

SEN Policy

St Peter's CE Primary School



Approved by:

Local Board of
Governors

Date: May 2026

Last reviewed on:

May 2026

Next review due by:

January 2027

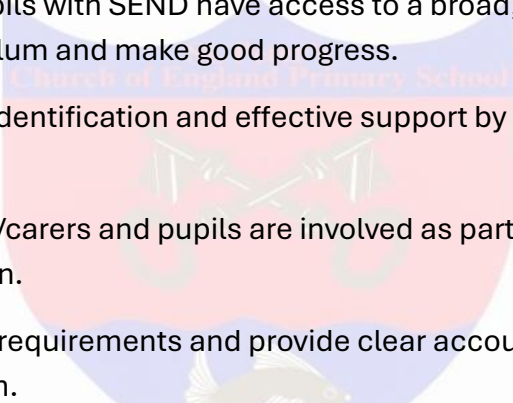
This policy is written in line with the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years (2015), the Equality Act 2010 and relevant statutory guidance. It applies to all pupils in the primary phase at St. Peter's CE Primary.

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Purpose and aims

- To set out how our school will identify, assess and make provision for pupils with special educational needs and disabilities (SEND).

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- To ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum and make good progress.
 - To promote early identification and effective support by using the graduated approach.
 - To ensure parents/carers and pupils are involved as partners in planning and reviewing provision.
 - To meet statutory requirements and provide clear accountability and governance for SEND provision.
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Legislative and statutory framework

This policy has regard to:

- Children and Families Act 2014 (Part 3)
 - SEND Code of Practice: 0 to 25 years (2015)
 - Equality Act 2010
 - Special Educational Needs and Disability Regulations 2014
 - Working Together to Safeguard Children
 - Supporting pupils at school with medical conditions (DfE guidance)
 - Relevant local authority procedures and guidance
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Definitions

- **Special educational needs and disabilities (SEND):** A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
 - **Special educational provision:** Education or training that is additional to, or different from, that made generally for others of the same age.
 - **SEN Support:** The category used when a pupil is receiving targeted support within school, recorded on the SEND register.
 - **EHC plan:** A legally binding document made by the local authority for those with the most complex needs.
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Principles

- Early identification and timely intervention are essential.
- All pupils have a right to high-quality teaching and access to a broad and balanced curriculum.
- The views of the pupil and their parents/carers are central to planning and reviewing support.
- The graduated approach (Assess, Plan, Do, Review) will be used for all pupils on the SEND register.
- Provision will be evidence-led, regularly reviewed and adjusted as required.
- Reasonable adjustments will be made to ensure equality of opportunity and access.

Roles and responsibilities

Role	Key responsibilities
Governing Body	Ensure statutory duties are met; monitor SEND funding and outcomes; approve policy and review annually
Headteacher	Strategic leadership for SEND; ensure resources and staffing; ensure quality of provision
SENCO	Day-to-day coordination and ensure strategic direction of SEND; maintain SEND register and provision map; lead referrals and EHC requests; provide guidance and CPD; liaison with families and agencies; ensuring the SEND policy is operational.
Class teacher	Deliver high-quality differentiated teaching; identify concerns; write and review targets; liaise with SENCO and parents
Teaching assistants (TAs)	Support delivery of interventions and reasonable adjustments; record progress as directed
Parents/carers	Share information; attend meetings; participate in planning and reviews
Pupils	Contribute to planning and reviews at a level appropriate to age and understanding
Local Authority (LA)	Statutory duties for EHC assessments, maintaining EHC plans and placements; provide local guidance and mediation services

- The SENCO at this school is: Mrs Andrea Dowson, qualified as required by statutory guidance and allocated sufficient time and resources to carry out the role.
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Identification and assessment

1. Initial concerns may be raised by:

- Class teachers (through routine assessments and observations)
- Parents/carers
- Health professionals or previous settings
- Screening or baseline assessments

2. Early action

- Teachers address needs through high-quality first teaching and differentiation.
- Where concerns persist, the teacher discusses them with the SENCO and parents/carers.
- The SENCO and class teacher collate evidence, which may include standardised assessments, observations, work samples and discussions with the pupil. The SENCO and Class Teacher may decide to place the pupil on the School Monitor list.

3. Criteria for SEN Support

- A pupil is placed on the SEND register and receives SEN Support if they have a learning difficulty that requires special educational provision beyond quality first teaching.
- Placement on the SEND register is made with parental knowledge and recorded on the child's file.

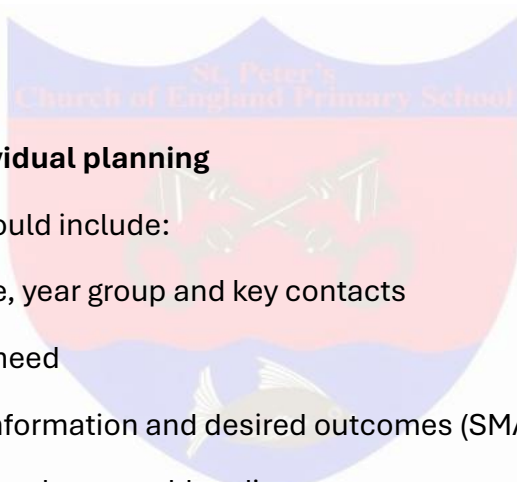
4. Record-keeping

- All concerns, assessments, decisions and plans are recorded and retained securely in line with the Data Protection Policy.
 - The SEND register and provision map are reviewed regularly and updated.
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Graduated approach: Assess, Plan, Do, Review

- The school follows the four-stage cycle for all pupils on the SEND register.
 1. Assess
 - Gather information from teacher, parent/carer, pupil, and relevant professionals.
 - Use standardised tools where appropriate to identify specific barriers to learning.
 - Record baseline attainment and specific targets for progress.
 2. Plan
 - Co-produce a Support Plan, One-page Profile or Pupil Passport with the pupil and parents/carers.
 - Set 1–3 SMART short-term targets, expected outcomes, strategies and who will provide them.
 - Specify timescales and success criteria.
 3. Do
 - Implement the plan, ensuring staff are briefed and trained as necessary.
 - Interventions are time-limited and have clear entry/exit criteria.
 - Record progress and any adjustments to provision.
 4. Review
 - Reviews take place at agreed intervals, typically termly, with parents/carers and pupil involvement.
 - Review evidence of progress against success criteria and decide whether to continue, adapt or cease provision.
 - Where progress is limited despite targeted support, consider referral for statutory EHC assessment.

Typical timescales: initial concern raised → within 6 weeks: assessment and targeted strategies in place; termly reviews thereafter. Processes should be responsive and timely.



SEND support and individual planning

- Support Plans should include:
 - Pupil name, year group and key contacts
 - Area(s) of need
 - Baseline information and desired outcomes (SMART)
 - Strategies and reasonable adjustments
 - Who will provide the support, frequency and duration
 - How progress will be measured
 - Review date
 - Parents/carers must be invited to reviews and kept informed of progress between reviews.
 - Where appropriate, the school will deliver a graduated package including small-group work, bespoke resources and adaptive teaching and curriculum approaches.
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Education, Health and Care (EHC) needs assessments and plans

1. Requesting an EHC needs assessment
 - The school, parent/carer or other professional can request an EHC needs assessment from the LA.
 - The school will provide evidence of the graduated approach, outcomes of interventions and multi-agency input to support a request.
 - The SENCO leads the collation of evidence and liaises with parents/carers.
2. LA decision and EHC plan
 - The LA decides whether to issue an EHC plan following their statutory timescales.
 - If issued, the school will implement the plan, allocating resources and provision as specified.
3. Annual review

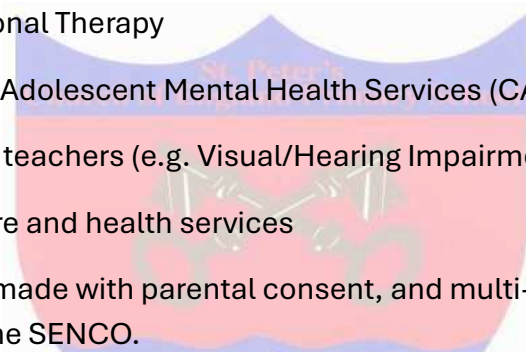
- The school must convene an annual review of the EHC plan and provide required documentation to the LA.
 - Reviews should include pupil and parent/carer views, progress towards outcomes, and recommended changes.
 - The LA may amend, maintain or cease the plan following review.
4. Rights and dispute resolution
- Parents/carers have access to mediation services and can appeal to the First-tier Tribunal (SEND) in cases of disagreement.
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Working with parents, carers and pupils

- We are committed to meaningful parental engagement and transparency.
 - Communication:
 - Initial contact about concerns will be made by the parent, the class teacher/TA and/or SENCO.
 - Meetings will be offered at mutually convenient times; translation or interpreter services may be sought where needed.
 - Involvement:
 - Parents/carers are invited to contribute to assessments, planning and review meetings.
 - Pupil voice is gathered in an age-appropriate way and recorded in plans.
 - Information:
 - The school provides clear information on the SEND offer and how to access support, including a named contact (SENCO) and information on the school website.
 - Independent support:
 - Parents/carers will be signposted to local parent partnership or independent support services for SEND where appropriate.
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Partnership with external agencies

- Where additional expertise is required, we will engage with:
 - Educational Psychology Service
 - Speech and Language Therapy

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- Occupational Therapy
 - Child and Adolescent Mental Health Services (CAMHS)
 - Specialist teachers (e.g. Visual/Hearing Impairment)
 - Social Care and health services
 - Referrals will be made with parental consent, and multi-agency plans will be coordinated by the SENCO.
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Provision mapping and resource allocation

- The SENCO maintains a whole-school provision map which:
 - Records interventions, target groups, staffing, costs and outcomes
 - Is used to evaluate impact and inform resource allocation
 - Funding:
 - The school uses core budget and delegated SEN funding to meet most SEND needs.
 - The school will apply for top-up funding or High Needs funding as required for pupils with significant needs, in line with LA guidance.
 - Deployment of staff:
 - TAs are deployed strategically to support learning and independence; deployment is reviewed regularly for impact.
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Inclusion, curriculum access and reasonable adjustments

- High-quality first teaching and differentiated planning are the first line of support.
- Reasonable adjustments will be made to remove barriers to learning and participation, including:
 - Adapted resources and scaffolds
 - Alternative communication methods and visual supports
 - Adjusted timings, breaks and assessment conditions
 - Access arrangements for statutory and internal assessments, following JCQ guidance where applicable
- Specialist equipment and ICT will be provided when required and subject to funding and professional advice.

- Behaviour and SEMH:
 - The school promotes positive behaviour through consistent practice and an emphasis on emotional regulation and restorative approaches.
 - Where SEMH needs are identified, bespoke support and, where necessary, referrals for specialist support will be made.
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Transition arrangements

- Effective transition planning is in place for:
 - Reception baseline and entry from early years settings
 - Internal transitions between year groups and phases
 - Transfer to secondary school
 - For pupils with SEND, transition includes:
 - Enhanced transition visits and meetings with receiving staff
 - Transfer of SEND documentation, One-page Profiles and provision maps
 - Where an EHC plan exists, the SENCO will coordinate statutory transfer arrangements and ensure the receiving setting is involved early in planning.
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Monitoring, evaluation and quality assurance

- The school monitors:
 - Academic progress and achievement of pupils with SEND
 - Attendance, behaviour and wellbeing
 - Implementation and impact of interventions
 - Accuracy of SEND record-keeping and provision mapping
- The SENCO provides termly reports to the headteacher and governing body, including analysis of progress and use of resources.
- Quality assurance activities include:
 - Learning walks and lesson observations with a focus on inclusion
 - Work scrutiny and planning audits
 - Regular review of intervention data and cost-effectiveness
- The governing body monitors the SEND action plan and evaluates the impact on pupil outcomes.

Staff training and professional development

- Induction for new staff includes SEND procedures and school expectations.
- Whole-school CPD is provided on inclusive practice, specific needs and safeguarding.
- SENCO provides targeted training for teachers and TAs in response to identified needs.
- The school supports SENCOs to undertake statutory training and accredited qualifications as recommended.

Confidentiality, information sharing and data protection

- SEND records are maintained confidentially and shared on a need-to-know basis.
- Information is handled in line with the Data Protection (GDPR) Policy.
- Consent is sought for referrals to external agencies; parents/carers are informed of information sharing relevant to their child.

Safeguarding and medical needs

- SEND pupils are supported in line with the school's Safeguarding and Child Protection Policy.
- Where pupils have medical needs, a separate Healthcare Plan will be developed in consultation with parents/carers and health professionals.
- Staff are trained appropriately to support medical needs and administer medication where required.

Complaints and dispute resolution

- Parents/carers should raise concerns initially with the class teacher or SENCO.
- If unresolved, follow the school's formal complaints procedure as set out in the Complaints Policy.
- For disputes relating to EHC needs assessments or plans, families may use LA mediation services and appeal to the First-tier Tribunal (SEND).

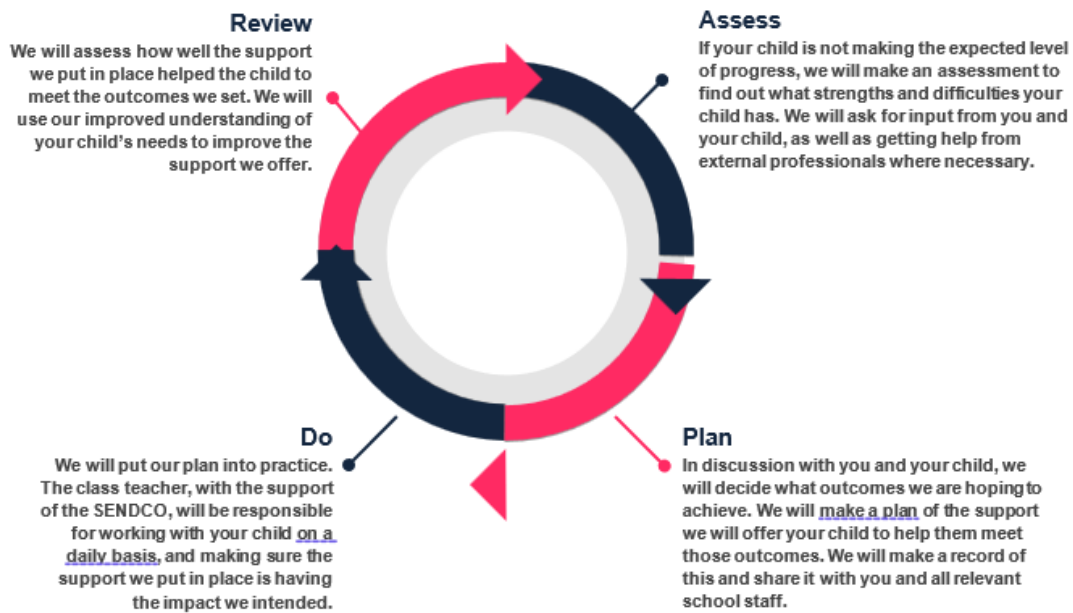
Review of this policy

- This policy will be reviewed at least annually and updated to reflect changes in statutory guidance.
- The governing body will approve the reviewed policy.

Appendices

Appendix A — Graduated Response flowchart (text)

1. Concern raised by teacher/parent/other → Quality first teaching and differentiation applied
2. Continue to monitor; if progress limited → Class teacher discusses with SENCO → targeted strategies put in place, child placed on School Awareness list.
3. If further progress limited → SEN Support and SEND register placement; Support Plan created; interventions implemented and recorded
4. Termly reviews → adjust provision or escalate → Request EHC needs assessment if needs are complex and persistent
5. If EHC plan issued → implement and review annually



Appendix B — Support Plan Information Sample (recorded on TES Edukey).

Name: _____ Year: ____ DOB: _____

SEN area(s) of need: _____

Baseline (current attainment/observations): _____

Areas of Strength and Difficulties.

What helps me What doesn't help me.

Long-term Outcomes

SMART short-term targets (termly):

1.

2.

Strategies and Provisions:

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Success criteria / how progress will be measured:

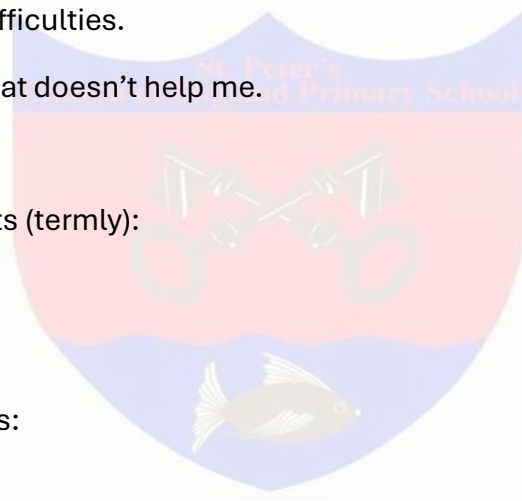
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Key Staff.

Parent/Guardian contribution.

Pupil Contribution.

Review dates are generated automatically and reminders sent to staff to review.



Appendix C — EHC Request checklist for school evidence

- Evidence of graduated approach and cycle of Assess, Plan, Do, Review
- Records of parental involvement and consultations
- Parent & Child's views.

- Baseline and progress data over time
- Copies of Support Plans, provision maps and One-page Profiles
- Reports from external agencies (if applicable)
- Attendance and behaviour logs (if relevant)
- Details of additional funding applied for and impact
- Statement of why current provision is insufficient

Appendix D — Glossary (key terms)

- SEN: Special Educational Need(s)
- SEND: Special Educational Needs and Disabilities
- SENCO: Special Educational Needs Co-ordinator
- EHCP: Education, Health and Care Plan

Final notes and recommended actions for the school

- Ensure the SENCO has time and resources to fulfil statutory duties and to lead monitoring and CPD.
- Maintain a clear, accessible page on the school website setting out the school's SEND offer, SENCO contact details and how to access services.
- Keep records up to date and ensure parents/carers are partners in the process.
- Review the SEND provision map each term and report outcomes to governors.

This policy was approved by the governing body in May 2026 and will be reviewed on or before end of January 2027.