

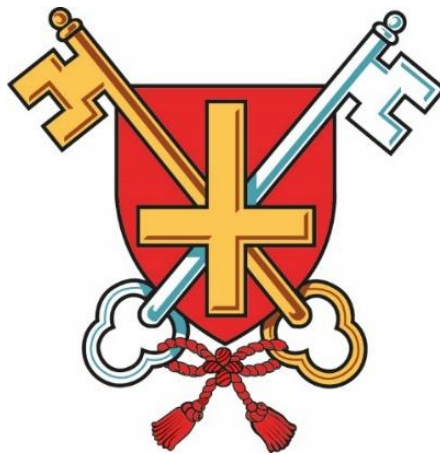
Bright Beginnings – Faith for the Future

“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3:8

St Peter's London Docks

Church of England

Primary School



Special Educational Needs and Disabilities Policy

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1. Vision and Policy Statement

As a Church of England School we seek to provide a Christian education for the children of the parish of St. Peter's London Docks and for those who elect to come to our school. Children are presented with the teachings of the Christian faith as the revelation of God's truth and are encouraged to grow in that faith, respecting the beliefs and cultures of others.

Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest.

At St Peter's we believe that every teacher is a teacher of every child including those with special educational needs and disabilities (SEND). We ensure that every child has full access to a broad and balanced curriculum. We help children to do their best and achieve their own personal goals. Each child is recognised as an individual and valued for their own particular talents and skills.

Our aim is to enable each child to reach their full potential, to make progress in all areas of school life whilst also developing personal confidence and self-esteem.

"Pupils are proud to be part of this inclusive school. They understand the importance of treating everyone with respect. Pupils value the warm and nurturing relationships that they build with staff."

"The school has high ambition for its pupils. The school expertly identifies and supports pupils with special educational needs and/or disabilities (SEND). Teachers and teaching assistants work well together to ensure that pupils' specific needs are met. They provide academic and therapeutic interventions as needed. Staff evaluate the impact of these on a regular basis. Teachers make helpful adaptations to lessons. As a result of this work, pupils achieve highly. The same is true of the small number of pupils who attend the school's specially resourced provision for pupils with SEND ". (OFSTED Inspection Report, May 2025. Retained previous grading of Outstanding).

2. Acronyms

Acronym	Term	Explanation
SENCo / SENDCo	Special Educational Needs and Disability Co-Ordinator / Special Educational Needs and Co-Ordinator	Teacher responsible for special needs and disability provision in school
SEND	Special Educational Needs and Disability	
DfE	Department for Education	
TAP meetings	Tracking Attainment and Progress meetings	Three times a year for each class. The leadership team attend and all teachers and teaching assistants working with each year group.
EHCP	Educational Health Care Plan	An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support

		than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
LEA	Local Education Authority	
TA	Teaching Assistant	
SLT	Senior Leadership Team	Head, Deputy, Assistant Heads
CAMHS	Child and Adolescent Mental Health Service	
EP	Educational Psychologist	
SALT	Speech and Language Therapy/therapist	
CoP	Code of Practice	

3. Compliance

This policy was created by the Inclusion Lead/Special Educational Needs and Disability Coordinator (SENDCO, also known as SENCo) with the SEND Governor in liaison with the Head teacher, Senior Leadership Team (SLT) and staff. Some parents and carers of children of SEND were also consulted in the spirit of partnership. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents and all their subsequent updates as listed here and thereafter:

- Children and Families Act 2014 – Part 3: Children and Young People in England with Special Educational Needs or Disabilities
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Supporting Pupils at School with Medical Conditions – Statutory Guidance
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Teachers' Standards
- The National Curriculum in England: Key Stages 1 and 2 Framework
- The school's SEND Information Report
- The school's Accessibility Plan
- The school's Safeguarding and Child Protection Policy
- The school's Behaviour/Relationships Policy
- The school's Supporting Pupils with Medical Conditions Policy
- The school's Equality Policy and Equality Objectives
- The school's Admissions Policy, where applicable

4. Aims for Children with SEND

At St Peter's we value all children equally, we have the following aims for our children with SEND:

- To create effective and engaging learning environments for all children whilst securing their motivation and concentration.
- To provide equality of opportunity through varied teaching approaches such as visual, auditory kinaesthetic, multi-sensory learning environment and using our trauma and attachment sensitive schools approach.
- To use appropriate assessment approaches and setting relevant and personalised targets for learning. We focus on outcomes for children and not just on hours or support and provision.

5. Objectives when supporting children with SEND

At St Peter's we believe in the importance of making time to listen to children, seeking the views of the child and putting them at the centre of SEN processes.

- To identify and use available resources to endeavour to meet the needs of children with SEND, through early intervention, appropriate assessment and differentiated planning.
- To provide all staff with a high level of continuous CPD which will enable them to develop pedagogy and planning to support all children.
- Class teachers are responsible for providing first quality teaching to ensure that all needs are met. Good special needs practice is good practice for all children.
- It is the responsibility of all teachers to identify and meet the needs of SEND children so that all children become successful learners.
- To provide access to a broad and balanced curriculum for all children.
- Opportunities for children with SEND are maximised to enable them to join in with all the activities of the school where appropriate in line with a child's needs.
- To provide support, advice and training for all staff working with children who have SEND.
- To secure the greatest possible degree of partnership with parents and carers of children with SEND.
- To ensure that learning support plans set appropriate and relevant targets which support children's needs and which are reviewed regularly.
- To have the highest possible expectations of all children.
- To celebrate all aspects of achievement and progress.
- To work within the guidance provided in the SEND Code of Practice.

6. Partnerships with Parents and Carers

6.1 The Duties of the School

Parents and carers are encouraged to meet with the class teacher and SENCO where they have a SEND concern. Likewise, parents and carers will always be informed (usually by the Inclusion Lead/SEND team) if a child goes on the SEND Register and, thereafter, each term as their progress is reviewed. It is important that parents and carers understand the purpose of any intervention or programme of action and understand that it is implemented to support and help their child's needs. We welcome and encourage parents and carers to take an

active part in the implementation of a child's learning support plan and welcome parental views on progress at home. Where possible we use staff with community languages to help with translation at meetings. We do not want to present barriers to participation.

6.2 The Duties of the Parent/Carer

Parents and carers have a responsibility to communicate with professionals to support their child's education. We encourage parents and carers to work with us and in doing so to communicate concerns they might have about their child's learning and to fulfil their obligations under home-school agreements which set out expectations on both sides.

Any concerns that parents or carers have are treated with respect and confidentiality.

7. Identification and Assessment of SEND

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

The SEND Code of Practice: 0 to 25 years (2015) identifies four broad areas of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

The four broad areas provide an overview of the range of needs for which schools should plan. Individual pupils may have needs that span more than one area, and their needs may change over time. Provision will therefore be based on an understanding of each pupil's individual strengths, needs and barriers to learning.

These four broad areas give an overview of the range of needs. At St Peter's we identify the needs of children by considering the needs of the whole child which will include not just the SEND of the child. Difficulties may include learning difficulties in which the child demonstrates a significantly greater difficulty in learning than the majority of children of the same age. This may manifest itself in one subject area or a range of subject areas.

The school will use as its guide the criteria in the SEND Code 2015. Is the child making progress (learning and / or wider development or social needs) which:

- Is significantly slower than that of their peers starting from the same baseline?
- Fails to match or better the child's previous rate of progress?
- Fails to close the attainment gap between the child and their peers?
- Widens the gap between the child and their peers?

The school acknowledges that the following may impact on progress and attainment but are not considered SEND:

- Disability (the Code of Practice outlines the “reasonable adjustments” under current Disability Equality legislation, but disability alone does not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium
- Being a Looked After Child
- Trauma and Attachment

Identifying behaviour is not an acceptable way of describing SEND. Any concerns relating to child's behaviour should be seen as an underlying response to a need which we will need to identify and support accordingly.

8. A Graduated Approach to SEND Support

At St Peter's we have a clear graduated response to identifying and supporting children with SEND. Our systems place the class teacher at the heart of the process as they are the adult that knows the child best. We follow the assess-plan-do-review cycle at each stage of the process. The following table describes the steps we follow at St Peter's to identify children with SEND.

HIGH QUALITY TEACHING FOR ALL CHILDREN This must be the highest priority and the first consideration when there are concerns about a child's progress.	<u>STEP 1</u> Regular assessments for ALL children as part of school assessment cycle Whole school tracking data.	
	<u>STEP 2</u> ALL children are discussed at termly pupil attainment and progress meetings called TAP meetings. The 'whole child' is discussed including social, mental and emotional welfare. Children who are falling behind /making less than expected progress are highlighted. These discussions are recorded by the SENCO. The class teacher provides extra support targeted at the child's area of weakness. This extra support should come from the school's resources and teacher planning. The SENCO will monitor with the class teacher and teaching assistant.	
	<u>STEP 3 (School Action now known as SEN Support)</u> If children fail to make expected progress despite high quality teaching targeted at their areas of weakness, the class teacher working with the SENCO will assess whether the child has a learning difficulty and requires an Intervention (see Local Offer). Meeting held to share concerns involving parents/carers and children. This may result in the child being placed on the SEN register with an Individual Education Plan (IEP) and starting a specialised intervention. IEP's are reviewed regularly using the assess, plan do, review cycle alongside the child's teaching team members and recent reports from professionals.	
	<u>STEP 4 - NO SEND (School Action) Underachieving</u> Review meeting held with child and parents/carers. Class teacher together with SENCO, pastoral team and SLT investigate further. Child continues to be supported	<u>STEP 4: INVOLVEMENT OF AN EXTERNAL PROFESSIONAL FOR ASSESSMENT OR ADVICE (School Action plus)</u> Referrals are made to professionals to support the assessment process e.g. EP, CAMHS, Speech and Language therapy, Occupational Therapy, BASS. Review meeting held with child and

	from the school's resources.	parents/carers and outcomes and provision agreed. SENCO and class teacher carry out an analysis of need and create an IEP. Intervention should be decided and recorded in discussion with parents/carers and in relation to any assessment and professional advice.
	<u>Step 5- EHCP (Educational Health Care Plan) application to the local education authority</u> NO EHCP GIVEN	<u>Step 5- EHCP (Educational Health Care Plan) application</u> EHCP GIVEN

Where we feel that a new child has higher level needs that have not previously been identified at another setting, we will go straight to step 4.

8.1 Stages of Special Educational Needs

At St Peter's we have chosen to keep the following stages (Code of practice 2001) as part of SEN support (Code of Practice 2015):

- ✓ School Action (Provision part of quality first teaching and interventions)
- ✓ School Action Plus (child referred to or supported by outside agency in or out of school setting)
- ✓ Educational Health Care Plan

The first stage of support is good practice within the classroom through quality first teaching. This may include differentiation, scaffolding of tasks, peer support, some 1:1 support, small group work, tutoring, ability grouping for some sessions, role play, positioning (eg near to the board, away from specific other children), provision of physical or visual props (eg number squares, word mats, task managers, visual timetables), clarification and repetition of tasks and instructions. Any concerns at this stage should be discussed with parents/carers by the class teacher.

If a child continues to cause concern, the class teacher would involve the SENCO and discuss putting the child on the SEND register.

8.2 School Action (Step 3 or Step 4-no action)

When the class teacher and SENCO decide that a child needs to be placed on the SEND register they discuss strategies that need to be employed to enable the child to progress. This is recorded on an Individual Education Plan (IEP). The IEP contains key individual targets based on the child's specific needs. IEPs contain information about teaching strategies used, provision to be put in place, and success criteria. The IEP is shared with the child concerned, the parents and carers and all staff involved in the child's learning. Parents/carers receive a copy of their child's review IEP and targets for the upcoming time period. Parents have the opportunity to discuss the targets by making an appointment with the SENCo or class teacher.

At School Action, a child should receive additional help within the classroom when available from the class teacher or teaching assistant

Learning support plans at school action are reviewed termly with the SENCO, class teacher and parents/ carers. This process begins with the termly target setting meeting (the TAP meeting). If some progress has been made the child may remain on School Action or be removed from the SEND register. Using information from the TAP meetings, discussion with class teams, senior leadership team and SENCo, if little or no progress in specific areas is made after a long period then a child is moved to School Action Plus in consultation with the parents/carers.

8.3 School Action Plus (Step 4- referral to outside agency)

A child whose needs put them on School Action Plus will be identified as:

- Continuing to work at National Curriculum levels substantially below that expected of children of similar age
- Continuing to have difficulty in developing literacy and numeracy skills
- Who has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme
- Having sensory or physical needs
- Communication or interaction difficulties which cause substantial barriers to learning (see Code of Practice, 5:56)

This stage involves requesting help from external services. This may include a visit from the Educational Psychologist who will advise on how best to proceed and involve meetings with parents. A variety of external agencies offer support and assessment (CAMHS, school music therapy or play therapy, speech and language).

A new IEP will be written drawing on advice from outside agencies if they have been involved and in agreement with the class teacher, parent/carer and child.

The child will receive most of their support in class through differentiated class teaching planned by the teacher and using their TA to support. The SENCO or TA may also be timetabled to provide support based on specific advice from an external agency e.g. individual speech and language programme or targeting specific literacy skills that have been identified during assessments.

Progress is reviewed termly by the SENCO, leadership and class team at the termly TAP meeting (attainment and progress meetings) and then with the parents in order to discuss the reviewed IEP.

8.4 Educational Health Care Plans (EHCP)

When the school identifies a child with a higher level of need, which requires additional funding from the local authority an Education, Health and Care Plan is applied for. Requests for assessment for Educational Health Care Plans are made following the recommendation

of the school's Educational Psychologist. Parents also have the right to ask the LEA to make a statutory assessment of their child's SEND.

A meeting will be held with the class teacher, parents/carers and child (where appropriate). The process of statutory assessment is explained to parents/carers and their views and aspirations are recorded. Parents/carers are advised to seek support from the Parents' Advice Centre. The views of the child are sought and recorded. The SENCO is responsible for completing a Statutory request form which is forwarded to the SEND statutory assessment request department together with all other relevant documents. The request for a Statutory Assessment is considered by a pre-assessment panel. If the panel agree with the request, the EHCP process begins. If the panel does not agree, the papers will be returned to school and the child's parents/ carers will be informed of the decision.

If the child meets the criteria for an Educational Health Care Plan, it will be issued by the LEA. The school has a duty to offer the provision outlined in the EHCP. An EHCP outlines the support provided for the child and is funded externally. The allocation of resources within the school is based on providing the best possible provision to meet children's needs and to ensure that they make good progress and learn well. The details of how individual children receive support are recorded on their IEP and Annual Review documents.

Where a mainstream school is unable to meet a child's severe and complex needs from its existing resources an alternative provision may be found. Educational Health Care Plans are reviewed at Annual Reviews and involve the child, parents/carers, school staff and outside professionals working with the child.

8.5 Access to the Curriculum and intervention withdrawal

At St Peter's we believe in integrating all children into the life of the whole class and we endeavour for all children with SEND to become fully integrated in their class as a result of intervention programmes and support from TAs. However, we believe that there are times when a child may need to be withdrawn from the class for a short period of time for a specific need to be targeted. The purpose of this will always ultimately be to ensure the child has the best chance of success with integrating with their peers in the whole class as well as the best chance of success with increasing his/her own independence and willingness to work to their best ability.

An intervention programme may, therefore, involve an adult working alongside a child or small group within the class in order to improve chances for that child of accessing the curriculum; it may involve adapting the curriculum within the class either by providing support materials or simplifying the content; it may involve withdrawing the child from the class to work with an adult (either individually or in a small group) at a modified task from that being employed with the rest of the class, it may involve withdrawing the child for a short time to teach a specific technique, skill or concept which will enable them to access the concepts being learnt by the rest of the class. Withdrawal programmes are always time-limited (usually half a term of regular intervention); where possible withdrawal takes place outside the numeracy and literacy hours.

8.6 Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialised staff. All children are entitled to receive quality first teaching and an inclusive, balanced and broadly based curriculum. High quality teaching that is differentiated is the

first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good teaching.

8.7 Early Identification

Early identification is essential in ensuring that children receive the right support that they need early on. Early identification forms are available in the SENCo's office and staffroom. Early Years staff carry out home visits before children start school, meet with the child and parent(s) / carers and work in partnership with parents if concerns are raised. The Early Years team carry out observations and assessments as part of their everyday practice. The Early Years Co-ordinator and SENCo meet regularly to ensure that each is aware of any concerns so that early intervention can take place.

8.8 Pupil Voice

St Peter's has a person-centred culture. Children with SEND often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including the setting of learning targets and contributing to learning support plans.

The school holds child-centred annual reviews, The SENCo endeavours to make annual review meetings fun and memorable and personalised to the child and family. Children contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn, they often invite their peers to share in the process. Progress is shared, previous targets are reviewed and new targets and actions are set with parents. If a child is non-verbal, the SENCo and teaching team use creative ways to ensure the child's voice is represented.

8.9 Parent Voice

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents/carers hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. In addition to planned parent/carer meetings the Head and SENCo are available at the start and end of the school day in the playground for parents to chat to and meetings are held with parents and carers throughout the year as concerns arise with children. The SENCo ensure that parents are fully informed and involved in decisions being made about provision for children with SEND.

9. Managing Children's Needs on the SEN Register

9.1 The process of assess-plan-do-review

The school demonstrates how effective it has been in implementing its policy through the annual report to the governors on the following:

- The effective identification of children with SEND through a SEND Register which is updated termly;

- Early intervention strategies which meet the needs of the individuals on the SEND Register and which are reviewed termly at TAP meetings and with parents/carers;
- Differentiated planning in class work in which the needs of individual children are specifically targeted;
- Evidence of the integration of children with SEND effectively with their peers (through collaborative planning between class teachers, TAs, outside agencies, the SENCO and through the staff working as a team to display transparency in their day to day work with the children in their care);
- Evidence of partnership with parents/carers of children with SEND through regular conversations and meetings;
- Through IEPs (learning support plans) which are based on the child's current needs and updated 2 times a year.
- Through a whole school policy of celebrating achievement and effort and through daily, weekly and termly planning which demonstrates that teachers expect the highest possible achievement from all children;
- Through evidence of involvement of parents/carers at all stages.
- Through evidence of progress for children with SEND.

9.2 Review and Criteria for Exiting the SEN Register

In consultation with parents/carers and the teacher, a child may exit the SEN Register if they have made progress in line with their peers (at the same starting point) and are no-longer a cause for concern.

When a child has exited the SEN register, they are carefully monitored for the following term to ensure that progress continues. Their SEN records are kept in an 'Exit File' so that they can be re-referred to in the future if needed.

In light of the current reforms, the school will continue to review its graduated approach in accordance with the SEND Code 2015.

10. Supporting Children and Families

10.1 Learning and behaviour support plans

From 'The Code of Practice' (section 4.9):

Strategies employed to enable the child to progress should always be recorded within an IEP; this should include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. The IEP should only record that which is **additional to or different from** the differentiated curriculum plan that is in place as part of normal provision.

Parents/carers are informed when their child first goes on the SEND register and are invited to have a meeting with the SENCO to share concerns and to discuss the detail of the IEP. The contribution parents/carers have to make is critical and their views are of utmost importance as is their support with any interventions that are taking place.

The IEP is reviewed twice a year and parents/carers are consulted as part of the review process. If a child is making good progress they may be taken off the SEND register whilst, if they have yet to make progress, the nature of the intervention programme will be discussed and other options explored. It is more effective to run an intervention programme for a short, intense period than to target a child's needs through provision for a short time every week

over a longer period. The child will also be involved in the target setting process in that they will be asked what they enjoy doing and what they find difficult. Depending on the age of the child, discussion might also focus on ways that the child feels they could help themselves to learn more independently.

10.2 Parent/Carer Training and Learning Events

The school employs a school social worker who provides support to families and children with emotional and social needs. The Educational Psychologist carries out assessment and offers advice on support for children.

10.3 Admission Arrangements

CoP 1.28 The Equality Act prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The school complies with the Equality Act. Children with SEN are admitted to the school on the same basis as any other child. The Governing Body follows the school admissions policy which is published on the website. It supports the LEAs fair access protocols. The school liaises closely with the LA SEN/Inclusion panel/section and Pupil Services to support admissions practice.

Children are admitted to St Peter's School according to the agreed admissions criteria (see admissions policy). Where a child has St Peter's School named on their statement, they will be admitted according to the Tower Hamlets Inclusion Policy unless it can be shown that such admittance would not be of benefit to the child.

10.4 Transition

Transition can be an anxious time for both children and parents/carers especially for some children who have SEN. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for children in Year 6 is essential to allow appropriate options to be considered. Similarly, arrangements are made for children who will be joining our nursery and reception classes. This can also involve school visits accompanied by the SENCO or class teacher.

Children Transferring Within School

Transition meetings for all children on the special needs register are held with the child, their teacher and current SEN TA. The child is a participant (as appropriate) in the drawing up of the transition plan. The current and receiving teacher meet to discuss the child and transition process. SEN TAs who support children with Statements or Education and Health Care Plans have an opportunity to observe the child in their current class. All children with SEN have any IEP's and relevant paperwork forwarded to their new school SENCo to aid transition. The whole school takes place in transition activities such as class swap. Each child receives a transition booklet. Children who require further help receive a transition social story or PowerPoint.

Children Transferring to or from Other Settings and Schools

The SENCo endeavours to visit the child's previous setting to learn more about the child, meet with key-workers and parents/carers.

Transition planning meetings are held as early as possible prior to transfer. Parents/carers, school staff and professionals involved with the child's educational well-being are invited to attend. The child may be invited to some of this meeting as appropriate. Information is shared and actions needed.

The SENCo will liaise with the SENCos of the receiving secondary schools to ensure that effective arrangements are in place to support children at the time of transfer. Any additional training needs for staff at St Peter's are put in place. The child and parents/carers are invited to attend Open Days and visits.

When children move to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

In compliance with the statutory requirement to publish the School SEN Information Report, parents are able to access this on the school website.

11. Supporting Children at School with Medical Conditions

Children at St Peter's with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school follows the statutory guidance Supporting Pupils at school with Medical Conditions. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act. The SEND Code of Practice is followed as some children may have a Statement, or Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision.

The school works in partnership with healthcare professionals to provide the appropriate support for children who have medical conditions. A school nurse who visits regularly to write and review care plans for children who are aged 5 and above.

Specific training is provided by healthcare professionals for a team of school staff who support children with complex medical conditions. As part of the transition process, medical training for staff takes place prior to the child starting and continues until staff are competent and confident. The school values the knowledge that parents bring about their child's needs and ensures that they are fully involved in the process.

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

12. Monitoring and Evaluation of SEND

The quality of SEND is monitored through whole school evaluation procedures which include observations, Local Authority visits, learning walks, evaluation of interventions, SEN Governor visits, School Self Evaluation, parent forums and pupil views. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

13. Training and Resources

Funding from the Government to the Local Authority provide the school with funding in its budget towards meeting the needs of children with SEN. The school plans and provides for children with SEN from its delegated budget. This includes Pupil Premium funding. The school spends this money on:

- Training for all teachers and teaching assistants so they can meet children's needs more effectively.
- There is a team of support teachers and teaching assistants.
- A team of specialists that support children with SEN both directly and indirectly.
- Cover time for class teachers to meet with their TAs, SENCO and specialist staff to plan effective provision for children.
- Special books, equipment and adaptations to the school grounds and environment.
- Interventions for all children who need additional support.
- Therapist services e.g. play therapist, music therapist, EP, speech and language therapist etc.

The details of how individual children receive support are recorded on their Learning support plans, Provision Maps and Annual Review documents.

The school receives additional funding for children with Statements or EHC Plans which can provide additional support in class as required and appropriate for that child's needs.

The allocation of resources within the school is based on providing the best possible provision to meet children's needs and to ensure that they make good progress and learn well. The impact is measured by key school staff at staff meetings and during review of Learning support plans and at Annual Reviews

All teachers and support staff undertake induction on taking up a post. This includes a meeting with either the head teacher or SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The school works closely with outreach staff from specialist outreach teachers who support staff in meeting the needs of specific children.

14. Roles and Responsibilities

14.1 Governing Board

*CoP 6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) **must** ensure that there is a qualified teacher designated as SENCO for the school.*

*P17, xxi. School governing bodies and proprietors **must** also 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 their accessibility plans.*

p18, xxii. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

The 'Code of Practice' states that all maintained school governing bodies have important statutory duties towards children with special educational needs.

The school governors have the following legal responsibilities to:

- Do their best to ensure that the necessary provision is made for any child who has SEN.
- Ensure that children's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN.
- Consult the Local Authority (LA) and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN. This should be both reasonably practical and compatible with the needs of the child and the efficient education of the children with whom they are educated.
- Ensure that parents are consulted about decisions by the school that SEN provision is being made for their child.

In doing so Governors will have regard to SEND Code. One member of the Governing Board has a designated responsibility for SEN and inclusion and takes responsibility for monitoring that aspect of the school's work and policy and reporting to the full Governing Body. At St Peter's, the chair of governors has this role.

It is important that there is good liaison between the SENCo and the Governing Body in order that the members are fully aware of SEN issues and provision within the school.

14.2 The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher keeps the governing body fully informed and meets with the school's SENCo. The head teacher is also the lead designated teacher with specific responsibility for safeguarding.

15. Accessibility

The school caters for all areas of SEN within a mainstream context. The school welcomes applications for admission from the parents/carers of children with mobility difficulties most of our building is suitable for wheelchair access. There are three accessible toilets for disabled children, one of which is equipped with a hoist and changing bench.

The school has close links with a neighbouring special schools and as needed accesses assisted technology for children who will benefit.

Children attend trips with their peers as part of the curriculum offer. Class teachers will consider and make accessibility arrangements and complete risk assessments when planning school trips.

Children with SEN will have the same opportunity to attend activities outside of the school day in the same way as all children. The After School Clubs Co-ordinator will consider accessibility for children with special educational needs when planning clubs. Children will be actively encouraged to attend clubs and these will be monitored by Co-ordinator for equal opportunities.

The governors will make every effort to accommodate a child's particular needs and work with the Local Authority to improve facilities. More information can be found in the Accessibility Plan Policy.

16. Bullying

The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying including Cyber-bullying, mitigate risk of bullying of vulnerable learners and ensure that action is taken and correct procedure is followed. The school takes part in the National Anti-Bullying Week.

17. Dealing with Complaints

If a parent/carer wishes to make a complaint they are able to make an appointment to speak with the Head Teacher or put their complaint in writing. The head teacher will do all that they can to resolve the matter. If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office.

Under The Children and Families Act and The Special Educational Needs and Disability Regulations parents/carers may seek advice on resolving a disagreement about an Educational Health Care Plan with the Local Authority (LA) through the Disagreement Resolution Service or Mediation Service. The school will make further information about this process available on request.

18. Policy Review

Our offer to children with special educational needs and disabilities is updated annually. Members of the school community were involved in contributing to this policy in the spirit of current reform.

This policy is reviewed annually in order for the Governing Body to fulfil its statutory requirement to report on SEND matters to the parents/carers of the school.