



Special Educational Needs and Disabilities (SEND) Policy

Approved by: LGB

Date: July 2025

This policy remains valid until an updated policy has been approved by the LGB.

Next review due by: September 2026

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1. Aims and Vision

Our SEND policy aims to:

- Set out how our school will support and make provision for children with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for children with SEN

At St Peter's we have the highest expectations for all our children and Inclusion is at the center of our school's aims and values. This means that we have a commitment to a whole school approach provision for children with SEN, which is the responsibility of the whole school and all members of the school community.

Our objectives:

- Ensure equality, eliminate prejudice, and promote inclusive attitudes across the school.
- Foster a growth mindset in all children with a belief that "I can achieve."
- Maintain high expectations and set ambitious targets for all learners.
- Involve pupils and their families in decision-making and planning.
- Identify and address SEND needs as early as possible.
- Provide effective support to secure the best outcomes for every child.
- Monitor progress and review provision regularly.
- Reflect on and develop staff expertise and school resources.
- Ensure smooth and supported transitions, particularly to secondary school.
- Implement all relevant national SEND guidelines.

2. Legislation and Guidance

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014 (updated April 2020)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

3. Definitions

A child is identified as having SEND if they:

- Have a significantly greater difficulty in learning than their peers, or
- Have a disability that prevents or hinders their access to the curriculum or school facilities.

Special educational provision refers to adaptations or interventions that are additional to or different from those provided for most children of the same age within Quality First Teaching.

4. Roles and responsibilities

4.1 The SENCO

At St Peter's the role of the SENCO is split between Mrs Rachael McNamara (NASENCo award) and Miss Clare Watkins (NASENCo award) they are available on 01273 492447 or email: senco@stpetershenfield.org.uk. Miss Watkin's working days and Monday to Thursday and Mrs McNamaras are Thursday and Friday.

They will:

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

They are responsible for:

- Strategic development of SEND provision
- Daily coordination of SEND support and EHCP implementation
- Supporting staff, pupils, and families
- Advising on the graduated approach
- Liaising with external agencies
- Managing SEND records and resources
- The planning and provision within the 'Nest' which is the schools SEND Resource Centre

4.2 The Inclusion governor

The Inclusion governor will:

- Champion SEND awareness at board level
- Monitor effectiveness and quality of provision
- Work with the SENCO and headteacher to develop strategy

4.3 The headteacher

The headteacher has overall responsibility for:

- Strategic leadership of SEND
- Ensuring that the needs of SEND pupils are met
- Monitoring pupil progress and provision

4.4 Class teachers

Teachers are responsible for:

- The progress and development of all children in their class
- Planning and delivering quality first teaching

- Implementing and reviewing interventions
- Collaborating with the SENCO and TAs
- Communicating with parents
- Communicating with outside professionals
- Delivery of targets from Individual Learning Plans (ILPs)
- Adherence to this policy

4.5 Teaching assistants

Each teaching assistant is responsible for:

- Individual or small-group interventions
- Delivery of targets from Individual Learning Plans (ILPs)
- Monitoring and feedback on progress
- Adherence to this policy

5. Identification and Assessment, Monitoring and Review Procedures

Early Identification

Children are regularly monitored through:

- Baseline assessments
- Standardised screening tools
- Progress against national benchmarks
- Observations of behaviour, social and emotional wellbeing
- Input from parents and carers

The Graduated Approach: Assess, Plan, Do, Review

Assess:

Teachers and the SENCO gather a range of information to assess needs, involving the pupil, parents, and any relevant professionals.

Plan:

Targets and support strategies are agreed collaboratively. Interventions are recorded and shared with all relevant staff.

Do:

Teachers deliver interventions, working with TAs and specialists. They retain overall responsibility for progress.

Review:

Progress is reviewed regularly. Adjustments are made based on outcomes and in consultation with families.

Involving Specialists

When expected progress is not made, the SENCO may involve external professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Behaviour Support Teams
- School Nurse / Paediatricians
- Social Care or Family Support Services

EHCP Requests

If support beyond the school's provision is needed, the school (with parental consent) may request an **Education, Health and Care Needs Assessment (EHCNA)** from the local authority. The EHCNA will determine whether it is necessary to prepare an EHCP for the child. Planning, monitoring and reviewing of provision will continue while the school and family await the outcome of the EHCNA.

Education, Health and Care Plan

Where an EHCP is granted, it is a legally binding document which outlines the child's special educational needs and the provision the Local Authority must put in place to support them.

EHCP Implementation

For pupils with an EHCP:

- Provision must be delivered as stated in the plan
- Progress is reviewed annually in a formal **Annual Review** meeting
- Parents may request a personal budget to manage support provision

Needs that are not SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

6. Working in Partnership with Parents / Carers and Pupils

We believe in collaborative planning and decision-making. Parents are:

- Encouraged to be involved at every stage

- Invited to termly reviews of ILPs
- Offered strategies and resources to support learning at home
- Provided with accessible communication (e.g. alternate formats, interpreters)

Pupil voice is central. Children:

- Help set and review their own targets
- Are encouraged to express views on their support
- Attend meetings where appropriate or contribute in advance

7. Monitoring arrangements

- The SENCO reviews this policy annually
- Revisions are made as needed to reflect current practices and legislation
- The policy is approved by the governing board

8. SEND Resource Centre for Children with Significant Needs

At St Peter's Primary School, we are proud to host a dedicated **SEND Resource Centre**, called the Nest. This provides specialist support for children with significant and complex needs. The Nest is an integral part of our inclusive school community and reflects our commitment to providing high-quality, personalised learning experiences for all pupils.

Purpose and Aims

The SEND Nest is designed to:

- Support children whose needs cannot be fully met through mainstream provision alone.
- Provide an environment where pupils can access highly differentiated, targeted teaching and learning opportunities tailored to their individual needs.
- Promote independence, communication, social development and academic progress in a supportive and nurturing setting.
- Enable successful inclusion into the wider school where appropriate, and facilitate positive transitions both within school and into future settings.

Admission and Placement

Admission to the Nest is managed by the SENCOs in collaboration with the class teachers and senior leadership team. Most children working within the Nest will have an **Education, Health and Care Plan (EHCP)** that identifies the need for specialist provision.

Provision and Staffing

The NEST is staffed by the SENCOs and experienced teaching assistants who are skilled in working with children with a wide range of needs.

Provision includes:

- A highly structured and adapted curriculum
- Individualised learning plans and timetables

- Therapeutic support (e.g., speech and language therapy, occupational therapy), where specified in EHCPs

Where appropriate, pupils from the Nest are supported to integrate into mainstream classes for specific lessons, events and social times, according to their needs and capabilities.

Monitoring and Review

Each child's progress is monitored and reviewed regularly through the **EHCP Annual Review** process, termly pupil progress meetings with the class teacher and Nest team, and ongoing assessments. These assessments will be shared with parents on the Tapestry App. The SEND team works closely with families and external professionals to evaluate and adapt provision, ensuring that the Nest continues to meet each pupil's evolving needs.

Working in Partnership

Strong, open communication with families is central to the ethos of the Nest. Parents/carers are regularly involved in planning, reviewing and celebrating their child's progress. The school works collaboratively with health and social care professionals to ensure a holistic and coordinated approach to support.

The SEND Resource Centre at St Peter's is a place where children with significant needs can thrive, achieve and feel valued, ensuring that they are empowered to fulfil their potential both now and in the future.

9. Links with other policies and documents

- SEND Information Report
- Behavior & Anti-bullying Policy
- Equalities Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Complaints Procedure
- First Aid and Managing medicines
- Intimate Care Policy

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by / date	Approved by / date
2021	Added 3 policies that are linked	Links to other policies	DM/ 27/05/21	
2025	Updated and streamlined by SENCo team Resource center (The Nest) details added.	All sections	Rachael McNamara 19/6/2025	

