

St Peter's Catholic Primary School



SEN Policy and Information Report

Approved by: The Governing Body

Date: November 2025

Last reviewed on: October 2024

Next review due by: Annual October 2026

Overview of Policy for Review	
Origin of Policy	'The Key' website
All changes tracked	Highlighted in yellow to governors

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1. Aims

Our Mission Statement:

"At St. Peter's we strive to be a joyful, active, Catholic community, belonging to and guided by our Lord Jesus Christ.

We deliver a high quality, rounded education, focussing not only on individual academic excellence, but on each pupil's spiritual, moral, physical and emotional development. We are a forward looking school, continually seeking ways to build on our successes and further enhance the educational experience of our children.

Inspired by the values of Catholic Social Teaching, we provide superb pastoral care for the entire school, particularly the most vulnerable amongst us and we actively promote justice, charity and care for our created world.

As a community we aim to grow in communion with each other and with God. We aspire for every member of our school to become daily more like Jesus, filled with the grace and power of the Holy Spirit, allowing them to live life to the full, in hope and joy, transforming the world around them and bearing fruit that will last"

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

St. Peter's Catholic Primary School is committed to providing a high-quality education to all. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad, balanced, academic and social curriculum. We believe that all children should be equally valued and we strive to develop an environment where all children can flourish and feel safe.

Inclusion statement:

St. Peter's will endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils whatever their age, gender, ethnicity, impairment, attainment and background to a balanced, broadly based curriculum. Our SEN policy reinforces the need for high quality inclusive teaching. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify pupil's additional needs as they arise and provide adapted teaching and learning contexts which enable them to achieve to their fullest potential.

Objectives from implementing the policy will be to: -

- Reach high levels of achievement for all
 - Be an inclusive school
 - Ensure the identification of all pupils requiring SEND provision as early as possible in their school career
 - Meet individual needs through a wide range of provision
 - Attain high levels of satisfaction and participation from pupils, parent and carers
 - Share a common vision and understanding with all stakeholders
 - Give transparent resourcing to SEND
 - Provide curriculum access for all
 - Work towards inclusion in partnership with other agencies and schools
 - Achieve a level of staff expertise to meet pupil need
- In implementing this policy, we believe pupils will be helped to manage any difficulties and celebrate-differences.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SEND Coordinator is Grace Foster, who takes the lead role in relation to inclusion and reports regularly to the SLT on this area. She can be contacted via email FAO SENDCO at admin@st-peters.hants.sch.uk

Part of the SENDCO role will be to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date, including Alternative Provision records in line with latest guidance.

4.2 The governing body

The governing body will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and governing body to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

- Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we use the following approaches: -

- Observations of the pupil by the class teacher/teaching assistant/SENDCO
- Moderation of pupil's work
- Discussions with key staff, including the SENDCO to draw on expertise within the school
- Tracking progress through Informal and formal assessments
- Initial discussion with parents/carers
- Discussion between a child and known adult in school
- Gather views of the parent and pupil

If a pupil is identified as having SEND then their name will be added to the SEN register, however we recognise that the pupil's needs may change over time and our provision will aim to reflect this. The aim of any additional provision/intervention is for the child to achieve age related expectations.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. Parents will

receive a copy of their child's learning plan and are encouraged to share their views to ensure best support is in place.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data The views and experience of parents The pupil's own views
- Advice from external support services, if relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SENDCO liaises with the class teacher and phase leaders at least once a term to evaluate the effectiveness of the provision.

5.5 Supporting pupils moving between phases

We have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support might be needed. Our teachers and SENDCO spend time working with parents to identify the right next school for your child. Contact is always made with the new school to ensure the transfer of information and the child's school file. Where possible a transition meeting will be held.

Foundation stage staff and the SENDCO meet with playgroups and Transition Partnership Agreements (TPAs) may be written for pupils with complex needs at this stage.

Preschool to Early Years Foundation Stage (Year R)

In the summer term EYFS liaise with, and visit our main feeder pre-schools to meet pupils transferring to St Peter's. If a pupil has SEND a transition meeting is called by the preschool where parents are invited to attend and information is shared with the receiving class teacher and SENDCO.

Parents/carers are invited to an induction meeting in the summer term, to learn about the early year's curriculum and routine, to meet key members of staff and to receive information about the general organisation of the school.

All pupils are invited to a number of prearranged school visits in the summer term to their new classrooms, some with their preschools, some with parents, and where possible, to be with their new class staff.

Pupils receive a booklet before the summer break with photographs and information about their key adults and class information.

Key Stage 2-3 (Year 6 to Year 7)

Through the school's 'Primary Cluster', careful transition is planned and arranged. The Year 6 teachers, LSAs and SENDCO work closely with the secondary school to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.

All pupils in year 6 who have accepted a place at Kings for year 7 are invited to two intake days in June. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.

Parents are invited to a SEN transition meeting to meet key members of the pastoral team and to receive information about the organisation of the school.

The Inclusion leader visits feeder primary schools to meet students, gather information from year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.

St Peter's staff provide your child's secondary school with information about all their needs, strengths and background before the end of year 6. Every SEND pupil's school file is passed on to the SENDCO at the receiving secondary school by the start of Year 7.

Joining mid-year

A 'buddy' is chosen to support the new pupil for the first few days of being at St Peter's. The buddy will sit with the new pupil in class, introduces them to other pupils and answer any questions they may have.

Contact is always made with the previous school to ensure the transfer of information and the child's school file

5.6 Our approach to teaching pupils with SEN

The Code of Practice 2015 states that 'class teachers are responsible for the progress of pupils in their lessons'. They are trained to teach children with all types of additional learning requirements and are responsible for planning lessons that are accessible and differentiated for every pupil. In all curriculum areas, pupils are taught in mixed attainment groups. They may be grouped by levels of attainment for specific activities. All pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. The school makes reasonable adjustments both at a curriculum and environmental level to meet the range of special educational needs of the children.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, offering scaffolds, content of the lesson, etc.
- Adapting our resources and staffing

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the delivery or information to pupils with disabilities so that it is easily accessible to them
- Adaptations made to the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants are trained to deliver interventions such as Sensory Circuits, Lego Therapy, Zones of Regulation, ELSA and precision teaching.

We work with the following agencies to provide support for pupils with SEN:

- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language team: <http://www3.hants.gov.uk/childrensservices/specialneeds/teacheradvisers/communication-and-language.htm>
- Speech and Language Therapy service: [http://www.hampshirehospitals.nhs.uk/ourservices/a-z-departments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/ourservices/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Hampshire Ethnic Minority and Travellers Advisory Service: <http://www3.hants.gov.uk/education/emtas.htm>
- School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>
- Winchester Young Carers: <http://wycp.org.uk/>
- Friends of the Family, offering voluntary support for families who need help: <http://www.friendsofthefamilywinchester.org.uk>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service: <http://www3.hants.gov.uk/childrensservices/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Paediatricians: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-\(paediatrics\)/royal-hampshire-county-hospital-child-health-services.aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx)
- Occupational Therapists: <http://www3.hants.gov.uk/adultservices/aboutas/structure/ot/otdirect.htm>
- Physiotherapists: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx>

5.9 Expertise and training of staff

Our SENDCO qualified in 2017 years' experience in this role and has worked in mainstream school for over 30 years.

We have a team of highly skilled teaching assistants, including higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision teaching, phonics programs, Clicker and behaviour management support.

We use specialist staff for ELSA (Emotional Literacy Support Assistants). We have a trained ELSA in Key Stage 2 and a trained Thrive practitioner in Key Stage 1.

5.10 Evaluating the effectiveness of SEN provision

Teachers are constantly monitoring and tracking the pupils' progress towards meeting their goals throughout the year. The school will use observations and information gathered from you the parents, the class teacher, SENDCO and external agencies to build up a holistic profile of your child's individual needs. This is supported by a variety of assessments and tracking procedures. This is in line with the SEND Code of Practice 2015.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This school system includes reference to information provided by:

- Foundation stage profile/Early Learning Goals
- Progress measured against the objectives from the age-related expectations
- Using the breakdown of reading, writing and maths to show progress
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- SEN support guidance document

In addition to this we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring of books/interventions by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Looking at increase in targets from a Boxall profile.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We will make reasonable adjustments to endeavour to include all pupils with SEND on school trips, including those that are residential. Pupils with SEND are included in all playtimes and lunchtimes, after school clubs and all extra-curricular activities. If a pupil is not able to access their outside play because of their social and emotional needs they are offered a place in the 'chill club' which runs every lunch time. Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil need. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The class teacher along with the SENDCO and the SLT (Senior Leadership Team) will discuss your child's needs and plan appropriate support. This will be discussed with you as a parent. This is reviewed regularly and support will be allocated flexibly to meet needs and in line with resources available.

Accessibility: -

Where possible the school will try and adapt the environment to meet any specific needs of a child. St Peter's Catholic Primary School is a single site school built on one level and in addition to this has:

- Sloping ramps at specific entrances
- Disabled parking bay by the reception area
- Disabled toilets and changing facilities

(see accessibility plan)

5.13 Support for improving emotional and social development

At St Peter's all adults within the school community are responsible for the welfare of all our children. We foster a caring ethos in line with our Catholic Faith where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Relationships, Social, Health Education (RSHE) curriculum in class
- Regular review of the school's Behaviour Policy
- Teacher led Circle Times to discuss emotions, worries, feelings
- Class teachers adapting approaches within class to support a child's needs
- Small group social interventions run by our child and family support worker
- Zones of regulation led by the ELSA
- Peer support through a buddy system
- Access to a quieter environment.
- Extra communication with Parents/ Carers through times of increased need for the child
- Emotional Literacy Support (ELSA) from assistants who are trained and supported by support from Hampshire Educational Psychology Service. The units of work can include specified social skills; friendships and relationships; anger management; loss and change; self-organisation.
- All staff are trained annually in safeguarding young people, this includes Child Protection, safe use of Internet/ ICT and Health and Safety. All staff understands the need for confidentiality and the systems in place for reporting disclosures.
- The school follows safer recruitment procedures when employing new staff. All staff and regular visiting volunteers are screened through the National Disclosure and Barring Service (DBS) check.
- Personal Evacuation Plans are written for any child with complex needs in case of an emergency e.g.) Fire.

5.14 Working with other agencies

The SENDCO is a fully qualified Nationally Accredited SENDCO, and liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech and language therapists, occupational therapists, diabetes nurse, drama therapist and physiotherapists
- Social services – locality teams, social workers, child protection team, family intervention programmes
- Hampshire Educational Psychology Service
- Specialist outreach support from Shepherds Down Special School and Wolverdene School
- The Primary Behaviour Service
- Winchester and District Young Carers

- Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team, ICT

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- Parent Partnership (independent, free advice for parents of children with SEND): <http://www3.hants.gov.uk/parentpartnership>
- County SEN Team: <http://www3.hants.gov.uk/sen-home>
- Parent Voice: <http://www3.hants.gov.uk/parentvoice>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>
- Friends of the Family, offering voluntary support for families who need help: <http://www.friendsofthefamilywinchester.org.uk>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>

5.17 Contact details for raising concerns

Please contact the school admin office to arrange to meet a member of the Senior Leadership Team on 01962 852820 Contacts:

SENDCO

Grace Foster

Head Teacher Louise Buxton

Assistant Head Teachers Louise Blake/ Nadine Donnelly

The information in this School SEN Information Report was put together following consultation with parent/carers, children, staff and Governors of St Peter's Catholic Primary School.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Grace Foster (SENDSCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Safeguarding
- Child protection
- Behaviour
- Curriculum
- Restrictive Physical Restraint intervention