Special Educational Needs Policy 2025-26

Helen Fawcett

CONTENTS

Introduction

The intentions of the School to meet Special Needs

Implementation of provision

Identification of Special Educational Needs.

Learner profiles

School Request for a Statutory Assessment

Resources

Roles and Responsibilities

St Peter's SPIRIT

Service Perseverance Inquisitive Respectful Inspirational Trust

INTRODUCTION

At Horbury St Peters & Clifton Primary Academy , our intention is to maximise the inclusion of all our pupils in school, including those with Special Educational Needs (SEN). We provide a **service** to all our children of high quality, supportive and inclusive education. All teachers provide learning opportunities in school, which cater to the interests and abilities of all pupils. We ensure all children have access to the National Curriculum and plan our learning opportunities with careful consideration of the National Curriculum guidance to support inclusion.

SEN is an important aspect of all curriculum policies in school. Some children may have barriers to learning in particular curriculum areas or with daily school life, which means they have SEN and require particular support from school. Children may have SEN if they have a learning difficulty which requires SEN provision to be made for them.

According to the Children and Families act (2014):

Children have a learning difficulty if they:
a. have a significantly greater difficulty in learning than the majority of children of the same age; or
b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special Educational Needs are separated into four distinct categories as defined by *Special Educational Needs Code of Practice* (2014)

A. Cognition and Learning Needs -Specific Learning Difficulty (SpLD) -Moderate Learning Difficulty (MLD) -Severe Learning Difficulty (SLD) -Profound and Multiple Learning Difficulty (PMLD)	**B. Behaviour, Emotional and Social Development Needs** -Behaviour, Emotional and Social Difficulty (BESD)
C. Communication and Interaction Needs -Speech, Language and Communication Needs (SLCN) -Autistic Spectrum Disorder (ASD)	**D. Sensory and/or Physical Needs** -Visual Impairment (VI) -Hearing Impairment (HI) -Multi-Sensory Impairment (MSI) -Physical Difficulty (PD)

Children may begin their educational journey with a Special Educational Need or have this diagnosed throughout their school career. This SEN policy ensures;
-When curriculum planning and assessment takes place, SEN difficulties are carefully considered.

-All key people involved in the educational journey of children with SEN are aware of and understand the school's SEN procedures.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate adaptation, based on their identified needs.

Our Intent

St Peter's SPIRIT

Service Perseverance Inquisitive Respectful Inspirational Trust

The staff of St Peter's and Clifton CE Primary School will endeavour to adopt a whole school approach to catering for the needs of children with special educational needs. We recognise and understand that children with Special Educational Needs have specific needs in addition to other children and therefore need provision that has different or additional aspects. We continually endeavour to support these children in a supportive, friendly and structured environment. We aim to help each child fulfil their potential, and to overcome possible difficulties to ensure their fullest possible integration into the activities of the school. We want each unique child to develop into an independent, **inquisitive, respectful** individual, who can achieve their goals.

Our intention is for children with Special Educational Needs:

- To have access to a broad, balanced, appropriate and relevant curriculum
- To achieve their full potential and feel **inspired**
- To demonstrate personal development and growth
- To feel they can **trust** all staff to support them in their journey
- To be fully included and **respected**
- To make good progress and feel they can **persevere** when things are more difficult
- To have meaningful input into provision made for them which enables them to be independent and **inquisitive** learners
- To have their needs accurately identified and met
- To receive interventions if appropriate which are effective, evaluated and regularly reviewed
- To experience wider activities leading to greater independence

Included in the above intentions, our policy for children with special educational needs at St Peter's and Clifton Primary School takes into account the rights and duties introduced by the SEN & Disability Act 2001 and Regulations.

We are firmly committed to the following aims:

- To cater for and meet each SEN child's educational, emotional and physical needs
- To integrate SEN children into the life and activities of the school
- To offer full access to all aspects of the curriculum and provide support and assistance where necessary
- To involve the children in their own learning and discuss options and choices made about the provision in place
- To involve parents as much as possible and keep them regularly informed about their child's progress

Wakefield Local Offer

Our school website has a link to the Wakefield Council Local offer. The **Local Offer** sets out on in one place services and support available for children and young people, aged 0-25 years, with special educational needs and/or disability (SEND) and their families from education, health and social care services.

IMPLEMENTATION OF PROVISION

WAVE 1 (Quality First Teaching)

At St Peter's and Clifton Academy, all teachers plan for the inclusion of all children within lessons using a variety of strategies. Teachers use a variety of strategies to engage all pupils including; a range of multi-sensory approaches and adapted work and questioning. Pupils are organised into mixed ability groups which are appropriate for the tasks which are set and supported by teaching assistants or teachers as required. Every learning opportunity is supported by a range of materials and resources that are beneficial for all pupils.

Pupils are encouraged to share their learning through group cooperation and they are given regular feedback, which informs future learning and ensures that every child has the opportunity to reach their full potential.

We have a range of provision resources to support children when recording their work, which are alternatives to paper and pencil activities. These include images, charts, oral presentation, ready-made text, ICT, sorting and labelling, the use of symbols, recording devices and scribing.

WAVE 2 (Small group intervention)

Wave 2 provision is a combination of quality first teaching plus additional small group provision. These groups follow a range of programmes, which include:

- Additional guided reading using texts which are age-appropriate and at a suitable level of challenge, including with an educational support assistant.
- Additional oral/mental work which is age-appropriate and at a suitable level of challenge, including with an educational support assistant
- Handwriting groups
- Additional, focused opportunities for guided writing with the class teacher or educational support assistant
- Additional opportunities for guided oral language development, e.g. structured talk, discussion about text, role-play.
- Pre and post-teaching catch up groups.

- Computer based learning e.g.TT Rockstars
- Social skills groups
- Turn taking groups

While it is not mandatory, at St Peter's and Clifton we believe it is good practice to discuss Wave 2 provision with pupils and parents. This may be done at parent evenings or at any time throughout the year to benefit our pupils.

A group provision plan, rather than individual plan is completed. Parents are informed via a provision letter to share the groups their child participates in. These should be reviewed every term and constantly reviewed by the SENCo and to Key Stage Coordinators. The Head Teacher receives information on the provision made available to children through termly pupil progress forms and our tracking programme 'Insite'

WAVE 3 (Unique provision for the individual child)

Wave 3 provision comprises quality first teaching plus specific, targeted support for children with special educational needs (see "Identification of Special Educational Needs" later in this document).

This specific, targeted support must be recorded on a Supporting Me To Learn Plan (a working document) kept in teacher's folders to detail targets and information to support an individual child.

The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN. (Education Act 1996).

The pupil receiving this specific, targeted support will be deemed to have special educational needs and (although this is not mandatory) will be recorded on the school's SEN Register.

As a school we follow GDPR (2018) practices for the data we keep on SEN pupils. We regularly review our SEN register to ensure only children who need to be listed on there are.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At St Peter's and Clifton Academy, all children are constantly assessed and monitored. Data is collected by class teachers each term and recorded on the pupil tracker. Children who are not making expected progress will be highlighted and additional support can be put in place, usually through short intervention at Wave 2.

There should not, however, *be* an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Children who are deemed to be making less than adequate progress is defined in the Code of Practice (6:17) as progress which:

- Significantly slower than their peers who started at the same baseline
- Fail to match or better the previous rate of progress
- Fail to close the attainment gap

- Widens the attainment gap

If a teacher feels that a child may not be making adequate progress as defined above, they should discuss the child's progress with the SENCO. At this stage, outside agencies may be involved on a discussion basis during 'drop in sessions' to advise teachers about children who are causing concern. The child may have a **'Learner profile'** set up to monitor their needs in school and to record strategies used to support the child or adjustments that may be made.

If, following further monitoring, it is felt that the child requires interventions that are additional to or different from those provided as part of the school's usual adapted curriculum then the child has Special Educational Needs. At this stage, children will transfer to a **'Supporting Me To Learn'** plan which targets children to enable further process. The child's parents must be informed (see "Wave 3"). A referral may be made to external agencies and they will be added to the schools SEN register.

The Learner Profile should include: (see appendix 1)

- The nature of the child's SEN the child's current level of attainment and the concern
- The pupil's view, if this can be ascertained
- Contributors to the profile e.g. parents, teachers, teaching assistants and pupils
- The teaching strategies to be used and the provision to be put in place
- Information about the child's needs – what helps/hinders for people working with them.

Supporting Me To Learn Plan should include: (see appendix 2 CHANGE PROFORMA!!!!!!!!!!!!!)

- The nature of the child's SEN the child's current level of attainment and the concern
- The pupil's view, if this can be ascertained
- The view of parents **/** guardians – to be discussed at a face-to-face meeting.
- Contributors to the profile – e.g., teachers, teaching assistants, external agencies
- The teaching strategies to be used and the provision to be put in place
- Information about the child's needs – what helps/hinders for people working with them.
- Short term targets to be set which will be shared with parents and children (these will be SMART)
- Evaluation of short term targets

Children should be enabled and encouraged to participate in setting the learning targets recorded on their '**Supporting Me To Learn**' and to give their opinions regarding the progress they are making.

Parents will be invited to discuss, and give their opinions and input regarding, their child's first '**Supporting Me To Learn'** plan at St Peter's and Clifton Academy, and will be invited to each review when new targets which have been discussed with their child, if possible, will be agreed.

Parents will be able to speak with the class teacher or SENCO at any stage regarding their child's progress, and their input will be sought and valued.

These documents must be reviewed termly, but teachers will use their own judgement if a new one is necessary before the end of the term.

A '**Supporting Me To Learn plan'** should usually be written by the child's class teacher but advice can be received from outside agencies who may be working with the child.

After a **'Supporting Me To Learn plan'** has been completed, a working copy should be made which will be held by the class / subject teacher or the educational support assistant who works with the child. Dated records of interventions and their results are made on this working copy, except in the case of interventions with their own recording systems.

Targets set on a **'Supporting Me To Learn'** plan should be SMART (specific, measurable, attainable, realistic and achievable within a given time).

When a '**Supporting Me To Learn'** plan is reviewed, comments should be made upon:

- The progress made in meeting the targets, including deciding which targets, if any, need to be continued onto the next plan.
- New targets, if necessary
- How successful the implementation of the current plan has been, including evaluations from teachers/ teaching assistants.

Evaluations may be:

- Whether or to what extent the targets have been met
- Were the targets set too hard / too easy?
- Were any changes made to agreed strategies?
- Did the targets have to be broken down into smaller steps?
- Could more recourses be available?
- Has it led to greater access to the overall curriculum?

A brief record of discussions at the review should be made by class teachers to inform SENCOs of the progress of children.

Children on a '**Supporting Me To Learn'** Plan will be added to the SEN Register.

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

Information about My Support Plans, referral forms and annual reviews can be obtained from the SENCO.

A parent, an agency such as a health authority or social services, or an educational setting may request a statutory assessment.

The decision to request a statutory assessment would normally be made where progress is not made and serious difficulties are persisting and the child has demonstrated a significant cause for concern. School will have explored support available from outside agencies, records will have been kept of '**Supporting Me To Learn'** plans and evaluations of these. School may begin a '**My Support Plan'** if the child continues to make little or no progress with the advice of external agencies working with the child.

School will use the Wakefield Matrix of SEN descriptors as an indicator of the child's needs in beginning the process of requesting a statutory assessment.

Parents and the EPS must be involved in any decision to make such a recommendation, and the child's ascertainable views must be recorded.

Issuing of EHCP

The Local Authority makes a decision to issue a EHCP (education, health and care plan) when the advice received through the statutory assessment indicates that the child's needs are such that the LA should determine the special educational provision. It describes the child's SEN and the provision to meet these needs. Some needs may be met by existing resources normally available in school but for other needs additional or alternative provision may be made by the LA.

Education, Health and Care Plans

An EHCP is a legal document which specifies the child's special educational needs and secures the special educational provision made for a child by an LA. It details health and care issues relating to the child. The document is multi-agency and provides a detailed overview of the child's needs. EHCP replaces the statement of special needs; prior to the transfer a 'My Support Plan' will be completed with teachers, SENCO, parents and the child. Reports from other agencies will be considered and added to the document. The document should be reviewed termly with parents and any amendments should be put into an appendix.

Annual Review

Each child's EHCP must be reviewed annually. This involves a meeting between school staff, parents and representatives of outside agencies, including SENART and is chaired by the SENCO.

At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales to other parents. In a very few cases the options may not be clear at the Year 5 review, in which case it may be necessary to hold an interim or early annual review in the autumn of Year 6.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body

- The governing body will, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with Special Educational Needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

- The governing body may appoint a committee closely to monitor the school's work on behalf of children with SEN. One member is to be appointed as 'responsible person' for contact with LA. The SEN Governor will be involved with all aspects of SEN provision and will meet with the SENCO to discuss various aspects of our work.

- The head teacher will be responsible for keeping the governing body informed

about the progress of children with SEN.

- As part of our statutory duties, the governing body will publish information about, and report on, the school's policy on special educational needs. This information is to be made freely available to parents.

- The SEN policy will be subject to a regular cycle of monitoring, evaluation and review. The governing body will report annually on the effectiveness of the school's work on behalf of children with special educational needs. This will include information on the implementation of our policy and any changes that have been made

The Role of the SENCO

- The coordinator shall be responsible for:

- the day to day operation of the school's SEN policy.

- liaising with and advising colleagues, including educational support assistants.

- coordinating and managing provision for children with SEN.

- supporting and advising staff on the assessing, teaching and monitoring of children with SEN.

- supporting and advising colleagues in the assessment, setting of targets and planning of Learner Profiles / Supporting Me To Learn for children with SEN.

- Ordering ,organising and maintaining resources for SEN.

- maintaining the school's SEN Register annually

- assisting staff to liaise with the parents of children with SEN

- liaising with external agencies, such as the Learning Support Service, the Education Psychology Service and Special Educational Needs Support Service in planning for the support of identified children.

- contributing to in-service training of all staff involved with children with SEN, including educational support assistants.

The Role of the Classroom Teacher

The SEN Code of practice states that ‘Every teacher is a teacher of SEND’ for this reason:

- The class teacher will be responsible for the delivery of a adapted curriculum and monitor, evaluate and record progress made.

- The class teacher with support/advice from the SENCo and external agencies will plan Wave 2 and 3 provision for children in their class.

- The class teacher will discuss with the SENCo any child who may not be making adequate progress.

- The class teacher will devise **Learner Profiles** and **Supporting Me To Learn** plans for children in their class where appropriate and share these with parents and children.

- The class teacher will work with SENCo, parents and other agencies in updating the **EHCP/My Support Plan** of a child in their class where appropriate.

The Role of Educational Support Assistants

- ESAs play a vital role in helping to raise and maintain standards of achievement for all children, including SEN children within school. Providing support for Wave 1 strategies to be adapted in the classroom.

- ESAs will liaise with the class teacher / SENCO in discussing the progress of pupils against their targets and in suggesting future targets.

- ESAs to feedback details of Wave 2 support provided and how children are progressing.

OUR IMPACT

At St Peter's and Clifton we strive for all our children regardless of their educational needs to develop the skills they need to become independent, happy, confident learners. We ensure that the provision we implement is tailored to children and their needs through monitoring progress and feedback. We ensure that any difficulties preventing a child learning to their full potential are minimised. We offer a range of opportunities to develop a range of skills which include; academic skills, social and relationship skills, life skills.

Through all the support, we provide to every child in our school, we let our St Peter's SPIRIT guide us.

St Peter's SPIRIT

Service Perseverance Inquisitive Respectful Inspirational Trust

Policy updated 4/12/24

Review date 6/9/25

Glossary

Learner Profile - this is a document that identifies children who may require additional support or adjustments. The document details provision in place for that child.

Supporting Me To Learn Plan – This document is for children who have been referred to outside agencies for additional support or who teachers would like to refer to outside agencies for support. Their support allows them to continue making progress through the setting of short term targets which are reviewed with parents, children and teachers.

My Support Plan – this document is the first step in supporting a child with SEN who has significant or severe needs and is making little or no progress. This creates a set of outcomes for children to be supported on in school. This document is supported by outside agencies and will be used to request a statutory assessment.

EHCP – Education, Health and Care Plan, this is a legal document that brings together different agencies working with children under one plan. It outlines children's needs and outcomes they are working towards to help them to achieve.

EPS – educational psychology service

CIAT – Communication, Interaction and Access Team. This is an outside agency that works with children to support in this area of need.

SALT – Speech and Language Therapy. This is an outside agency that works with children to support in this area of need.

LSS – Leaning Support Service. This is an outside agency that works with children to support in this area of need.

Intervention – A short programme of support to boost children's learning or extend learning.

Appendix 1 – An example of the Learner Profile

Child's name

All About Me – One Page Profile

I want you to know that…

When you talk to me…

When I communicate with you…

Photo or representation

What is important to me …

How you can support or help me …

What people like / admire about me …

My favourite things/ I really like…

Things I don't like / my fears or worries …

My strengths and talents…

My hopes and dreams/ aspirations…

Appendix 2 – An example of the Supporting Me To Learn Plan

Name: Layton	Birthdate:	Level of support:	MSP	Class:	Term:	Review Date:
Primary Need:						
Services involved:						

Phonics Year 1/year2	Key stage 1	Year 4 Multiplication	Current Performance
	Reading Writing Maths		Reading Writing Maths

Target	Success (SMART)	What school is doing to help	Outcome and next steps

Parent/career's view	Pupil's view

Contact details for parents/Careers	
Contact details for SENCo	