Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



St. Peter's
CE Primary Academy

Special Educational Needs and Disability Policy

Policy Date: September 2026

Review Date: September 2027

Rationale

All children have the right to a broad and balanced curriculum that is relevant and adapted, and which demonstrates progression and coherence. As such, the Academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

St Peter's CE Academy is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

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

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

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

Objectives

The objectives of our policy are:

- - To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- - To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- - To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's EHCP or PLP Review;
- - To work in partnership with, and involve, parents/carers and outside agencies;
- - To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The 'responsible persons' for SEND at the academy are:

- Oliver Martindale – Executive Head Teacher
- Harriet Morris- Head of School
- Karen Roper– SENCo

The SENCo at the Academy is Karen Roper. The SENCo is responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the Academy.

The Governing Body play an important role in ensuring that:

- - They are fully involved in developing and monitoring the Academy's SEND policy.
- - They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- - The quality of provision is continually monitored.

The Governing Body will:

- - Ensure that the necessary provision is made to meet the needs of all our pupils.
- - Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- - Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- - Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- - Have a written SEND policy containing the information as set out in the Special Educational Needs and Disability Regulation (2014) and the Children and Families Act (2014).

The SENCo, Executive Headteacher and The Head of School will ensure that procedures are in place to identify pupils' needs, including:

- - Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- - Overseeing and maintaining resources for a range of SEND.
- - Ensuring that all staff have continued professional development relating to SEND.
- - Working in close partnership with parents/carers and external agencies.
- - Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- - Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and adapted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

Ordinarily Available Provision (OAP)/ Quality first teaching (QFT) including highly effective adaptation for the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

Monitoring – prior to a PLP being issued, pupils are monitored for a period of two half-terms to determine whether they require something that is additional to and/or different. This process is led by the class teacher and supported/authorised by the school SENCo.

Special Education Needs (SENS) Support/ Pupil Learning Plan (PLP) – following the period of monitoring, if a child requires specific support different to OAP/ QFT and/or is below age related expectations, they will be placed on a PLP. This decision takes place according to need and is intentionally dynamic (pupils can move on and off the SEN Register). Class teachers, parents and SENCo collaborate on this decision. EHT and HoS are informed. When a child Is supported with a PLP, targets and associated outcomes are set at the beginning of the academic year. These are focused on the primary area of need and are reviewed by all stakeholders at three points of the year, including transition targets that support the child as they progress from one year group to another.

Education and Health Care Plan (EHCP) - A child who requires specific support in class and where progress and needs have not been met through a PLP will be considered for an EHC Needs Assessment. The EHC Needs Assessment is put forward to the SEND panel to be considered for a Statutory EHCP. A child at this level will be allocated a SEND Lead Worker through Wiltshire Council SEND Service. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Wiltshire Council SEND panel.

Enhanced Provision

Enhanced Provision; Creative Arts is part of our whole school offer to meet the needs of pupils with SEND who need something additional to, or different from, that which is on offer for all of the children. The sessions offer pupils a safe, nurturing and supportive space where they can express themselves, develop their confidence and discover the joy of learning through creativity. It is a provision that is endorsed by the Behaviour Support Service at Wiltshire Council and the SENCo has attended CPD in order to gain advice, hear about best practice and carefully document the provision and progress of the children who access it. This is regularly reviewed through meetings with the Behaviour Support Team and by attending network meetings too. Enhanced provision is aimed to be a temporary solution to enhance the inclusion and learning experiences for some children with potentially more complex SEMH or communication needs, enabling them to experience success and continue to make academic, social and emotional progress. This is measured through progress towards targets on the PLPs. Children who access Enhanced Provision at our school are selected to participate in collaboration with parents. Pupils from Reception to Year 6 are invited to participate according to their individual needs and areas of support. Through the sessions, children are encouraged to develop independence, teamwork, communication and leadership skills, whilst having fun, being creative and celebrating what makes them unique

Through a range of exciting, themed projects, pupils explore topics through art and dance, bringing learning to life through practical, hands-on experiences. The sessions provide opportunities for children to experiment, make choices, share ideas and express their individuality, whilst developing positive relationships with others.

Each session is thoughtfully planned and led by our SENCo, Mrs Roper. Her passion is to create meaningful opportunities for children to experience success, build self-belief and discover their own creative potential.

Our Creative Arts provision is also about celebrating achievement. Each programme builds towards a special Creative Arts Showcase, giving pupils the opportunity to share their artwork and dance with parents and carers, siblings and members of our school community.

These moments are a wonderful opportunity for our children to feel proud of what they have achieved, to see their hard work recognised and to celebrate their creativity with the people who matter most. We believe every child has something wonderful to share, and our Enhanced Provision Creative Arts sessions provide a space for those talents to shine.

Enhanced Provision: Emotional Literacy Support Assistant (ELSA)

Enhance Provision: ELSA is part of our whole school offer to meet the needs of pupils who are presenting with emotional literacy difficulties. We have a school ELSA, who has completed training through The Educational Psychology Service (EPS). The ELSA has the skills and support to deliver pro-active and planned intervention for individual or groups of children who are presenting with these difficulties. Such interventions include; emotional literacy, social skills and resilience, friendship skills bereavement and loss, emotional response (anxiety, anger management), low self-esteem, developing confidence and communication as well as understanding boundaries and self-regulation.

Following the completion of a block of ELSA intervention sessions, the child/young person will have an opportunity to practice and generalise skills learnt within a natural context. Should further ELSA support be required (following a break of at least 1 term) a new set of SMART targets will be made in discussion with the ELSA, staff member and child.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four- part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess – The class teacher with support of the SENCo will carry out a clear analysis of a pupil's needs. They will draw on teacher assessments, understanding of the pupil and Wiltshire assessment materials (e.g. GRSS, SWASS, WESforD, NLA), previous progress and attainment and information from the school's core approach to pupil progress, attainment, and behaviour. Assessments allow the pupil to show what they know, understand, and can do, as well as to identify any learning difficulties. We are then able to construct a profile of the child's strengths and weaknesses.

Plan - If it is decided to place a pupil on SEN Support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCo, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress.

Where a pupil has an EHCP, the LA and school must review the plan at least once a year. This is known as an EHC Plan Annual Review.

Generation of a Pupil Learning Plan

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

• Makes little or no progress even when teaching approaches are targeted to their particular needs.

• Shows signs of difficulty in developing skills in literacy or mathematics.

• Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.

• Has physical or sensory problems and despite specialist equipment still makes little or no progress.

• Has communication and/or interaction difficulties which lead to them making little or no progress.

The **'Pupil Learning Plan'** will be generated in full consultation with the class teacher, the SENCo, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a **'Pupil Learning Plan'** will be generated with the child at its centre. Long term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals.

The **Pupil Learning Plan** will evidence:-

- The child's strengths and needs in relation to their primary and other areas of need
- The child's view
- The views of their parents/ carers

- How best to support the child (including Teaching and Learning approaches, reasonable adjustments in place, social and emotional support)
- How the child learns
- Attendance data
- Outside agency involvement (if applicable)
- Shared action plan with long term outcomes (broken down into short term pathway targets, in line with school assessment cycles)
- Review against targets

Requesting an EHC Needs Assessment

If, after three cycles of Assess, Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the Local Authority (LA) to request a statutory assessment for an EHCP. However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, the LA, outside agencies, SENCO and the class teacher will be invited to attend.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil no longer requires additional support, then they will be removed from the SEND Register and their needs will be met through Ordinary Available Provision/ Quality First Teaching. The pupil's progress will continue to be monitored.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their EHCP/PLP.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, the first port of call is the class teacher. The class teacher will then contact the SENCo. If parents feel the problem is not resolved, they should contact the SENCo directly. If the problem is then not resolved the next contact is the Executive Headteacher or Head of School.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and PLPs).
- By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of PLP and EHCP reviews.