



## St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

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### Our Vision Statement

*At St Peter's we have high expectations where everyone flourishes, achieves and succeeds within a safe, inclusive Christian community. We promote gospel values of independence, respect and empathy. Through an exciting curriculum, children are inspired to find joy as lifelong learners and active world citizens.*

### SEND and INCLUSION

Person Responsible:	SENCo and C&L Committee
Review Period:	Every 3 years or in light of new legislation
Status:	Statutory
Date Adopted:	Summer Term 2022
Next review:	Summer Term 2025
Ratified by Governors:	4 May 2022

### Purpose

At St. Peter's we strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. There are close links with St. Peter's Church and Christian teachings underpin the whole school experience. Part of the school's key focus is to ensure that all elements of school life ensure equality of provision for every child by developing a culture of inclusion and personalised learning opportunities. All policies and practices ensure a high focus on Quality First Provision that includes effective learning opportunities for all learners. We aim to promote a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We respond to learners in ways which take account of their varied life experiences, preferences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- all pupils regardless of ethnicity, gender, culture or religion;
- learners with special educational needs;
- learners who are disabled;
- learners who need support to learn English as an additional language (EAL);
- minority ethnic groups, Travellers, asylum seekers and refugees;
- those who are looked after by the local authority;
- those who are young carers;
- those who are in families under stress; and
- any learners who are at risk of disaffection and exclusion.

Our inclusive ethos allows every individual to achieve academically and personally within a safe, supportive and stimulating learning environment. We believe that every child is entitled to a rich and exciting curriculum which sets high expectations to achieve independent learning and reach academic potential. This is done within a Christian environment, where much emphasis is also put on children's spiritual, moral, social, cultural and intellectual development.

This policy describes how we meet the needs of children who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties, delays in emotional and social development, using English as a second language or possibly environmental factors outside or within school.

### Special Educational Needs or Disabilities

At St. Peter's School, we believe that each pupil has individual and unique needs. Some pupils require more support than others. For these pupils to achieve their full potential, we must plan accordingly. We acknowledge that many pupils will require extra or different provision at some point in their school life in order to overcome or minimise difficulties. While many factors can contribute to the range of difficulties experienced by some children, we believe



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that much can be done to alleviate them by teachers, parents and pupils working together. Some pupils may have special educational needs (SEN) at some time in their school career, which may require detailed help throughout their time in school, or just a little extra support for a short period to help them overcome more temporary needs. St. Peter's aims to provide all pupils with strategies for dealing with their needs in a supportive environment, which provides them with meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success and make progress;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and demonstrates coherence and progression in learning;
- give pupils with special educational needs or disabilities (SEND), equal opportunities to take part in all aspects of the school's provision, as far as it is appropriate;
- identify, assess, record and regularly review pupils' progress and needs;
- utilise Trick Box effectively to support the resilience, communication and self-esteem of our SEND learners;
- involve parents/carers in planning and supporting at all stages of their child's development;
- work collaboratively with other professionals and support services; and
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **Roles and responsibilities of the head teacher, staff and governors.**

Provision for children with special educational needs is a whole school concern. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may arise in different learning situations. Every member of staff is responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor) who takes particular interest in this aspect of the school.

The head teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND personnel within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- the requirements of the 'Special educational needs and disability code of practice: 0 to 25 years (2015)' are being satisfied by the school;
- parents are notified if the school decides to make special educational provision for their child;
- it is fully informed about SEND issues, so that it can play a major part in school self-review;
- it sets up appropriate staffing and funding arrangements, and oversees the school's work for pupils with SEND;
- it is involved with the school as a whole, to develop and monitor this policy;
- SEND provision is an integral part of the school development plan; and
- the quality of SEND provision is regularly monitored.

The **SENCo** is responsible for:

- overseeing the day-to-day operation of this policy;
- co-ordinating the provision for pupils with SEND;
- ensuring that an agreed, consistent approach is adopted;



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- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;
- liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these and the class teachers and parents;
- maintaining the school's SEN register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs;
- contributing to the in-service training of staff;
- managing learning support staff/teaching assistants;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils and
- liaising with the SENCos in receiving schools to help provide a smooth transition from one school to the other.

### **Class teachers** are responsible for:

- including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, drawing on the SENCo for advice on assessment and strategies to support inclusion;
- working with the SENCo to devise appropriate targets for inclusion on IEPs and including termly reviews of targets;
- providing information for and attending annual reviews, meetings with other professionals as part of the graduated approach;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND; and
- giving feedback to parents of pupils with SEND.

### **Teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedures for giving feedback to teachers and the SENCo about pupils' responses to tasks and strategies; and
- provide information for and attending EHCP request meetings and annual reviews.

### **Parents** are responsible for:

- reading this policy;
- providing full family, health and medical information to the school;
- updating the class teacher or head teacher regarding changes to family circumstances at the earliest opportunity; and
- liaising with class teachers to support their child's progress.

## **Identification, Assessment and Provision for all Pupils with SEN**

### **Graduated Response to Learning Difficulties**

A graduated response starts with the class teacher using differentiation strategies to meet individual needs. Whatever the levels of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress using a range of assessment procedures.



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Adequate progress can be defined in a number of different ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the gap growing wider;
- ensures access to the full curriculum;
- demonstrates improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

Formative and summative assessment is continuous and on-going and steers the teaching and learning for each pupil. The following shows the stages of a graduated response.

### Initial Concern

The class teacher, another member of staff, parent or outside agency can express concern about the child's progress. The SENCo, class teacher, parents or guardians are informed. Parents are informed and the concern is recorded. At this stage it is the class teacher's responsibility to meet the child's needs through Quality First Teaching. For a child with behaviour problems an incidence record is kept.

### Moving On

If sufficient progress is made the child will be removed from the Intervention Register and progress will continue to be monitored through the class tracking system. If adequate progress is not being made, indicated by the child's levels of achievement and/or following the range of possible assessments, the child will be considered as a child with 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." (Department for Education, 2015).

Children's SENDs are generally thought of in the following four broad areas of need and support:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health; and
- Sensory and/or physical needs.

### Children with SEN

#### Action

Once a child is considered having SEN, the SENCo and class teacher will write an IEP (and include a One Page Profile where the child's own 'voice' is recorded). This document will detail the amount of support that the child is receiving in class that is '*additional to or different from*' the normal level of class support. Parents/carers may be involved in discussions and will then receive a copy and the SENCo will discuss the strategies. At this stage the child will be included in small supported groups in class. This may be as part of a group for pupils with similar needs. They may also be withdrawn to work in a small group or individually on a specific programme. The class teacher will continue with differentiated strategies.

#### Next Steps

If sufficient progress is made, the child may revert to class differentiation. If, after at least two progress reviews there is still cause for concern indicated by the levels of achievement and/or the child's attainment in class, they may need to be referred for support from outside agencies. Feedback from these agencies is then used to provide targets and strategies to be put in place for a fixed period of time. Parents/carers will be informed and the class teacher and SENCo will review this once a term.

#### Moving On

Should these targets provide adequate strategies and subsequent provision and progress, the learner can revert back to differentiated support from the class teacher. If, after at least two progress reviews progress remains



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limited, or sooner in some cases, the child may be considered for a referral to the Local Authority (LA) for a Statutory Assessment which may result in an Educational Health and Care plan (EHCP).

### **Referral for Statutory Assessment for an Educational Health and Care plan (EHCP).**

#### **Action**

Evidence will be collected to show that the levels of achievement meet the criteria set for applying for a Statutory Assessment and submitted to the LA for consideration. The panel will also request reports from all outside agencies who are involved with the child. The LA will notify the school of the panel's decision as to whether the application has been successful or will not be taken further. If successful, an EHCP will be issued and the provision will be defined in that document. During this process the appropriate level of intervention remains in place and detailed records will be kept. If the application is unsuccessful the child will continue on the support plan already in place and will continued to be monitored.

### **Code of Practice Stage: Educational Health and Care Plan (EHCP)**

The EHCP will detail the objectives to be met, the interventions to be used and the amount of funding available. There will be a planning meeting to set the targets for the year. An Annual Review is held each year to discuss progress and to set the targets for the following year. Typically present at these reviews are:

- The SENCo
- Child's parent/carer
- Child (if appropriate) or child's voice will be represented wherever possible.
- The class teacher(s)
- Relevant TA (if appropriate)
- A representative from the LA (if appropriate)
- Any other person/ professional considered appropriate

#### **Moving On**

If sufficient progress has been made and attainment is considered above the EHCP criteria, the EHCP will be discontinued. The child will then revert back to School Support. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **Staffing and Partnerships with bodies beyond the school**

#### **Outside Agencies**

Surrey Children's Service provides a range of support to children and their families across Surrey to help meet their needs. They can be consulted by the school through a referral process. These include:

- Learning and Language Support
- Educational Psychology
- Education Welfare
- Behaviour Support
- Physical and Sensory Support
- Children's Disability Support
- Race Equality and Minority Achievement (REMA)
- Traveller Education Support

Other Outside Agencies that can be consulted in the same way and also offer support are:

- The Outreach Support Service, such as from Freemantle's, and The Ridgeway School
- Speech and Language Therapy Service
- Occupational Therapy Service



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### **Transition**

The school recognises the importance of close contact with other schools and nurseries as SEND pupils move between the stages of education or move home, either within or outside the local authority. Consequently, there are, where possible, regular meetings to facilitate a smooth transition.

### **Parents**

St. Peter's Primary School is committed to working closely in partnership with parents. This partnership is a two-way process, with both parents and the school sharing their concerns for a pupil. We will inform parents when their child has been identified as having Special Educational Needs and together we will identify the targets and provision requirements on a termly basis. Where a pupil has an ECHP the parents and outside agencies are involved in regular monitoring of provision and progress. Parents who have a concern about their child are encouraged to share this initially with the class teacher or the SENCo. In this way, concerns can be dealt with quickly and successfully.

### **Pupils**

At St. Peter's Primary School, pupils who are capable of forming views are involved and encouraged to express their opinions and receive information about their learning and matters affecting them. We are aware that their views however should be given due weight according to their age, maturity and capabilities

### **Behaviour and SEND**

Pupils with behavioural difficulties are included as having special educational needs, even if they do not have learning, physical or sensory difficulties. Behaviour difficulties may be a reaction to learning difficulties or an indication of a social and/or an emotional need. Appropriate personalised plans are drawn up to address each individual need e.g. an Individual Behaviour Plan (IBP), a Pastoral Support Plan (PSP), and IEP, or a combination of plans. The Behaviour Support Service may be consulted for further advice when appropriate. St Peter's recognises that good self-esteem is crucial to good learning. Our Behaviour Policy is based on reward and praise. By rewarding and acknowledging children's individual strengths, pupils are continually supported in recognising their own worth. A House-Point system and our use of Trick Box are both central to school systems and helps to enhance children's self-esteem.

### **Arrangements for complaints**

Should parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should then ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment with the appropriate member of staff. This allows adequate time to discuss the matter fully rather than attempting to catch a staff member in the morning before school. Parents are also encouraged to make an appointment to see the head teacher and/or the SEND governor if they are unhappy with any aspect of the school's SEND provision.

### **Arrangements for monitoring and evaluation**

The effectiveness of the Inclusion Policy will be reviewed annually. Evidence will be collected to ensure that the policy has had a positive impact upon the school's culture, practice and provision leading to an enhanced curriculum and improved pupil attainment. Success will be measured through:

- analysing pupil performance data by gender, SEN, Pupil Premium and FSM;
- monitoring pupils who were raised as a concern at termly interviews with the SENCo;
- monitoring the numbers of pupils on the SEN termly;
- monitoring the numbers of children who have moved levels on the Intervention Register;
- improvement in the quality of teaching;
- impact of teaching assistant support in raising pupil attainment; and
- impact of inclusion related courses on staff practice.





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### **Children with English as an Additional Language (EAL)**

St. Peter's is committed to providing appropriate provision for teaching and resources for pupils whose first language is not English. The school will identify individual pupils needs, recognise the skills they bring to the school and ensure equality of access across the curriculum. The aim of St. Peter's EAL policy is to ensure that pupils develop the competence to use English confidently as a means of learning and communication across the curriculum.

The main aims are to ensure that all teachers and teaching assistants are able to:

- identify and respond to the needs of EAL pupils; and
- support EAL learners and ethnic minority learners effectively in accessing and engaging in the full school curriculum;

The overall objective is to raise the achievement of EAL and ethnic minority pupils and to promote ethnic, cultural and social diversity. Prior to admission, the school will ask parents to provide the following information:

- Language spoken.
- Languages in which the pupil can read and write.
- How long the pupil has been learning English.
- Previous educational experience.
- Country of birth.
- Religion.
- Medical Information.
- Any dietary or religious constraints.
- Number and location of siblings.
- Friends or contacts in the school.
- Emergency contact numbers/addresses.

#### **Assessment of English Proficiency**

On arriving in the school, the SENCo will assess the child for his/her level of English proficiency in speaking, listening, reading and writing. Teachers are aware that a child's fluency in English will be accelerated if the teaching of English is embedded in the learning across the whole curriculum.

#### **It is the SENCo's role to:**

- discuss and plan the induction of an EAL child with the class teacher to provide practical advice and strategies of how to raise achievement;
- track the progress of EAL children and to advise staff on strategies for supporting pupils beyond the early stages of language acquisition; and
- organise external support for EAL pupils if deemed necessary.

#### **Staff are responsible for:**

- promoting a learning environment where pupils feel secure enough to practise their newly acquired language skills;
- acknowledging the importance of the child's home language and cultural background encouraging support from parents;
- using teaching methods and styles which take account of the learning needs of EAL children.
- valuing the contribution made by all children;
- ensuring planning provides differentiated learning opportunities matched to EAL pupil's needs;
- ensuring that groupings for EAL children provide opportunities to hear and participate with fluent and high achieving English speakers;
- grouping children according to cognitive rather than language ability;
- maximising opportunities to develop social and personal confidence; and
- making on-going assessments in order to plan for the next step in acquiring English communication skills.



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### Code of Practice

"A child must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which he or she will be taught." (1996 Education Act).

It is true that these pupils do have specific needs, but they are not SEN and should not be included on the school's Code of Practice register simply because they do not speak English. Some EAL pupils, however, will have additional special educational needs and the SENCo will then use the framework to help identify such children and provide more effective intervention and support. As part of our school's on-going assessment processes, before a special education need can be identified, it is therefore important to decide whether to investigate possible sensory problems, social, emotional or behavioural needs as well as the apparent lack of progress in language development. It is also important to establish that the learning environment is supportive and enables access to the curriculum for the bilingual pupil. A mother-tongue assessment can also be used to clarify if there is a delay or difficulty in the first language.

### Home/school liaison

Parents will be kept informed of their child's progress and will also be invited to supply additional information and given advice on how to support their child's learning at home. Language is central to our identity and parents will be encouraged to use their first language with their child in order to build on mother-tongue fluency and ultimately contribute to the acquisition of English.

### The collection and use of attainment data

The use of the EAL register and tracking system enables class teachers and the SENCo to identify underachievement, diagnose need and take action. The systematic collection of data from Baseline Assessment, National Curriculum tests, QCA standardised tests, Surrey Screening, teacher assessments and additional assessments of language acquisition will inform the process of resource allocation across the school. This is particularly important in tracking the impact of specific provision for pupils learning EAL.

### References

Department for Children, Schools and Families, (2008). Identifying gifted and talented learners- Getting started. DCSF Publications.

Department for Education, (2015). Special educational needs and disability code of practice: 0 to 25 years. Department for Education.





## Appendix 1

### Pupils with English as an Additional Language (Bilingual learners)

#### Stages of English language development

Pupils' acquisition of English as an additional language can be described in terms of the following stages.

**Stage 1** Pupils who are just beginning to learn English and may engage in classroom activities using their first language only, or who may join in group activities but are not yet able to work independently.

They may join in group activities but may not be willing to participate orally, and may need to go through a silent period where they are given opportunities to listen, without being required to speak unless they are ready. They can begin to engage in some reading and writing activities in English with support, and may be able and willing to write in the **first** language if the opportunity is provided.

**Stage 2** Pupils who are beginning to develop confidence in moving between languages and in using the English they are learning.

They may show an increasing control of the English tense system in particular contexts, especially personal writing, and evidence of a growing vocabulary. They are developing listening and speaking skills in English, but need considerable support in order to participate in most reading and writing activities in the classroom, particularly if they have not developed literacy skills in the first language. They will continue to benefit from opportunities to use the **first** language where appropriate.

**Stage 3** Pupils who are confident users of English in many contexts and can engage in most learning activities with a considerable degree of independence, exhibiting an increasingly wide vocabulary used within the context of a growing command of English sentence structure.

They communicate effectively in a variety of situations and are developing a range of higher order literacy skills, but may need support in using certain genres or registers, and in understanding culturally specific references in oral and written English.

They may be continuing to develop cognitively and linguistically in the first language, enabling them to explore more complex ideas and moving with ease between English and the first language, while for others English may emerge as the preferred or dominant language.

**Stage 4** A bilingual pupil who is a competent user of English, and whose use of English in speaking, reading and writing is effectively no different to what might be expected from a pupil of a similar age for whom English is a first language. Culturally specific references should not usually present a barrier to these pupils. Pupils at this stage will include those who have continued to develop cognitively and linguistically in their first language, and those for whom English is the preferred language or dominant language.

The stages should be related to the range of what would be expected from a monolingual English speaking pupil of the same age. When assessing bilingual pupils in the early years, it may be appropriate to take into consideration only a pupil's stage of development in speaking and listening.