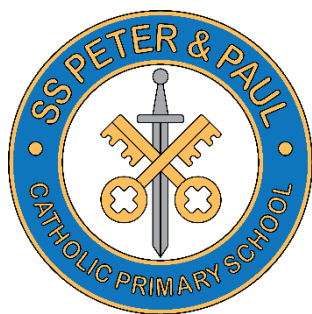


SS Peter and Paul Catholic Primary School



SEND and Inclusion Policy 2025

"We are born to manifest the glory of God that is within us. It is not just in some of us, it is in everyone. And, as we let our own light shine, we unconsciously give other people permission to do the same" Marianne Williamson 1992

Introduction

SS Peter and Paul Catholic Primary School is committed to ensuring that all children have an equal opportunity to learn by providing an appropriate and high-quality education to meet the individual's needs. All children, including those identified as having special educational needs and disabilities (SEND), have a common entitlement to a broad, balanced and accessible academic and social curriculum and to be fully included in all aspects of school life. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion or belief, impairment, attainment or background.

This policy describes the way in which the school meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or to factors in their environment, including the learning environment they experience in school. A child has a special educational need if he or she has significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to take advantage of normal school facilities. The inclusion of children identified as having SEND in school is treated as an equal opportunities issue.

The school provides for children across all four broad categories of SEND: communication and interaction; cognition and learning; social, mental and emotional health; and sensory and/or physical needs. It is recognised that pupils learn at different rates and that there are many factors affecting achievement, including ability, confidence, emotional state, age and maturity. These factors are identified as they arise and the school provides teaching and learning which enables

every child to achieve to his or her full potential.

The development and monitoring of the school's work on SEND and inclusion is undertaken by the senior leadership team (SLT) and the Governors' Curriculum and Community Committee. The SEND Coordinator (SENDCo) is Holly Walker and the SEND Governor is Cheryl Jeans.

Relevant legislation includes the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010. The school also has regard to the statutory guidance contained in the ['Special educational needs and disability code of practice: 0 to 25 years' \(2015\) \(the 'SEND Code of Practice'\)](#). Additional information is available on the school website.

Aims

- To ensure that the relevant legislation, Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
- To monitor the progress of all pupils continually, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning and activities by class teachers, the SENDCo, and support staff as appropriate.
- To provide specific input where appropriate, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To work in partnership with parent/carers for the benefit of their child.
- To involve parents/carers and the children themselves, where appropriate, in planning and in any decision-making that affects them.

Framework for SEND provision

The SENDCo is responsible for co-ordinating the school's SEND provision and overseeing the day-to-day operation of this policy. The Headteacher and Governors monitor the quality and effectiveness of provision for pupils with SEND. It is the statutory duty of the Governors to ensure that the school meets the needs of children with SEND following the requirements of the SEND Code of Practice.

School staff have wide experience of meeting the needs of pupils with a range of SEND and the school follows a graduated approach to supporting pupils based on their needs. SEND support is primarily delivered by class teachers through quality first teaching appropriate to the child's needs. Where appropriate other teaching staff maybe involved in assisting children to access the

curriculum, this could include support from a Learning Support Assistant or another teacher.

Class teachers are responsible and accountable for the progress and development of the pupils with SEND in their class, including those pupils who access support from LSAs and other specialists. They focus on outcomes for the child, have high aspirations for every pupil and involve parents/carers and pupils, where appropriate, in the planning and review process.

Children with SEND are identified on the school's assessment system and their progress monitored by the SLT and Governors on a regular basis (termly). The effectiveness of any additional intervention is also reviewed at this time and planning for any additional resource takes place.

Funding and allocation of resources

SEND provision is funded using the national funding formula based on a core budget, additional support funding from the school's budget and through identified funding for pupils with more complex needs who have an EHCP.

If a child has complex needs which cannot be fully funded from the core SEND budget an application for an EHCP will be made, where the needs will be identified and cost of meeting the need will be agreed and given to the school. The needs of other pupils with SEND are met from the school's overall budget.

Each year a provision map is drawn up to show how resources are allocated to each year group. Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where viable and are used to support other children where appropriate.

Identifying children with SEND

The school identifies children with SEND by a variety of methods, including whole-school tracking, previous records, medical reports, information from a previous school and Pupil Progress meetings.

Parents who are concerned that their child may have SEND should firstly speak to their child's class teacher, who may then carry out some observation or assessment, or may arrange for the child to have some support in a small group to target an area they are finding difficult. If there are still concerns, the class teacher may wish to discuss the child's difficulties with the SENDCo.

School Support, Individual Plans for Success and Personal Provision Maps

Children identified with SEND, will receive 'School Support'. The school adopts a graduated response to School Support. Children are supported by differentiated work, general and specialist learning support assistants (LSAs) and additional resources, such as specialist equipment and appropriate computer programs. Pupils are monitored carefully by teachers who will discuss progress regularly with parents.

There will be a plan for the child's support (an 'Individual Plan for Success' or a 'Personal Provision Map'), drawn up by the class teacher in consultation with parents/carers, the child and the SENDCo. The plan will contain targets, and outline the strategies and resources that will be used to help the child achieve them. The SENDCo meets each class teacher regularly to discuss additional needs and concerns and to review plans. The plan will be reviewed and shared with the parent/carer and the child, where appropriate, at a meeting at least three times a year, and the outcomes, action and support agreed during the meeting will be recorded and shared with appropriate staff.

Education, Health and Care Plans

Education Health and Care Plans (EHCPs) are formal documents which are focused on the individual personality and requirements of each child which has complex needs. EHCPs are only given to children who have complex needs and need to have their needs formally documented having a diagnosis (e.g. Asperger's Syndrome or dyslexia) does not mean that a child necessarily needs an EHCP.

If an EHCP is requested and the application is successful, the local authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the local authority will produce the EHCP which will record the matters discussed and decisions made, including the required special educational provision.

If a child has an EHCP a formal annual review meeting will take place to discuss the child's progress and review the EHCP objectives. This meeting will include parents/carers, teachers and any other professionals involved with the child.

Medical needs

In accordance with its duties under the Children and Families Act 2014, the school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an EHCP which brings together health and social care needs with their special educational provision.

If a child has medical needs, the school will follow the statutory guidance 'Supporting pupils at school with medical conditions' (2015). A child may have an Individual Healthcare Plan, and where they have a special educational need identified in an EHCP or a Statement, the Individual Healthcare Plan will be linked to or form part of that document. The plan may include the administration of medication or medical techniques if these are an ongoing need. The administration of medication for short-term needs is undertaken in line with the Administration of Medication Policy. There are always qualified staff, trained in first aid and the administration of medicines, who are on duty throughout the school day, including at break and lunchtimes.

Differentiated in-class teaching

The school aims to meet the needs of the majority of children with SEND through differentiated in-class teaching. When class teachers are planning their lessons, they think about the needs of all the children in the class and differentiate appropriately. The aim is for all children to work on the same topics, but adult input, activity, learning outcomes or resources may be adapted for individuals or groups of children, including those with SEND.

Small-group intervention

Where children have similar needs, it may be appropriate to support them within a group (small-group intervention), focussing on the common needs. Groups of children will have provision for their common needs in a small group as well as some individualised support for their unique needs. Provision will run concurrently with differentiated in-class teaching. The group may be supported by an LSA. Responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo. Where children's needs are discrete from those of their peers, 1:1 support may also be appropriate.

Specialist support

Where appropriate, the school will access specialist services to support the needs of children with SEND. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and review of the child's progress.

The school receives support where necessary from a wide range of external agencies, including Sensory Support Service (vision and hearing); physiotherapists; speech and language therapists; occupational therapists; educational psychologists; Child and Adolescent Mental Health Service; Paediatric Communication Aids Service, based at Claremont School; Autism Spectrum Disorder, Bristol Autism Team BAT); and the school nurse. Parents/carers are informed if any outside agency is involved.

There are many voluntary organisations supporting SEND, including Supportive Parents, our local parent partnership organisation. The SENDCo maintains an up-to-date list and details are available on the school website.

Assessment and review

Children's progress in learning is measured against national and age-related expectations. The class teacher assesses each child continually, noting areas where they are improving and where further support is needed. Children's progress is tracked from entry at Early Years Foundation Stage (EYFS) through to Year 6, using a variety of different methods including teacher assessment and formalised testing.

Children who are working below expected levels or not making expected progress (including

those with SEND) are picked up through termly Pupil Progress Meetings with the class teacher and Senior Leadership Team. In this meeting the difficulties of individual children are discussed along with possible support can be given to aid their progression.

These arrangements apply to all children, not just those with SEND. In addition, we use a range of assessment procedures within lessons to ensure that children with SEND are able to demonstrate their achievement appropriately. The SENDCo meets each class teacher regularly to discuss additional needs and concerns for children identified as having SEND, and to review Individual Plans for Success or Personal Provision Maps. The plan will be reviewed and shared with the parent/carer and the child at least three times a year.

Partnership with parents and carers

Staff and parents/carers work together to support pupils identified as having additional needs. Parents/carers are involved at all stages of the education planning process, and we take into account their experience of, and hopes for, their child. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers, the child's strengths and weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. Our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. The child's Personal Provision Map includes targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

Regular communication between school and home ensures that parents/carers are kept informed and concerns are promptly acted on. Communication strategies in place for parents/carers of children with SEND include e-mail communications; frequent face-to-face meetings; phone calls; home/school books; annual review meetings; review meetings to draw up Personal Provision Maps (three times a year); and the SEND page of the school's website (information about external sources of advice and support).

Where appropriate, the class teachers set homework which a parent/carer should support the child with. There are opportunities to come into school and find out about ways of supporting a child's learning in different areas of the curriculum. In addition, the class teacher or the SENDCo may be able to suggest ways of helping a child with specific areas of difficulty, for example, reading, spelling or numeracy.

Access to the environment

The school is built on the side of a hill and consists of three levels with stairs between each level. There are stairs between each level but special provision can be made to ensure that children with disabilities can attend.

Details of our plans and targets for improving the physical environment for disabled pupils are contained in the school's Accessibility Plan.

Access to learning and the curriculum

The school ensures that all children have access to a balanced and broadly-based curriculum, and that the school's curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity owing to their impairment or learning difficulty, unless such exclusion is clearly of benefit to that individual and ultimately leads towards inclusion.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning and support.

Learning intentions are always made explicit and activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where appropriate. The school ensures that curricular and extra-curricular activities are barrier-free and do not exclude any pupils.

Details of our plans and targets for increasing disabled pupils' access to the school curriculum are contained in the school's Accessibility Plan.

Access to information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children, peer support or extra adult support. Where appropriate, information is provided in formats other than print.

Details of our plans and targets for improving the provision of information to disabled pupils are contained in the school's Accessibility Plan.

Admission arrangements

Children whose EHCP names the school must be admitted. Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs. Children with additional educational needs but without EHCPs are considered for admission to the school on exactly the same basis as children without additional educational needs.

Transfer arrangements

If a child has been identified as having SEND before joining the school, the SENDCo at their previous school or nursery should contact the school and pass on information about the child's

needs.

The Early Years Foundation Stage (EYFS) team visit pre-school settings to meet children in the summer term before they start at the school. There is a welcome meeting for parents of all prospective new EYFS children in June. The children are invited into school for an introductory session in June. If a child has been identified as having SEND, the EYFS Class Teacher and/or SENDCo will make links with the child's pre-school setting and attend their final nursery review. Additional visits may also be arranged to help with the transition and the EYFS teacher will meet with the parent/carer to discuss any additional requirements.

For children joining the school other than EYFS we would encourage the child and parent/carer to visit the school and spend some time with the class. Contact would be made with the previous setting and we would work closely with pupils with SEND and their parent/carer to ensure the transition is managed in the best way for the child.

When a child is due to move on to a new setting, the current school will make links with the new school so that information can be shared. All Year 6 pupils are prepared for transition to secondary school through class and group activities. For some pupils it may help to carry out these activities in a smaller group with an adult. Some pupils may benefit from additional visits to their secondary school and this can be arranged.

Incorporating disability into the curriculum

The personal, social, health and economic (PSHE) curriculum includes disability, difference and valuing diversity. Advice is sought from disability organisations regarding appropriate resources.

The library resources are regularly reviewed to ensure they include books that reflect the range of SEND issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people.

Listening to pupils and parents

The school aims to take into account the views and aspirations of pupils with SEND. The school will involve children in target-setting and encourages and supports children to contribute towards the annual review. Parents are invited to contribute their views as part of the annual review process.

Working with disabled parents/carers

The school recognises that there will be a number of disabled parents/carers of children within the school, and works to try to ensure they are fully included in all relevant activities. When a child starts at the school, parents/carers will be asked about their access needs. If required parents'/carers' meetings can be held in an accessible location or at different times to suit those with disabilities. If requested correspondence can be sent home in a specified format send notes/newsletters home in the required format.

Trips and extra-curricular activities

The school's Accessibility Plan aims to ensure that pupils with SEND participate fully in school trips. Examples of appropriate measures include taking parents on residential trips; taking extra staff/helpers and any necessary medication; and informing providers of disabled pupils' needs. A risk assessment is carried out prior to any off-site activity to ensure that nobody's health and safety will be compromised. All children are welcome to attend our after-school activities and, in the case of a child with SEND, extra support will be made available.

Evaluating the SEND and Inclusion Policy

Our arrangements for evaluating and monitoring the effectiveness of this policy promote an active process of continual review and improvement. Every year, we analyse the available data on the attainment of our pupils with SEND at the end of their key stage, and compare it with that of similar schools. Whole-school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning are taken forward by the whole staff and used to build upon successful practice.

We report progress to the Governing Body, which in turn produces a Governors' SEND Annual Report. Individual targets for children with additional needs are reviewed through Individual Plan for Success/Personal Provision Map reviews, and a summary of the outcomes arising from these targets is included in the SEND Annual Report.

The SEND Governor leads governor monitoring of the SEND policy through observations and other procedures, to be agreed annually. SEND and Inclusion is reported at the Curriculum and Community Committee meetings and is reported at full Governing Body meetings through sub-committee reports, which are then discussed as necessary.

The Headteacher reports to Governors on whole-school developments in relation to inclusion and ensures that Governors are kept up to date with any legislative or local policy changes.

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance) and approved by the Governing Body.

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Reviewed January 2025

Next Review January 2026