



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

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

✉: [info@stpeters-farnham.surrey.sch.uk](mailto:info@stpeters-farnham.surrey.sch.uk)

[www.stpeters-farnham.surrey.sch.uk](http://www.stpeters-farnham.surrey.sch.uk)



### Our Vision Statement

#### 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 POLICY

Person Responsible:	SENCo (Jo Mesney)
Review Period:	Every 3 years or in light of new regulations
Date Adopted:	Autumn Term 2025
Status:	Statutory
Next review:	Autumn Term 2028
Ratified by Governors on:	4 December 2025

***This policy should be read in conjunction with the SEN Information Report (see school website). It also links with our Teaching and Learning Policy, Assessment Policy and Behaviour and Relationships Policy.***

#### 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 effective learning opportunities for all pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will 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:

- learners with special educational needs
- learners who have a disability
- 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 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 and cultural 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 an additional 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. For all 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 to overcome or minimise difficulties. While many factors can contribute to the range of difficulties experienced by some children, we believe that much can be done to alleviate them by school staff, families and pupils working together. Some pupils may have special educational needs (SEN) and may require support throughout their time in school, or some extra support for a short period to target a temporary need. St. Peter's aims to provide all pupils with strategies for dealing with their needs in a supportive environment, which enables them meaningful access to the National Curriculum. 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 adapted, and demonstrates coherence and progression in learning
- give pupils with 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
- 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 the responsibility of the whole school. 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.

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 are monitored and reported to governors.

The **Governing Body** must ensure that:

- the necessary provision is made for all pupils 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, 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
- liaising with and advising staff
- helping staff to identify pupils with SEND
- carrying out 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
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- liaising with outside agencies, arranging meetings, and providing a link between these and the class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g. class-based assessments/records, end of year assessments and SATs
- contributing to the in-service training of staff
- line managing 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 some pupils and
- liaising with the SENCos in receiving schools/and or other primary schools and confederation 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
- delivering Ordinarily Available Provision (OAP) within their classrooms as set out by the Local Authority (LA)
- working with the SENCo to devise appropriate targets for IEPs 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 and to assess whether they are making adequate progress

Adequate progress can be defined in several 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 Ordinarily Available Provision (OAP). For a child who is demonstrating behavioural need, incidents will be logged and monitored to identify patterns and possibly seek further support.

### **Moving On**

If sufficient progress is made the child 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.

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. 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/guardians may be involved in discussions and will then receive a copy and the class teacher and SENCo will discuss the strategies. At this stage the child may be included in small, supported groups in class. This may be as part of a group for pupils with similar needs. They may also 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 an escalation of attention from outside agencies. This attention can also be sought should the needs of the child require it sooner. Feedback from these agencies would then be used to provide targets and strategies to be put in place for a fixed period. Parents/guardians 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 to adapted support from the class teacher. If, after at least two progress reviews progress remains limited and it is considered that needs cannot be effectively met with resources ordinarily available child may be considered for a referral to the 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 LA will notify the school and parents of the panel's decision as to whether the application has been successful and a statutory assessment will be commissioned. Following this assessment the case will return to panel to decide whether an EHCP will be issued. If the application is unsuccessful the child will continue the support plan already in place and will continue to be monitored.

## **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 to assist in delivering provision in Section F. 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/guardian
- 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

If the child is in Y1 or Y5 the review is termed a Transition Review, attended by the SEND Case Officer. Discussions will focus on Key Stage transfer (at the end of Y2 or Y6) and the type of school parents/ carers would like their child to attend.

## **Alternative Provision (AP)**

Occasionally it may be decided that to meet a pupil's needs most effectively, an Alternative Provision can be utilised for part of a pupil's week. It is the school's responsibility to ensure that any such setting has full safe-guarding procedures in place, that attendance records are kept and shared with the school and that the child is continuing to work towards targets and outcomes as identified by the school or on a pupil's EHCP.

On rare occasions, and only after all options have been exhausted, a pupil may attend a PRU (Pupil Referral Unit) for a defined period of time. This would always have to be approved by the LA.

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

### **Outside Agencies**

Surrey Children's Service and Surrey Child and Family Health provide 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
- Behaviour Support
- Physical and Sensory Support
- Children's Disability Support
- Ethnic Language and Minority Achievement Support
- Traveller Education Support.

Other Outside Agencies that can be consulted in the same way, and if thresholds are met, will also offer support. These include:

- The Outreach Support Service, such as from Freemantles
- Speech and Language Therapy Service
- Occupational Therapy Service.

### **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 out of area, 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 can form 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 who present with challenging behaviours are included as having special educational needs, even if they do not have learning, physical or sensory difficulties. Challenging behaviours may be a reaction to learning difficulties or an indication of a social and/or an emotional need. All staff understand that behaviours are a form of communication and usually indicate an unmet need. Appropriate personalised plans are drawn up to address each individual need e.g. an Individual Behaviour Plan (IBP), a pro-active plan, an IEP, or a combination of plans. Our Behaviour and Relationships Policy is based on connecting and restorative practice. acknowledging and celebrating children's individual strengths, the school's House-Point system and Trick Box (our personal development programme).

## **Arrangements for complaints**

Should parents/carers be unhappy with any aspect of provision they should discuss this 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. Parents are also able 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 success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo, other members of the Senior Leadership Team and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the School Development plan, which is used for monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements and
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

### **Children with Medical Needs**

A pupil may have medical needs that the school needs to be aware of and may also need to support the child during their time at school. The SENCo will work with the parent to ascertain need and ensure staff have adequate and appropriate training to meet this need. An Individual Healthcare Plan is shared with the parents and all staff involved. The SENCo is responsible for liaising with any outside agencies and professionals who may be involved and will ensure a Personal Emergency Evacuation Plan (PEEP) is in place for a pupil should this be required.

### **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 pupil's needs, recognise the skills they bring to the school and ensure equity 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 can:

- identify and respond to the needs of EAL pupils and
- support EAL learners effectively to be able to access and engage in the full school curriculum.

The overall objective is to ensure that there are no barriers to learning for pupils whose first language is not English. 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.

On arriving in the school, the SENCo will assess the child for his/her level of English proficiency in speaking, listening, reading and writing.

**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 to plan for the next step in acquiring English communication skills.

**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).

EAL pupils will only be placed on the SEND register if there are additional special educational needs. A mother-tongue assessment can also be used to clarify if there is a delay or difficulty in the first language, in consultation with REMA (see Appendix 2).

**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 to build on mother-tongue fluency and ultimately contribute to the acquisition of English.

**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.

## Appendix 2

### Surrey Children's Service Ethnic and Language Minority Achievement

ELMA support within Children's Services is delivered through the area teams and through a cross-county development team. The role of ELMA staff is to enable schools to raise the attainment of ethnic and language minority pupils, promote inclusive practices, recognise and value diversity and implement race equality. The support provided may be pupil-focused and/or school-focused.

## Pupil-focused activities

- Initial assessments of EAL pupils to assist schools in identifying and providing for pupils' language development needs
- Mother tongue assessments to assist schools in identifying and providing for pupils' language and learning needs
- Consultation and advice about pupils, liaison and planning with mainstream teachers, EAL teaching and bilingual support to develop pupils' level of fluency in English language, increase access to the curriculum and raise attainment and
- Home/school liaison to enhance communication between schools and ethnic minority families, improve attendance and behaviour, and increase involvement of parents in children's learning.

## School-focused activities

Advice and support to schools regarding all aspects of provision for ethnic and language minority pupils, including:

- Ethnicity and language data collection and analysis
- Cultural awareness
- Developing a whole-school approach to ethnic/language minority pupils
- Developing and implementing race equality policies and other relevant school policies
- Strategies to support inclusion of ethnic/language minority pupils
- Support for refugee/asylum seeker pupils to assist with their integration in school
- EAL/SEN issues and ways of working with parents and communities in order to raise pupils' attainment.

School-specific and cross-county training on strategies for raising the attainment of ethnic/language minority pupils, including:

- training for specific staff including managers, teachers, teaching assistants or support staff
- partnership teaching; and
- whole-school or departmental training.

## Evaluating Policy

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, ethnicity, SEN, Pupil Premium and FSM
- monitoring the numbers of pupils on the SEND Registers termly
- improvement in the quality of teaching
- impact of interventions and
- impact of inclusion related courses on staff practice.

## Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SEN team, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the head teacher in writing or any other accessible format. The head teacher will reply within five working days. The parent will be referred to the formal Parental Complaints procedure.

**For further information on inclusion at St. Peter's please refer to the school's Local Provision Offer.**