St Peter's
BUDLEIGH SALTERTON CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs & Disabilities (SEND) Policy

This policy pays due regard to; • **The SEND Code of Practice: 0 to 25 years, July 2014** • **Part 3 of the Children and Families Act 2014 and associated regulations** • **Equality Act 2010**	
Governor responsible for SEND:	**Mrs H Tribble**
Headteacher:	**Mr S Hitchcock**
SENDCo & Member of SLT:	**Mrs C Walshaw - NPQSENDCo (September 2026)**
This policy will be reviewed annually	*Reviewed:* November 2026 *Next Review:* November 2027

1. Introduction:

This Policy sets out guidelines which ensure the inclusion of pupils with special educational needs and disabilities at St. Peter's Primary School. It is in line with our other policies and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

2. Vision:

At St. Peter's, our mission is to achieve outstanding academic progress, especially with reading, and to nurture pupils who are happy, spiritual, respectful and hard-working.

We are committed to providing an inclusive learning experience to ensure the best possible progress and well-being for ***all*** our pupils. Every child is of equal value and deserves access to resources and opportunities to develop their full potential.

3. Aims and Objectives of this Policy

Aims

This policy aims to provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being. The staff and governors of St Peter's C of E Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards learning, progress and achievement of SEND pupils.

Objectives

The SEND Policy of St Peter's C of E Primary School reflects the principles of the 0-25 SEND Code of Practice (2014).

The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- Have due regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have due regard to local guidance detailed by Devon County Council.
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- Employ a collaborative approach with learners with SEN or disability, their families, staff within the school, other external agencies including those from Health and Social Care,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- Develop a culture of inclusion, valuing high-quality teaching for all learners, with teachers using a range of effective differentiation and adaptive teaching methods,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. At St Peter's, we work hard to develop our accessibility and the school's accessibility plan detailing how this is being developed can be accessed from the school website.

4. Definition of Special Education Need and the Four Broad Areas of Special Educational Need

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her".

At St Peter's Primary School, we have a culture of inclusion, valuing Quality First Teaching for all learners and providing a high quality Ordinarily Available Inclusive Provision (OAIP). 'Quality First Teaching' is that which is adapted to meet the needs of the majority of pupils. OAIP encompasses strategies and practices that are "helpful to all, harmful to none, and crucial for some" and are funded and provided from within the school's own resources. OAIP aims to remove common barriers to learning and ensure all students have equitable access to the curriculum and can thrive alongside their peers.

Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

We believe that;

- All teachers are teachers of Special Educational Needs.
- Every teacher is responsible and accountable for the progress and development of all pupils in their class even when they are being taught by or supported by teaching assistants and/or specialist staff.
- That all children including pupils with SEND should be supported in the aim of becoming as independent as possible in understanding and managing their individual needs ahead of their transition to secondary school.

Teaching and supporting pupils with SEND is, therefore, a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

The Four Broad Areas of Need are:

- ***Cognition and Learning:*** *Includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia and dyscalculia.*
- ***Communication and Interaction:*** *Includes speech, language, and communication needs (SLCN) and Autism.*
- ***Social, Emotional, and Mental Health (SEMH):*** *Includes ADHD, attachment difficulties, and anxiety disorders.*
- ***Sensory and/or Physical Needs:*** *Includes vision impairment (VI), hearing impairment (HI), and physical disabilities requiring specialist support.*

Further, more detailed information is available in Appendix 1

English as an Additional Language

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

COVID-19 Pandemic - 2026/27 amendment

As a school, we continue to recognise the long term impact of the COVID-19 pandemic on our pupils and families. All learners have experienced trauma from this period of time. Some learners had a particularly difficult time during the lockdown and homeschooling, changes in family circumstances or heightened anxiety on their return to school

These factors may have led to difficulties or gaps that may not be a result of having a specific learning difficulty but form part of our trauma informed and need-based curriculum approaches and we continue to monitor these children very closely.

5. A Graduated Response to SEND

Early Identification

The progress made by all pupils is regularly monitored and reviewed through our 'Notice and Focus' approach. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom. Teachers use high quality formative assessment, supported by coaching conversations with senior leaders, to consider barriers to learning and provide evidence of strategies used in order to inform later discussions if the concerns persist. Where children are assessed as working below age related expectations, further diagnostic assessments are used to support early identification of need:

- York Assessment for Reading Comprehension
- Sandwell Maths Assessment
- Black Sheep Press Pupil Language Profile for Expressive and Receptive Language
- Universally Speaking Language Screeners
- Speech Sound Screener (Local Authority)
- Emotional Development Screening Tool
- Language for Behavior and Emotion Assessments
- Universal Eye Tests for all Reception pupils
- Speech and Language Screeners provided by in school SALT specialist
- Leuven Wellbeing Scales in Nursery
- 2 Year Old Check gathered
- Sherborne - PD

Nursery Plus
Early Years Practitioner - Rachael Schaechter
Speech, language and communication Easy access drop in sessions
Complex Need Team
Donna Leciester
Tamsine Robinson - EY Quality and Inclusion Partner
Louise Carter - EY Quality and Inclusion Partner

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide Quality First teaching, OAIP and learning opportunities adapted for individual pupils. Using our 'Notice and Focus' approach, pupils are continually monitored using formative assessment and observations of wellbeing to identify if they are making less than expected progress given their age and circumstances. Where pupils are not keeping up, additional support will be provided under the guidance of the class teacher. This can include progress in areas other than attainment, e.g. wider development or social needs. For pupils being monitored who are not on SEN Support, their targets and progress are recorded by the teacher in their formative assessment notes. This is closely monitored by the SENDCo and other Senior Leaders through the school's coaching and monitoring processes.

Expected progress could:

- Be similar to that of peers;
- Match or better the pupil's previous rate of progress;

- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap from growing wider.
- Nursery - in school development checklist drawn from Julian Grenier used to identify missing foundational skills and Birth to 5 Matters
- Leuven Scales use to monitor holistic progress
- Close monitoring against Prime Areas

Where pupils continue to make less than expected progress despite support and Quality First Teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty by following the Devon Graduated Response to SEND Support (which underpins our 'Notice and Focus' approach) and agree on appropriate support. We recognise that parents know their children best and that the child's voice is an essential part of any support plan. Therefore, the gathering of child and family voices will be an integral part of this process. If a special educational need is identified, pupils will be classed as SEN Support and added to the SEND Register. When a pupil is on SEN support, their APDR process is recorded on a Provision Map.

In some cases, it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not addressed by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or an interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

The Graduated Approach at St Peter's - The 'Notice and Focus' Cycle (Assess, Plan, Do, Review)

Where a pupil is identified as having SEN, we will take action to support effective learning and inclusion by removing barriers and putting an effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and

securing good outcomes. This is known as **the graduated approach – Assess, Plan, Do, Review.** At St Peter's this cycle underpins our 'Notice and Focus' approach which is how staff will refer to it.

Notice: Assess

- Detailed analysis of the pupil's strengths, needs, and barriers to learning taking into account other vulnerabilities.
- Monitoring of attendance, wellbeing and attainment.
- Collaboration with parents, pupils, and external professionals.

Focus: Plan

- Development of a plan for support including expected impact recorded on a'Provision Map'.
- The Provision Map will clearly identify the pupils target (outcome) and support to be provided through adaptive provision, including any teaching strategies, environmental adaptations or approaches required and evidence-based, targeted interventions.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- With the SENDCo, there will be agreement on interventions, responsibilities, and review timelines.

Focus: Do

- Implementation of adaptive teaching, environmental adaptations and interventions, with class teachers remaining responsible for ensuring these are having an impact and that pupils are able to access them.
- Support from trained teaching assistants and specialists as needed.

Impact: Review

- The 'Notice and Focus' cycle is designed to be responsive and changes can be made to targets, provisions and interventions as they are needed.
- Interventions and adaptations will need time to be effective and should be reviewed every 6 - 8 weeks but where changes need to occur earlier than that they must be actioned without waiting for an arbitrary assessment point.
- There will be a review of the Provision Map each term, supported by the SENDCo and as part of the cycle of Parent Meetings. This review will evaluate the impact and quality of the support and interventions and consider the views of the pupil and their parents/carers.
- Pupil and parent feedback is central to the review process. Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed upon at the initial (Team Around the Family) TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or limited progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a child is placed on **SEN Support**, parents/carers will be formally advised and the child will be added to the SEND Register.

Partnership with External Agencies

The SENDCo will seek to involve specialists at any point to advise on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, specialist advice will be sought either from within the school or from outside agencies. Parents will always be involved in these decisions and parental consent will be sought.

We will work closely with the Local Authority and other providers to commission services including but not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS), including the Mental Health Support Team who we are a member school.
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The full list of different agencies and teams a list of can be found in Appendix 2.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers and the class teacher the pupil will be removed from the school's SEN register.

Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENCO, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment.

Education, Health and Care (EHC) - School Duties

Where a pupil has an Education Health and Care Plan (EHCP), we commit to providing the provision specified in Section F of any EHC Plan where our school is the named school. Legally, the Local Authority must review the EHC Plan every twelve months as a minimum. In accordance with our duty to co-operate with the Local Authority, St Peter's Primary School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process. These meetings will be chaired by the SENDCo or appropriately qualified

person designated by the SENDCo and will ensure that pupil and parent views are gathered and information from other professionals is requested in a timely manner.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website: www.devon.gov.uk/send.

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: https://www.devonias.org.uk/

6. Collaboration with Pupils and Families

Pupil Collaboration

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Parents, Carers and Families Collaboration

We value and accept the crucial role and contribution parents/carers make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning at home.

At St Peter's C of E Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education and sign a consent form to this effect.
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- In Nursery we adopt a Key Worker approach where meetings are held between parents and key workers on a 6 weekly cycle.

Parents/carers of a child with SEN Support will have the opportunity to meet with the SENDCo when there are concerns. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible, though booking an appointment is advisable. The SENDCo works on a part-time, but flexible basis in order to accommodate the many facets of this role.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including DIAS https://devonias.org.uk/ This service is able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Parents/carers can find the Devon 'Local Offer' information can be reached via this link:

https://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer/

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Mrs H Tribble is the Child in Care Governor and Mrs Cawthera is the Child in Care Designated Teacher.

Children with Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the schools Medical Policy for further details.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way using the Provision Map paperwork. For those pupils with an Education, Health and Care (EHC) plan, this will be used as it brings together health and social care needs, as well as their special educational provision.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital schools, DPLS

SEND Information Report

In line with our legal duty, we publish a SEND Information Report annually to communicate how this policy is implemented in school and what support our school provides for our pupils with SEN. This report will be co-created with stakeholders including Governors and parents on an annual basis and when any changes occur during the academic year. It is accessible on the school's web-site: https://st-peters-school.org.uk/key-information/policies/

7. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for coordinating SEN provision – the SEN co-ordinator, or SENDCo.
- ensure parents/carers are informed when school is making special educational provision for a child
- prepare a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND and will keep the Governing Body fully informed on Special Educational Needs issues.

SENDCo:

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Notice and Focus / Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff in conjunction with the Senior Leadership Team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Early Years SEND

The SENDCo works closely with Louise Rogers.

All Teaching and Non-Teaching Staff:

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

All teachers are teachers of Special Educational Needs and are responsible and accountable for the progress and development of all pupils in their class. They are fully accountable for providing quality first teaching, adapted for individual pupils and ensuring the learning environment is suitably accessible for all. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

We have a 'Team Approach' to supporting pupils with SEND needs in class. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Teaching assistants will liaise with the class teacher and SENDCo on planning, pupil response and progress in order to contribute effectively to the graduated response, (assess, plan, do, review). We assign additional adults to teams where 1:1 support is needed so that there is appropriate capacity to meet the needs, especially those outlined in EHC Plans. There is a clear expectation that 1:1 support may be provided by the class teacher or a teaching assistant with appropriate training and under the supervision of a teacher or external professional.

8. Monitoring and Accountability:

Monitoring and Evaluation of SEND Provision

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the 'Notice and Focus' cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. An annual self-evaluation informs strategy, training requirements and resource allocation.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action is taken.

The SENDCo is part of the SLT and attends weekly meetings where the strategic direction of SEND is evaluated. Termly meetings are held between the SENDCo and SEND Governor. The focus for these is informed by the annual self-evaluation.

Continuing Professional Development (CPD) for Special Educational Needs

All staff at the school engage in regular training sessions when Quality First Teaching is addressed. Teaching assistants are engaged in ongoing training by the Senior Leadership Team whereby the role of the teaching assistant is developed.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

9. Resources

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrate why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities' high needs block into the schools budget.

Allocation of resources

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist teachers working with children 1:1 or in small groups to meet the needs of individual pupils.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHC Plan) or pupils who are currently undergoing a needs assessment for an EHC Plan. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Personal Budgets are not decided upon by the school. Parents/carers who would like to inquire further about using the personal budget should speak in the first instance to the SENDCo. Details are also available on the DIAS website.

10. School Admissions

No pupil will be refused admission to St Peter's Primary School on the basis of his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide the effective educational provision. The school's Accessibility Plan/Strategy is available on request or from the school website.

11. Transition Arrangements

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

Our processes for transition include handover meetings between teachers at the end of the academic year, making sure that the new classroom and teaching spaces accommodate the needs of the child where appropriate and making individual transition arrangements for children with SEN support.

Tamsine - transition support.

At St Peter's, it is essential that all our children get the very best start in their educational journey. We hold Team Around the Family meetings or visit pre-school settings where a child has already been identified as a pupil with SEN and plan for enhanced transition as needed. We use the provided information to inform the 'Plan' part of the cycle which is then actioned and reviewed in line with our policy. We have strong links with our local secondary schools, Exmouth and Sidmouth Community Colleges and work in partnership with other secondary schools when passing on information about pupils with SEN and supporting enhanced transitions when they move on from our school.

12. Responding to Complaints

We believe that strong relationships and clear communication are vital when working in partnership with pupils and families regarding Special Educational Needs and Disabilities. We always strive to maintain relationships where we can talk openly and honestly, including around disagreements, as we know that partnership is built on mutual trust and respect. However, we recognise that, despite our best efforts, there may be times when concerns cannot be resolved informally or to the satisfaction of all parties. In these instances, complaints will be dealt with through the procedures outlined in the School's Complaints Policy which can be found on our website: https://st-peters-school.org.uk/key-information/policies/

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before the tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

13. Storing and Managing Information and appliance with GDPR

Pupil SEND records will be kept in accordance with the school's GDPR policy.

Co-regulation Plans - needs to be included

Appendix 1

The Four Broad Areas of Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;
Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. A child may also be upset for reasons such as peer pressure or home issues e.g. divorce or death in the family and we seek to provide support to the student and parents in areas such as these.

Social, Emotional and Mental Health Difficulties include:

- ADHD
- Attachment Disorder

Communication and Interaction needs
Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Appendix 2

Specialised External Multi-Agency Support

As a school, we liaise with and access support from a number of outside agencies which provide more specialised advice and support to ensure that the staff of the school can deliver appropriate and effective interventions and support for children with a variety of SEND. The agencies which we work with are listed below:

- School Nurses and Community Health Workers
- Inclusion Officer, which is part of the Education Inclusion Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy and Physiotherapy
- Visual Impairment Support Team
- Teacher of the Deaf - Hearing Impairment Support Team
- Devon Children's Front Door (previously Multi-Agency Safeguarding Hub or MASH)
- Children and Adolescent Mental Health Services (CAMHs)
- Heads Up - mental health services
- Mental Health Support Team - part of CAMHs.
- Esteem Team - a Community Interest Company that works with children and young people who have additional needs and/or struggle with their mental health.