response to the four areas of need identified in the new Code of Practice (September 2015), namely:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory / physical.

2.0 What are Special Educational Needs?

The SEND Code of Practice (0-25 years) 2015 states that:

A child young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition serves to include children and young people with long term medical conditions, such as: asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

3.0 Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, allowing them to the opportunity to achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents /carers and pupils' views
- to make clear and manage the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff when providing for children's special educational needs



- through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- to work in cooperation with assigned outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

4.0 The Admissions Process: Prior to Entry

The School's admission policy is described in its Policy for admissions. Applications from all who have the ability and aptitude to access an academic curriculum are welcome.

Special consideration will be given to any admissions requests when pupils have SEND requirements. Any appropriate adjustments that need to be put in place will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school. If it is felt that the ability and specialism of the staff at SPSP does not and cannot meet the needs of the child, this will be discussed openly with parents/carers and an appropriate recommendation made.

5.0 The Role of the Learning Support Co-ordinator (LSC) in SPSP

SPSP Learning Support Co-ordinator aims to support all staff in providing inclusive, quality first teaching and will ensure that all decisions are informed by the insights of both parents and children (ref. Children and Families Act (2014)). Section 21 of this act defines special educational provision for children over two as 'education or training that is additional to, or different from, that made generally for others the same age'. Led by the LSC, all staff promote positive outcomes for every child in the wider areas of personal and social support. The identification and support for pupils with SEND is primarily decided and implemented by the class and subject teachers, whose role it is to ensure that each child within their care makes progress (as outlined in the Code of Practice (2015)). The LSC's role is to support and oversee the staff's implementation of a range of strategies within the classroom. On some occasions, children may be withdrawn from class to receive additional support. This will be overseen by the LCSC.

6.0 Identification, Assessment and Provision

At St Peter & St Paul School, the Trustee body, the Head Teacher, the LSC and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are considered teachers of children with special educational needs.

Class and subject teachers will assess each child's current levels of attainment on entry (to the school and their class) to ensure that they build on the patterns of learning and experience already established during the child's pre-school or previous school. If the child already has an identified special educational need, this information may be transferred from other schools and pre-schools. The class teacher and LSC will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties and the success or failure of any strategies used
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.



- Handover meetings will be held at the end of each year at SPSP, to fully brief the incoming class teacher of any children with SEND.

7.0 Children Classed as 'English as an Additional Language' (EAL)

The identification and assessment of any special educational needs in children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

8.0 Monitoring Progress

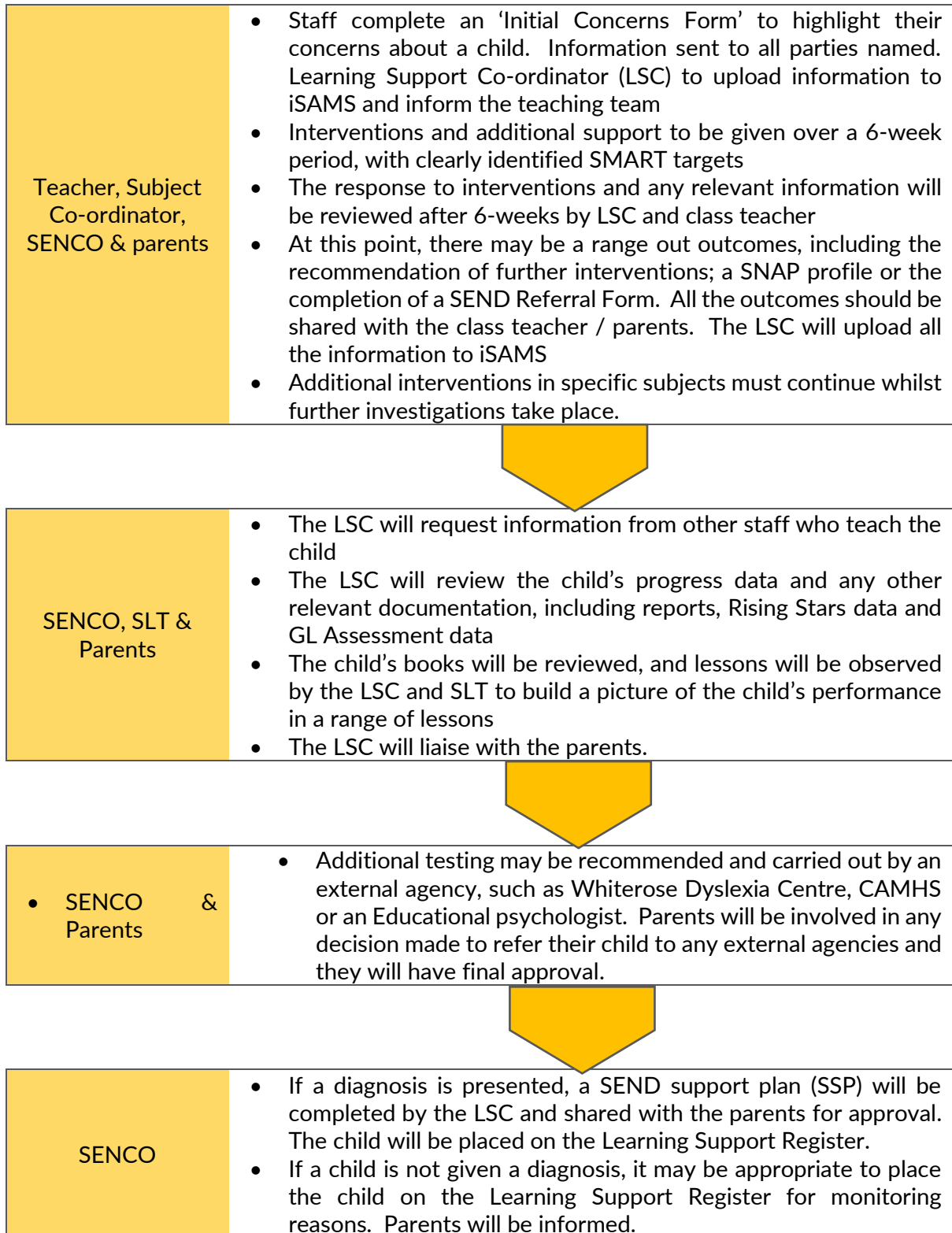
The school's system for observing and assessing the progress of individual children will provide information to allow class teachers to identify areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the LSC to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

If a child's current rates of progress are inadequate, interventions should be implemented to prevent the attainment gap between the child and his/her peers from widening and an attempt should be made to better the child's previous rate of progress and to ensure access to a full curriculum.

SPSP adopts a graduated response and careful evaluations when considering how best to support an individual child.

8.1 A Graduated Approach to Identification

SPSP uses a graduated approach to the learning needs of each individual child. If concerns about a child's under-performance or behaviour continue after the class teacher has applied a range of strategies and interventions, then the LSC will co-ordinate a graduated approach to investigate a child's needs further, as outlined below:



8.2 Applying the Graduated Approach to SEND – Assess, Plan, Do and Review

The school operates a cyclical approach in all areas, and this applies in Learning Support. Children and Staff are encouraged to:



Assess:

- Views of parents will be sought, enabling collaborative working
- Views of the child will be sought to understand where they think their strengths and struggles lie
- Views of all those who teach the child will be sought
- Any completed forms (Initial concern / SEND referral form / SEND support plan) will be scrutinised by the LSC
- Analysis of the child's progress, looking at EYFS data, GL Assessment data, Rising Stars data, alongside national data and norm expectations of progress
- Learning walks and work scrutiny to focus on the needs of the child
- Screening / full diagnostic assessments may be appropriate through a suitable external agency for dyslexia
- Liaison with external agencies if appropriate, eg CAMHS, Educational Psychologist, Autism Pathway, Speech and Language
- All children with a full diagnosis will have a SEND Support Plan to guide the teachers in their planning and delivery of the curriculum.

Do:

- Differentiated, personalised and targeted planning/provision from class and subject teachers as shown in the weekly planning / Initial Concerns / Provision Log / SEND Support Plan
- Access to online programmes to enhance learning, e.g. Nessy
- Extra timetabled support lessons in Maths/English
- Attendance at specialist Learning Support lessons (external provider) if requested by the child's parents / carer.

Review:

- Class / subject teachers will review progress during 1-1 sessions with the child and update their notes on ISAMs and staff weekly notes accordingly
- SEND Support Plans will be reviewed at parents' evenings and at the end of the year
- Reviews can also take place at the request of Headteacher / Senior Teacher / LSC and/or parents. All updated SEND Support plans are readily available on ISAMs and in the Learning Support file.



8.3 Adding a Child to the Learning Support Register

A child may be added to the Learning Support Register if he / she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents with persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties and continues to make little or no progress.

After initial discussions with the LSC , the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. The LSC will support further assessment of the child where necessary, assisting in planning for the child's future needs in discussions with colleagues and parents.

SEND Support Plans and SEND Monitoring Sheet will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- Review Notes
- Meeting Notes
- The child's and parent's views will be sought and recorded.

The targets will be monitored by the child's class teacher and reviewed formally with the LSC, parents and child during meetings.

9.0 Involving Parents and Pupils

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs at all stages of the SEND process. All parents and carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs will be encouraged to contribute to the assessment of their needs, the review and transition process.

Parents of children with SEND Support Plans are invited to regular termly review meetings and those children who are being monitored via the SEND Monitoring Sheet are reviewed by class teachers during termly Parents' Evening meetings. Parents always have access to the LSC through a school email address.



10. Intervention

The LSC and the child's class teacher will decide on the action needed to help the child progress in light of any proposed interventions or assessments. This may include:

- Different learning materials or specialist equipment.
- Small group or individual support, which may involve the child being withdrawn to work with a TA or teacher. Some children may be withdrawn to work individually with the LSC
- Time from the LSC to devise the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies.

10.1 The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels/points substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers.

The external specialist may act in an advisory capacity, or provide additional specialist assessment, or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SEND Support Plan and this will continue to be the responsibility of the class teacher.

The LSC will have responsibility for ensuring that records are kept and available when needed. If a child is referred for an Education Health and Care Plan, the school will provide the relevant LEA with a record of our work to date.

11.0 School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes



- Records of the child's health and medical history where appropriate
- Rising Stars attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will also be reviewed each term in addition to the statutory annual assessment. When this coincides with the transfer of the pupil from SPSP to high school, the Learning Support Co-ordinator from the Secondary school will be invited to be part of the process and/or informed of the outcome of the review. All documentation will be forwarded to the secondary school.

12.0 Equal Opportunities, Inclusion and Learning

In all subjects, we ensure that the school meets the needs of all children, taking into account the: gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances of each child. It is important that the diverse needs of our children are met to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society. The school's Accessibility Policy has been created to support this policy, and it is updated every three years.

At SPSP, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences to access the curriculum.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Parents of current and prospective pupils with disabilities may wish to obtain a copy of the school's accessibility plan from the website/school office. This demonstrates how the buildings could be made more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual's needs, within the constraints imposed by its buildings, site and resources.

13.0 The Role of Learning Support Co-ordinator and Provision

The Learning Support Co-ordinator [LSC] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Operational management of agreed resources for SEND provision within the school, including provision for children with EHCPs



- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with nurseries to ensure the continuity of support for children transferring to SPSP
- Liaising with external agencies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the Learning Support Register.

14.0 Barriers to Learning

SPSP recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their children and related targets for improvement. The School shares targets with pupils and parents with the aim of enabling improvements to be achieved.

14.1 Other Adjustments

Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

15.0 Access Arrangements

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a child would be at a substantial disadvantage in undertaking an assessment. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. The schools LSC is responsible for ensuring access arrangements are in place. It is the subject teacher's responsibility to inform the LSC of any student who they judge may benefit from access arrangements. Staff must complete form titled 'normal way of working' if they teach a child who think may benefit from the access arrangements test. The LSC will distribute a copy of the 'normal way of working' sheet.

At SPSP, the LSC, together with the class teacher, completes the application form for access arrangements for SATs. Access arrangements may vary depending on the assessed needs of the individual pupil.

The most common types of SATs/assessment support include:

- a reader for those with very weak reading;
- a scribe where weak spelling makes writing unintelligible;
- extra time where reading speed, thinking speed or writing speed is very slow;
- rest breaks, often best in the case of temporary injury or ongoing medical issue;
- word processing where efficient, practicable and needed to make presentation acceptable.

All decisions about Access Arrangements will be approved with parents, noted on ISAMS and on the Learning Support Register.



16.0 Learning Support Register

The Learning Support Register contains details of all children who require SEND support. Each child on the register will fall into one or more of the five categories below:

EHCP	This refers to children with an EHCP and 'EHCP' will be next to the child's name on the Learning Support Register. These children will have a SEND Support Plan, which can be found on ISAMS and on the Learning Support file on the Team drive.
Full Diagnostic Testing	This refers to children with a diagnosis, for example of dyslexia, ADHD or ASD. If a child falls into this category, 'Full diagnostic testing' will be next to the child's name on the Learning Support Register. These children will have a SEND Support Plan, which can be found on ISAMS and on the Learning Support file on the Team drive.
Screeener	These children may not have an official diagnosis but learning needs have been identified. If a child falls into this category, 'Screeener' will be next to the child's name on the Learning Support Register. These children are placed on the register for monitoring purposes.
Health Needs	These children have health/disability needs. If a child falls into this category, 'Health' will be next to the child's name on the Learning Support Register. The Learning Support Co-ordinator will work closely with the parents and any medical professionals to ensure the needs of the child are met. Where necessary, the LSC will ensure children have Health Care and these will be found on ISAMS and on the Learning Support file on the Team drive.
SATs Testing	These children have been identified as needing exam access arrangements, who have been tested in many cases by outside Assessors or who SPSP have evidence of working in a particular way as a 'normal way of working'. If a child falls into this category, 'SATs testing' will be next to the child's name on the Learning Support Register. These children are placed on the register for monitoring purposes if they do not have full diagnostic testing.

16.1 Gifted and Talented Register

These are the children in the school who have been identified as being particularly gifted and talented academically or in any other area of school life. At SPSP gifted and talented children are identified and encouraged to develop their skills further. Please refer to the Gifted and Talented Policy for further information.

17.0 Staff Training

All staff (including teaching and support staff) are given regular annual training on working with SEND by the LSC. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print, coloured paper or use of laptop) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The School trains its teachers to differentiate within the curriculum and to consider pupils' learning difficulties (as well as the needs of gifted and talented pupils). The LSC liaises with the teaching and staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties.



The LSC has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

18.0 Behaviour Management

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the infant department upwards are taught that victimization and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristic does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The School's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

19.0 The Role of the Trustee Board

The Trustee Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. There is a link Trustee who oversees the work of the Learning Support Department and who meets with the LSC, Senior Teacher and Headteacher regularly. The link trustee feeds their report in to the Standards' Committee. They ask the Headteacher and LSC to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. Children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Trustee Board reviews this policy annually and considers any amendments in light of the annual review findings.

19.1 Links to Other Policies

This policy should be read in conjunction with the following policies: Equality and Diversity Policy, Gifted and Talented Policy, EAL policy, Admissions Policy, Accessibility Policy and the Curriculum Policy.

20.0 Complaints

The School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs & Disability) if they believe that their son or daughter has been discriminated against.

21.0 Glossary of Terms

EHCP	Education Health Care Plan
EYFS	Early Years Foundation Stage
EAL	English as an Additional Language
LEA	Local Education Authority



LSC Learning Support Co-ordinator
SEND Special Educational Needs and Disability
SSP SEND Support Plan

Date last reviewed by the Trustee Board:

A review of this policy, through the Trustee Board and the SLT, is undertaken within 1 year of the last review date.

Signed (Headteacher):

Thomas Newton

Signed (Chair of Trustees):

Kathy Denton



Appendix A: SPSP Learning Support Pathway to SEND provision

WAVE 1 (Stage 1)
Step 1 – Differentiation within everyday lesson planning (all children are in Wave 1) The class teacher adapts work and/or re-organises classroom support to help the child make better progress at their own level. <ul style="list-style-type: none">• Record differentiation on weekly planning• Ongoing teacher assessment (daily/weekly) with notes on weekly planning sheets to outline thoughts
Step 2 – Area of concern identified Parents and/or teachers raise concerns about a child. Concerns are discussed between parents or carers and the class/subject teacher. The SENCO will be made aware of these early concerns. <ul style="list-style-type: none">• Record on the ‘Initial Concerns’ sheet – use checklist 1 for extra advice and information
WAVE 2 (Stage 2)
Step 3 – Specific target areas Teacher adapts planning and teaching further to address the area of concern identified, which may include small group work, support groups etc over a defined and agreed period of time (in accordance with what you are assessing). Wave 2 is categorised by a timed intervention based on initial concerns and tracking of individual pupils. SENCO should be aware, but not actively involved at this stage. <ul style="list-style-type: none">• Record on wave provision and weekly planning• Reviewed in line with agreed time frame
Step 4 – Progress still not achieved Parents and/or teachers raise further concerns about a child. Concerns are discussed between parents or carers and the class teacher. At this stage SNAP may be offered to parents/carers and /or referral to outside agencies to assess for specific learning needs (e.g. Dyslexia, ASD, ADHD). <ul style="list-style-type: none">• Options discussed with SENCO and parents• SEND referral form completed, discussed and signed by parents and given to SENCO
Step 5 (a) - Specific diagnosis of need identified by external agency <ul style="list-style-type: none">• Move to Wave 3 provision (SEND)• Report read by all relevant staff and filed in child’s file and on iSAMS by SENCO• Information added to whole school SEND register• Inform parents child is registered on SEND register
Step 5 (b) - Specific diagnosis not identified by external agency <ul style="list-style-type: none">• Continue with wave 2 provision• Inform parents of child if decision made to place child on SEND register for monitoring purposes



- Report read by all relevant staff and filed in child's file and on ISAMS by SENCO

WAVE 3 (Stage 3)

Step 6 – SEND Support Plan

A child's needs are assessed in detail and a SEND Support Plan (SSP) is developed between teacher, SENCO, parents and child. Specific targets are set via the SSP, based on the report recommendations. Child completes a Communication Passport which will feed into SSP.

- SSP/ASP/CP completed and uploaded to ISAMS
- Reviewed at parents' evening and in the summer term

Step 7 – Wave 3 provision not successful

Contact external agencies and begin the process of starting an application for an Educational Health Care Plan

- EHCP application form completion with SENCO and parents

Step 8 – EHCP is in place

Once the school has the EHCP, parents will have a copy and have chance to come into school to discuss it so that they know exactly what is going to happen.

- There will be an Annual Review of the EHCP as instructed by Council.
- Termly reviews also take place to discuss progress towards outcomes/targets.