



# St. Peter's Catholic Primary School

Marlow, Buckinghamshire, UK | Tel: 01628 472 116

## **SEND Policy 2024 - 2025**

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### **Rationale and Purpose**

Every child deserves a fair start in life, with the very best opportunity to succeed. This is in line with our faith ethos and Mission Statement, 'To live and learn as friends of Jesus'.

At St Peter's Catholic Primary School, we aim to be as inclusive as possible and wherever possible, we aim to remove barriers to learning. All children at St Peter's are treated as individuals with talents and abilities to be nurtured and developed as fully as possible.

At St Peter's, we believe that every teacher (and all support staff) is a teacher of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for every child.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June, 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions, August, 2017
- The National Curriculum in England: Key Stage 1 and 2 framework document, September 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

### **SEND Policy Development**

Our SEND Policy has been developed in consultation with children, parents, families, staff and Governors to ensure that all stakeholders have an input into the policy and procedures within the policy. Advice has been provided by the Bucks iSEND Team, St Thomas Catholic Academies Trust and Nasen (National Association for Special Educational Needs) via the SEND Gateway at [www.nasen.org.uk](http://www.nasen.org.uk) to ensure that the policy reflects the SEND Code of Practice Guidance, 0-25.

Copies of the SEND Policy can be found online at [www.stpetersschoolmarlow.org.uk](http://www.stpetersschoolmarlow.org.uk)  
The Buckinghamshire SEND Local offer can be found online  
at: <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=sPg2-sEI8q8>  
Alternatively, a copy of either document can be requested from the School Office

## **Aims and Objectives**

The aims of this policy are:

- to raise the aspirations of and expectations for all children with SEN and disabilities;
- to provide a focus on outcomes for children;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all stakeholders;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are actively involved in supporting their child's education;
- to ensure that our children have an active voice in this process.

The objectives of this policy are:

- To identify and provide for children who have SEND needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice, 2014 and the Buckinghamshire guidance on Ordinarily Available Provision.
- To operate a "whole child, whole school" approach to the management and provision of support for SEND.
- To provide a SEND Co-ordinator (SENDCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND children.
- To provide children with opportunities to voice their opinions about their own needs.
- To use Bucks County Councils Graduated Approach Documents and Ordinarily Available Provision guidance to support all stakeholders

## **Definition of Special Educational Needs and/or Disabilities:**

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example: sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

At St Peter's Catholic Primary School, we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (July 2014).

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Page 94 of the SEND Code of Practice 0-25 years. July, 2014)

There are four broad categories of SEN:

<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Individual children often have needs that cut across all of these areas and their needs may change over

time.

### **How these Special Educational Needs are identified:**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

During these meetings you will be informed that your child's progress is giving the teacher 'cause for concern'. Results of assessments and reasons for concerns should be discussed and possible strategies to support the child should be identified. The teacher, in partnership with the parents/carers and child (where appropriate) will then apply the assess-plan-do-review cycle and agree this review date with parents/carers. Following this review, a decision will be made about whether your child will be added to the SEND register and reasons must be explained. It shouldn't come as a surprise to learn that your child is being identified as having SEN and we aim to engage parents/carers at every stage. Parents/carers will be asked to give parental consent at this stage.

### **My child is on the SEND register; does this mean that they will always be on the SEND register?**

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCo. (See next section on APDR) Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires support and they will be removed from the SEND register.

Please note that this decision will be made based on evidence from a range of sources and formative and summative assessment. It may be necessary to retain some form of support to ensure that the child is able to continue to make good progress.

Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress.

However, all pupils will continue to be monitored every half-term and during pupil progress meetings. If your child's progress becomes a cause for concern at a later date, the process for identification of support may result in your child being placed back onto the SEND register.

### **What is an Education, Health and Care Plan?**

School will often be able to meet the needs of children through SEN support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support. In these circumstances, school may consider asking Buckinghamshire local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 20 weeks.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Buckinghamshire Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <https://familyinfo.buckinghamshire.gov.uk/send/>

### **Special Educational Need and/or Disabilities Provision:**

All decisions about whether to make special educational provision should involve the class teacher and SENDCo considering all of the information about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative accurate assessment, using effective tools and early assessment materials.

However, there are occasions where a child's complex needs and/or higher levels of need make it appropriate to draw on more specialised assessments from external agencies and professionals, including:

- Local services (e.g. Cognition and Learning, Speech and Language, Specialist Teaching Service)
- Medical professionals (e.g. Physiotherapist, Consultant Paediatrician)
- Educational Psychologists.

*Please note that this list is not exhaustive and school will endeavour to involve external agencies and professionals to meet the needs of individual children, as appropriate.*

Where necessary, parental consent will be requested. Reports and/or results of these assessments will be shared with parents/carers and teachers to inform the next assess-plan-do-review cycle.

Teachers and the SENDCo will be pro-active in seeking advice where needed. Buckinghamshire's children's services teams are available for schools to access general advice about supporting our children. Again, if more specific, personal advice is required, parental permission will always be sought.

### **Graduated Approach to SEND support - Assess, Plan, Do, Review:**

If your child is being added to the SEND register for learning needs, parents/carers will be invited to a meeting to agree targets and support for your child. These will then be written into a School Support Plan which will be discussed with the child along with their own views of school and learning.

Thereafter, parents – and children- are invited to a meeting to review progress made (normally at Parents Evening or a separate meeting if more time is required), set targets and agree provision for the next School Support Plan. In the summer term, there is staff review of the child's progress. School will endeavour to ensure that the meetings will take place at an agreed time to ensure parents and carers are able to attend.

In the above mentioned meetings parents will be able to discuss progress against targets agreed as set out in the School Support Plan. During these meetings:

- Evidence of progress against the targets and success criteria (assessments and other progress indicators) must be provided by the child, the parents/carers and the class teacher.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be **reviewed using evidence of progress made**. It is important to note that this process should involve the views of the child first, then the parents/carers and, finally, the

child's class teacher.

- Following this review of assessments, the teacher, child and parents/carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities to access resources and/or ensure the child receives the necessary support in school.
- Support can be obtained from the Ordinarily Available Provision Guidance produced by Buckinghamshire Council in January 2020.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

### **Roles & Responsibilities:**

Designated Teacher with specific Safeguarding responsibility: Mrs Kathryn Thomas (**Deputy Headteacher**)  
Member of staff responsible for managing Pupil Premium Grant and Looked After Children funding: Mrs Kathryn Thomas (**SENDco**)

### **The SENDCO**

The SENDCO at our school is Mrs Kathryn Thomas – [Office@stpetersrc.bucks.sch.uk](mailto:Office@stpetersrc.bucks.sch.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The Governing Body (LAC)**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **The SEND Link Governor**

The SEND link governor is Alex Watson – office@stpetersrc.bucks.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching



- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **The Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **Access to the curriculum:**

Pupils identified as having SEND are, as far as is practicable, fully integrated into their classes. Where this is not possible, reasonable adjustments are made and a graduated response provided. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school including off-site visits, clubs and sporting events. We celebrate the achievements of all our students, particularly achievements of students with vulnerabilities. We do this by:

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCo is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Buckinghamshire Council provide a local authority Local Offer. Details can be found at <https://familyinfo.buckinghamshire.gov.uk/send/>
- Class teachers and/or the SENDCo are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Help children and families to manage medical conditions in line with the school's Supporting children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
- Where necessary, the school can lead a MARF (Multi Agency Referral Form) referral with the aim of providing support for children and families at St Peter's Catholic Primary School.
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.

## **Admission Arrangements**

The Governing Body applies the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001.

Parents or Carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

## **Accessibility Arrangements**

The school's accessibility plan is updated annually and is available on our website.

The school is committed to ensuring full access to all areas of the curriculum for all its pupils.

The school aims to provide positive, caring support to all degrees of need across race/gender/class/physical and learning disabilities, according to its Equal Opportunities Policy.

The school has disabled toilet facilities.

## **SEND Funding:**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local school's forum.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCO, Headteacher and governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

**Taken from the SEND Code of Practice 2014.**

## **Funding and personal budgets**

- Parents/carers are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan.
- A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs.
- Parents/carers (or a representative) will need to agree this with your Buckinghamshire local authority.
- A Personal Budget can only be used for agreed provision in the EHC plan.

## **Working in partnership with Parents:**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this.

Parents have much to contribute to our support for children with special educational needs. Parents/carers are required to engage in the School Support Plan and support their child to progress towards the targets set.

A named governor (Mr A Watson) takes a particular interest in special needs and is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. During this meeting, we review progress and set new targets for the next term.

## **Working in partnership with Children:**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at St Peter's recognise the importance of children developing social as well as educational skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the School Support Plan.

Children are involved at an appropriate level in setting own targets. Children are encouraged to make judgements about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

## **Data Protection**

All SEND documents are stored securely in the Deputy Head Teacher's office.

The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

As the School Support Plan documents contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

## **Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims and objectives set out in section 2.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

## **Monitoring the policy**

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

**Review October 2025**