Special Educational Needs Policy

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Statement of intent

At St Peter's CE Primary School, we believe that every child is uniquely valued and has the right to an inclusive, high-quality education that enables them to thrive academically, socially and emotionally. We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential, become confident and independent learners, and make successful transitions throughout their education and into adulthood.

This policy outlines how St Peter's CE Primary School identifies, assesses and meets the needs of pupils with Special Educational Needs and Disabilities (SEND), ensuring that every child receives the support they need to achieve their full potential.

Through the successful implementation of this policy, we aim to:

- promote an inclusive culture where every pupil feels valued, respected and able to participate fully in school life;
- eliminate discrimination, promote equality of opportunity and foster positive relationships between pupils with SEND and pupils without SEND;
- ensure that pupils with SEND receive high-quality provision that enables them to make good progress from their individual starting points;
- identify and respond to additional needs as early as possible through a graduated approach of Assess, Plan, Do and Review;
- work in partnership with pupils, parents and carers, recognising that they are central to decision-making about support;
- work collaboratively with the Local Authority and a range of education, health and social care professionals to provide coordinated and effective support;
- remove barriers to learning through adaptive teaching, reasonable adjustments and evidence-informed interventions;
- prepare pupils for the next stage of their education and, ultimately, for adulthood by developing independence, resilience and confidence, including independent living and employment.

In delivering this policy, St Peter's CE Primary School is committed to the principles set out in the SEND Code of Practice (2015). We work in partnership with Salford City Council, pupils, families and external agencies to ensure that children and young people with SEND receive the correct support.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

In accordance with the SEND Code of Practice (2015), a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has SEN if they:

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

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

1. Legal framework

This policy has been developed with due regard to the following legislation and statutory guidance (including, but not limited to):

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Special Educational Needs and Disabilities (SEND) Information Report

- Admissions Policy
- Anti-Bullying Policy
- Wellbeing Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality, Equity, Diversity and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- use our best endeavours to ensure that pupils with SEND receive the support they need to access a broad and balanced curriculum in EYFS and Y1-6;
- ensure that pupils with SEND are fully included in all aspects of school life alongside pupils who do not have SEND;
- identify pupils' needs as early as possible and provide timely, appropriate support through the graduated approach of Assess, Plan, Do and Review;
- provide high-quality, inclusive teaching, supported by adaptive teaching, reasonable adjustments and targeted interventions where appropriate;
- work in partnership with pupils, parents, carers and external professionals to plan, deliver and review effective provision;
- monitor and evaluate the impact of SEND provision to ensure that it supports pupils to make progress from their individual starting points;
- promote independence, confidence, resilience and positive wellbeing, enabling pupils to become active participants in their own learning;
- fulfil our statutory duties under the SEND Code of Practice (2015) and the Children and Families Act 2014;
- promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils;
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers;
- ensure that the SENCO effectively coordinates SEND provision and supports staff to meet the needs of pupils with SEND;
- inform parents when special educational provision is being made for their child and involve them fully in planning and reviewing support;

- review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The governing board is responsible for:

- ensuring that this policy is implemented fairly and consistently across the school;
- ensuring that the school fulfils its statutory duties in relation to pupils with Special Educational Needs and Disabilities (SEND);
- ensuring that there is a qualified teacher designated as the Special Educational Needs Coordinator (SENCO);
- monitoring the effectiveness of the school's SEND provision and ensuring that appropriate resources are available to meet the needs of pupils with SEND;
- ensuring that the school publishes and reviews its SEND Information Report and Accessibility Plan in accordance with statutory requirements;
- promoting an inclusive ethos in which pupils with SEND are supported to achieve their full potential and participate fully in school life.

The Headteacher has overall responsibility for ensuring the school provides a broad and balanced curriculum, with high quality teaching and an inclusive learning environment that enables all pupils,, including pupils with SEND, to achieve their full potential.

In fulfilling this responsibility, the Headteacher will:

- ensure the school has high expectations and aspirations for all pupils with SEND;
- promote an inclusive culture in which pupils with SEND are fully included in all aspects of school life;
- ensure that the curriculum is accessible to all pupils through high-quality teaching, adaptive teaching approaches and appropriate reasonable adjustments;
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate;
- ensure that staff teaching or supporting pupils with SEND are aware of their individual needs and receive appropriate guidance and training to enable them to meet those needs effectively;
- ensure that pupils' progress and the impact of SEND provision are regularly monitored and reviewed so that support can be adapted where necessary;
- ensure that the school fulfils its statutory duties with regard to the SEND Code of Practice (2015), the Equality Act 2010 and the Children and Families Act 2014;

- work with the governing board to ensure that there is a qualified teacher designated as the Special Educational Needs Coordinator (SENCO);
- ensure that the SENCO has sufficient time, resources and administrative support to fulfil the responsibilities of the role effectively;
- ensure that the school fulfils its statutory responsibilities in relation to Education, Health and Care Plans (EHCPs), including annual reviews and effective liaison with the Local Authority;
- monitor the quality of teaching and provision for pupils with SEND as part of the school's self-evaluation and performance management processes;
- report to the governing board on the effectiveness of the school's SEND provision and the progress and outcomes of pupils with SEND;
- ensure that the school's policies, procedures and day-to-day practices promote equality, remove barriers to learning and do not directly or indirectly discriminate against pupils with SEND.

The SENCO is responsible for leading and coordinating the school's provision for pupils with Special Educational Needs and Disabilities (SEND). In fulfilling this role, the SENCO will:

- work strategically with the Headteacher and Governing Board to develop, implement, monitor and review the school's SEND policy and provision;
- oversee the day-to-day operation of the SEND policy and coordinate provision for pupils with SEND, including those with Education, Health and Care Plans (EHCPs);
- lead and promote the graduated approach (Assess, Plan, Do, Review), ensuring that provision is evidence-informed, person-centred and regularly reviewed;
- work closely with class teachers (e.g during ILP review meetings or annual reviews) to identify pupils' needs, support assessment, advise on adaptive teaching strategies and ensure appropriate provision is in place;
- provide professional guidance, advice and training to teaching and support staff, ensuring that SEND forms an integral part of continuing professional development across the school;
- support teaching assistants in the planning, delivery and evaluation of interventions, ensuring that interventions are evidence-informed, consistently implemented and accurately recorded;
- monitor the quality and impact of SEND provision, interventions and outcomes using assessments, observations and pupil progress meetings to evaluate effectiveness and inform next steps;
- oversee the development, implementation and review of Individual Learning Plans (ILPs), ensuring that pupils and parents or carers are actively involved in planning and reviewing support wherever appropriate;
- liaise regularly with parents and carers, ensuring they are informed, involved and supported throughout the SEND process;

- act as the key point of contact for external agencies, including the Local Authority and specialist support services, coordinating referrals and multi-agency working where appropriate;

- be familiar with the services and support available through the Salford Local Offer and work collaboratively with professionals who provide support to children and their families;

- work closely with the Designated Teacher for Looked-After and Previously Looked-After Children to ensure that the needs of these pupils are identified and met effectively;

- support effective transition arrangements within school and between educational settings, ensuring that relevant information is shared appropriately;

- work in collaboration with the Headteacher to monitor patterns in the identification of SEND across the school, using school and national data to inform strategic planning and the development of provision;

- advise the Headteacher and Governing Board on the effective deployment of SEND resources and the impact of the school's SEND provision;

- maintain accurate, confidential and up-to-date SEND records in accordance with the school's Data Protection Policy;

- maintain an up-to-date knowledge of legislation, national guidance, local authority procedures and best practice to ensure that SEND provision continues to meet statutory requirements and the needs of pupils.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND), even where pupils access support from teaching assistants or specialist staff.

In fulfilling this responsibility, class teachers will:

- implement this SEND Policy and contribute to the school's inclusive ethos;
- have high expectations for all pupils and ensure that every child has access to a broad, balanced and ambitious curriculum;
- use high-quality, adaptive teaching and appropriate reasonable adjustments to meet the needs of pupils with SEND and remove barriers to learning;
- identify pupils who may have SEND at the earliest opportunity and work with the SENCO to assess and respond to emerging needs;
- plan, deliver and review support using the graduated approach (Assess, Plan, Do, Review), working collaboratively with parents or carers, the SENCO and, where appropriate, the pupil;
- be accountable for the progress and development of all pupils in their class and regularly monitor the impact of teaching, interventions and support;
- contribute to the development, implementation and review of Individual Learning Plans (ILPs), ensuring that outcomes remain appropriate and meaningful;
- work closely with teaching assistants and other professionals to plan, deliver and evaluate interventions, ensuring that additional support complements high-quality classroom teaching;
- maintain an up-to-date understanding of the needs, strengths, outcomes and provision for pupils with SEND in their class;

- communicate effectively with parents or carers, keeping them informed about their child's progress and any concerns or changes to provision;
- work in partnership with the SENCO and other relevant professionals to implement agreed strategies and recommendations;
- promptly share any concerns regarding a pupil's progress, wellbeing, attendance or behaviour with the SENCO and senior leaders where appropriate.

4. Identification of Special Educational Needs and Disabilities

The school recognises that the early identification of Special Educational Needs and Disabilities (SEND), together with timely and appropriate support, leads to improved outcomes for pupils. We are committed to identifying pupils' needs as early as possible and providing support through the graduated approach of Assess, Plan, Do and Review, as outlined in the SEND Code of Practice (2015) and the school's SEND Information Report.

Class teachers, supported by the Senior Leadership Team and the SENCO, regularly assess and monitor the progress of all pupils, with the aim of identifying those who are making less than expected progress given their age and individual circumstances.

The school recognises that not all pupils who are making less than expected progress will have SEND. Where appropriate, pupils may receive additional support through the school's universal provision before a decision is made about whether special educational provision is required.

'Less than expected progress' is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- does not match or exceed the pupil's previous rate of progress;
- fails to close the attainment gap between them and their peers;
- widens the attainment gap.

The school identifies and plans SEND provision across the four broad areas of need set out in the SEND Code of Practice:

- **Communication and Interaction** – including pupils who have difficulty communicating with others, understanding language, or who have speech, language and communication needs, including autism.
- **Cognition and Learning** – including pupils who learn at a slower pace than their peers and may have moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- **Social, Emotional and Mental Health (SEMH)** – including pupils who experience difficulties managing their emotions, behaviour or mental health which impact on their learning.
- **Sensory and/or Physical Needs** – including pupils with hearing impairment, visual impairment, multi-sensory impairment or physical disabilities requiring additional support or specialist equipment.

Some pupils with SEND may also be defined as having a disability under the Equality Act 2010, where they have a long-term physical or mental impairment which has a substantial adverse effect on their ability to carry out normal day-to-day activities. Where this applies, the school

will make reasonable adjustments to ensure pupils are not placed at a substantial disadvantage and can access education on an equal basis with their peers.

Identification of SEND is an ongoing process. Staff remain alert to emerging needs and recognise that pupils' needs may change over time. Concerns may arise from ongoing assessment, observations, discussions with parents or carers, pupil voice, information from previous settings, or advice from external professionals.

The SENCO maintains the school's SEND Register and ensures that records relating to pupils with SEND are accurate, up to date and stored securely in accordance with the school's Data Protection Policy. In some circumstances, records may be shared with external agencies, for example in relation to safeguarding concerns or during transition to another educational setting.

5. Safeguarding

The school recognises that evidence shows pupils with Special Educational Needs and Disabilities (SEND) can be at increased risk of abuse, neglect and exploitation. All staff are therefore trained to be vigilant and to understand that pupils with SEND may be more vulnerable in a range of contexts, including within school and online.

Staff are aware that pupils with SEND:

- may be more vulnerable to bullying, including prejudice-based and child-on-child abuse;
- may face increased risks online, including online bullying, grooming, exploitation and radicalisation;
- may experience peer isolation or social exclusion;
- may be disproportionately impacted by harmful behaviours without showing obvious signs;
- may experience communication barriers which make it more difficult to disclose concerns or report abuse;
- may have differences in understanding that affect their ability to recognise unsafe situations, including distinguishing between fact and fiction online.

The school recognises that there may be additional barriers to identifying abuse and neglect in pupils with SEND. These may include assumptions that indicators such as behaviour, mood or injury are related to a pupil's additional needs or condition, without further exploration.

The Headteacher and Governing Board ensure that the school's Child Protection and Safeguarding Policy reflects these additional vulnerabilities and that staff are appropriately trained to respond to them.

Staff are alert to changes in behaviour, presentation or wellbeing which may indicate a safeguarding concern. Any concerns are reported and managed in line with the school's safeguarding procedures, with close liaison between the Designated Safeguarding Lead (DSL) and the SENCO where appropriate.

Where necessary, the school will consider early help support for pupils with SEND who may be at increased risk of harm or require additional safeguarding support.

The school ensures that pupils with SEND are taught how to keep themselves and others safe, including online safety, and that safeguarding education is adapted to meet individual needs, abilities and levels of understanding.

Where physical intervention or reasonable force is required, staff act in line with the school's Restrictive Intervention Policy and ensure that due consideration is given to the needs and vulnerabilities of pupils with SEND.

All reports or concerns relating to safeguarding involving pupils with SEND will involve close collaboration between the DSL and the SENCO to ensure that appropriate support and protection is in place.

6. SEND support

The school recognises its statutory duty to provide a broad and balanced curriculum for all pupils. High-quality, adaptive teaching is the first step in responding to pupils who have or may have Special Educational Needs and Disabilities (SEND). Teachers are responsible and accountable for the progress and development of all pupils in their class and will plan learning that removes barriers to achievement, sets high expectations and enables every pupil to achieve their potential.

Where a pupil is identified as requiring provision that is additional to or different from that ordinarily available through high-quality teaching, SEND support will be provided in accordance with the SEND Code of Practice (2015) and the child may be added to the school SEN register. Provision is tailored to the individual strengths and needs of each pupil and delivered through the graduated approach of Assess, Plan, Do and Review.

Decisions about whether a pupil requires SEND Support are based on a range of evidence, including teacher assessment, observations, discussions with parents or carers, pupil voice where appropriate, advice from the SENCO and, where necessary, information from external professionals. Referrals may be made by school staff, parents or carers, or by the pupil themselves where appropriate.

Where higher levels of need are identified, the school will seek advice and support from external agencies and professionals. Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's Special Educational Needs, they continue to make less than expected progress, the school will, in consultation with parents or carers, consider requesting an Education, Health and Care (EHC) Needs Assessment.

The Graduated Approach

Once a pupil has been identified as requiring SEND Support, the school will follow the graduated approach of **Assess, Plan, Do and Review**, ensuring that support is regularly monitored, evaluated and adapted in response to the pupil's progress and changing needs.

Assess
Class teachers, supported by the SENCO where appropriate, gather information from a range of sources to build a clear understanding of a pupil's strengths and needs. This may include assessment information, classroom observations, discussions with parents or carers, pupil voice, advice from external professionals and information from previous settings.

Plan
Outcomes are agreed in partnership with parents or carers and, where appropriate, the pupil.

The support to be provided, any adjustments or interventions, the intended outcomes and how progress will be measured are clearly identified.

Do
The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where interventions or additional support are delivered by teaching assistants or external professionals. The SENCO provides advice, guidance and support to ensure provision is implemented effectively.

Review
The impact of the support is evaluated using a range of evidence, including assessment information, observations, work produced by the pupil, intervention records and discussions with staff, parents or carers and, where appropriate, the pupil. Outcomes are reviewed through regular progress meetings between the class teacher and SENCO, and provision is adapted where necessary.

Individual Learning Plans (ILPs)

Where appropriate, pupils receiving SEND Support will have an Individual Learning Plan (ILP). ILPs identify a pupil's strengths, areas of need, agreed outcomes and the provision in place to support progress. Parents or carers are invited to contribute to the review of the ILP, and pupils are encouraged to share their views wherever appropriate.

Each ILP follows the same graduated approach of **Assess, Plan, Do and Review**, ensuring that outcomes are regularly evaluated, progress is monitored and provision is adapted in response to the pupil's changing needs. Following each review, ILPs are updated to reflect the pupil's progress and next steps and shared with parents/carers.

Monitoring Progress

The progress and development of all pupils, including those with SEND, is carefully monitored through ongoing teacher assessment, formative and summative assessment, observations, discussions with pupils and parents, intervention records and the school's assessment systems.

The school uses its online pupil tracking system, Insight, to record SEND provision, Individual Learning Plans, interventions and evidence of progress towards agreed outcomes. This enables staff to monitor the effectiveness of provision over time and ensures that support is responsive to pupils' changing needs.

Children with Specific Circumstances

The school recognises that some pupils may have additional needs or circumstances which require careful consideration alongside SEND.

English as an Additional Language (EAL)

Pupils with English as an Additional Language (EAL) are not automatically identified as having SEND because they are learning English as an additional language. The school recognises that learning English as an additional language is not, in itself, a Special Educational Need. Where concerns arise, staff will carefully consider whether a pupil's difficulties are related to language acquisition or whether they may also have underlying SEND. Decisions are made by considering the pupil within the context of their home, culture and community and by drawing

on a range of evidence, including assessment, observation, discussions with parents or carers and specialist advice where appropriate.

Looked After Children (LAC)

For pupils who are Looked After Children (LAC) or Previously Looked After Children with SEND, the SENCO works closely with the school's safeguarding team to ensure that SEND provision and wider support are planned cohesively. Where appropriate, Personal Education Plans (PEPs), Individual Learning Plans (ILPs) and Education, Health and Care (EHC) Plans are reviewed together to ensure that support is coordinated and reflects the pupil's individual needs.

Throughout all stages of SEND support, the school works in partnership with parents or carers, pupils and external professionals to ensure that provision remains appropriate, effective and focused on achieving the best possible outcomes for every child.

7. Admissions

The school will ensure that its admissions arrangements comply with the Department for Education's School Admissions Code and relevant legislation, including the Equality Act 2010.

The school will not disadvantage or discriminate against children with Special Educational Needs and Disabilities (SEND) during the admissions process. This includes children who have SEND but do not have an Education, Health and Care Plan (EHCP).

Children with an EHCP that names the school will be admitted in accordance with statutory requirements.

School policies relating to uniform, school trips and wider participation are designed to be inclusive and will not discourage applications from families of children with SEND.

Full details of admissions arrangements are published in the school's Admissions Policy and on the school website.

In exceptional circumstances, the school may challenge a decision to name the school in an EHCP if it believes that placement would be incompatible with the efficient education of other children, or the efficient use of resources. In such cases, the school will always consider whether reasonable adjustments could be made to support an appropriate placement.

8. Assessment Access arrangements

The school recognises that some pupils with Special Educational Needs and Disabilities (SEND) may require adjustments to assessments to enable them to demonstrate their knowledge, skills and understanding.

Assessment access arrangements are considered on an individual basis and are based on a pupil's normal way of working in the classroom, evidence of need and the relevant assessment guidance. The SENCO works closely with class teachers to identify pupils who may require additional support or adjustments during assessments.

Where appropriate, reasonable adjustments may be made to support pupils, such as additional time, rest breaks, use of a reader, use of a scribe or other appropriate arrangements. Any

adjustments made will be carefully considered to ensure they support access to assessment without changing what is being assessed.

For statutory assessments, including Key Stage 2 assessments, the school follows the relevant guidance and ensures that access arrangements are applied appropriately.

A pupil requiring assessment access arrangements will not necessarily be placed on the SEND register, nor will they automatically require SEND support. Decisions are based on the individual needs of the pupil and the impact of any identified difficulties on their ability to access assessments.

9. Transition

The school recognises the importance of effective transition planning to support pupils with SEND as they move between classes, phases of education and settings. Successful transitions are carefully planned to ensure that pupils feel secure, supported and able to continue making progress.

The SENCO works with class teachers, pupils, parents or carers and relevant professionals to identify pupils who may require additional support during periods of transition. This support is tailored to the individual needs of the pupil and may include additional visits, opportunities to meet new staff, visual resources, social stories, transition activities or sharing information about successful strategies and support.

For pupils with Education, Health and Care Plans (EHCPs), annual reviews and transition planning will be completed in accordance with statutory requirements. Where appropriate, the school will liaise with receiving settings and relevant professionals to ensure that support and provision are planned effectively before the pupil moves.

Transition arrangements are also carefully considered for pupils with SEND who do not have an EHCP. Information about pupils' strengths, needs, outcomes, successful strategies and current provision is shared with relevant staff and receiving settings to support continuity of care and education.

When pupils move to secondary school, the school works closely with receiving schools to ensure that appropriate information is shared and that pupils who require additional support have a successful transition.

10. Involving pupils and parents in decision-making

The school recognises that parents and carers know their child best and values the important role they play in supporting their child's education. We are committed to working in partnership with pupils and their families to ensure that decisions about SEND provision are person-centred, collaborative and focused on achieving the best possible outcomes.

Parents and carers are encouraged to share their views throughout the SEND process. They will be involved in discussions about their child's strengths, needs, desired outcomes and the support required to help them make progress. Parents are invited to contribute to the review of their child's Individual Learning Plan (ILP), and their views are used to inform future targets and provision. Updated plans and reports from external professionals are shared with parents, and they are encouraged to discuss any questions or concerns with their child's class teacher or the SENCO.

The school recognises the importance of ensuring that pupils are involved in decisions about their own learning wherever possible. Pupil voice is gathered in a variety of ways, including through One-Page Profiles, discussions about progress towards ILP outcomes and conversations about their strengths, interests, aspirations and any support that helps them to learn successfully.

The school also recognises that some pupils may be unable to communicate their views independently due to their age, communication needs or level of understanding. In these cases, staff will use appropriate communication methods such as mapping the landscape, observations and information from parents and professionals to ensure that the pupil's views, preferences and best interests remain central to decision making.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work closely with the pupil, their parents or carers, the Local Authority and any relevant professionals to review the plan and ensure that provision continues to meet the pupil's identified needs and outcomes.

The school aims to ensure that communication with families is open, respectful and ongoing, enabling parents and carers to participate confidently in decisions about their child's education and wellbeing.

11. Funding for SEND support

The school receives funding as part of its delegated budget to support pupils with Special Educational Needs and Disabilities (SEND). This funding is used to provide appropriate support and provision for pupils identified as requiring additional or different provision to that ordinarily available.

The SENCO, Headteacher and governing board monitor the use of SEND funding to ensure that resources are deployed effectively and that provision is responsive to the needs of pupils across the school.

Where a pupil requires provision that is significantly additional to that which can reasonably be provided through the school's delegated resources, the school may work with Salford Local Authority to request additional funding or specialist support. This may include applying for High Needs Top-Up Funding or requesting an Education, Health and Care (EHC) needs assessment where appropriate.

12. EHC needs assessments and plans

The school recognises that, despite relevant and purposeful action to identify, assess and meet a pupil's Special Educational Needs and Disabilities (SEND), some pupils may require provision beyond that which can reasonably be provided through the school's delegated resources. The school will normally only consider requesting an Education, Health and Care (EHC) needs assessment where evidence demonstrates that relevant and purposeful action has been taken through the graduated approach of Assess, Plan, Do and Review, and the pupil continues to require provision that is additional to or different from that ordinarily available within the school's resources. Any request for an EHC needs assessment will be made in partnership with parents or carers and in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015).

The purpose of an EHC needs assessment is to determine whether a pupil requires an Education, Health and Care Plan (EHCP) and, where appropriate, to identify the special

educational provision necessary to achieve the best possible outcomes across education, health and social care, while supporting the pupil's preparation for adulthood.

Throughout the EHC needs assessment process, the school will fulfil its statutory responsibilities by:

- working collaboratively with parents or carers, the pupil, the Local Authority and relevant professionals throughout the assessment process;
- responding to requests for information and advice within the timescales set out in the SEND Code of Practice, unless statutory exemptions apply;
- providing clear evidence of the pupil's strengths, needs, attainment, progress and the support already provided through the graduated approach;
- contributing professional advice to support the Local Authority's decision-making;
- ensuring that the views, wishes and aspirations of the pupil and their family are reflected throughout the process.

Where the Local Authority decides not to issue an EHCP, the school will carefully consider the feedback provided and use this to further strengthen the graduated approach, adapting provision where appropriate to continue meeting the pupil's identified needs.

Where an EHCP is issued and the school is named in the plan, the school will admit the pupil in accordance with its statutory duties and ensure that all staff working with the pupil understand their needs and the provision required to implement the plan effectively.

The SENCO will work closely with parents or carers, school staff, the Local Authority and relevant professionals to monitor the implementation of the EHCP. The school will contribute to statutory annual reviews and provide evidence of the pupil's progress, the effectiveness of the provision in place, and any recommendations for amendments to the plan where appropriate.

The school will ensure that information relating to a pupil's EHCP is treated confidentially and shared only with staff and professionals who require the information to fulfil their responsibilities in supporting the pupil.

13. Reviewing EHC plans

The school recognises that annual reviews are a statutory requirement for all pupils with an Education, Health and Care Plan (EHCP) and are an important opportunity to evaluate the effectiveness of provision, review progress towards agreed outcomes and plan for the pupil's future needs. Annual reviews will be conducted in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015).

The SENCO will coordinate the annual review process and, where requested by the Local Authority, will convene and lead the annual review meeting on its behalf.

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As part of the annual review process, the school will:

- work collaboratively with the pupil, parents or carers, the Local Authority and all relevant professionals throughout the review process;
- seek and consider advice and information from everyone involved in supporting the pupil, including education, health and social care professionals where appropriate;

- ensure that the pupil's views, wishes and aspirations are central to the review, using appropriate methods to gather pupil voice where necessary;
- monitor and evaluate the progress the pupil has made towards the outcomes identified within their EHCP;
- review the effectiveness of the provision currently in place and consider whether any amendments or additional support are required;
- prepare and submit the annual review paperwork and recommendations to the Local Authority within the statutory timescales set out in the SEND Code of Practice, it is then the statutory duty of the Local Authority to update the EHCP and issue a new draft;
- ensure that parents or carers are fully involved throughout the review process and are kept informed of any recommendations made.

Where appropriate, annual reviews will also consider transition planning, including preparation for key phases of education and, as pupils get older, preparation for adulthood.

If the school believes that a pupil's needs have changed significantly and that their EHCP no longer accurately reflects those needs, it may request that the Local Authority undertakes a reassessment in accordance with the SEND Code of Practice.

The school will continue to implement the provision specified within a pupil's EHCP unless and until the Local Authority makes any amendments following the annual review process.

14. Supporting successful preparation for adulthood

The school recognises that preparation for adulthood begins from the earliest years and is an important principle underpinning the SEND Code of Practice (2015). Although pupils at St Peter's CE Primary School are at the beginning of this journey, we are committed to developing the knowledge, skills and confidence they need to become as independent as possible and to make successful transitions throughout their education and beyond.

Preparation for adulthood is embedded within everyday teaching and the wider life of the school. Through high-quality teaching, adaptive practice and appropriate SEND provision, the school seeks to develop pupils' independence, communication, confidence, resilience, social skills and ability to make choices about their own learning.

The school will:

- recognise and build upon each pupil's strengths, interests and aspirations when planning support;
- encourage pupils to develop independence and self-help skills appropriate to their age and stage of development;
- promote positive relationships, social inclusion and opportunities for pupils with SEND to participate fully in all aspects of school life alongside their peers;
- encourage pupils to express their views and contribute to decisions about their learning wherever appropriate;
- work closely with parents or carers, receiving schools and relevant professionals to ensure pupils are well prepared for key transitions, particularly the move to secondary education.

By fostering independence, resilience and self-advocacy from an early age, the school aims to equip pupils with the foundations they need for lifelong learning and future success.

15. Managing complaints

The school is committed to working in partnership with pupils and their families to resolve concerns as early as possible. We encourage parents and carers to discuss any worries about their child's Special Educational Needs and Disabilities (SEND) provision with the class teacher or the SENCO in the first instance, as many concerns can be resolved through open communication and collaborative working.

If a concern cannot be resolved informally, parents or carers should follow the school's Complaints Procedure, which is available on the school website.

Where a complaint relates specifically to SEND provision, the school will work constructively with parents or carers, the Local Authority and any relevant professionals to seek a timely and appropriate resolution. The school recognises the arrangements set out in the SEND Code of Practice (2015) for disagreement resolution, mediation and appeals to the First-tier Tribunal (Special Educational Needs and Disability), and will cooperate fully with these processes where appropriate.

The school will provide any information requested by the Local Authority or Tribunal in accordance with its statutory duties and will attend meetings or hearings where required.

16. Staff training and improving practice

The school is committed to ensuring that all staff have the knowledge, skills and confidence to support pupils with Special Educational Needs and Disabilities (SEND) effectively. SEND training forms part of the continuing professional development (CPD) of all teachers and teaching assistants and is organised in accordance with the needs of the pupils within the school.

The SENCO is responsible for identifying training needs, providing advice and guidance to staff, and coordinating opportunities for professional development. This includes supporting staff to develop their understanding of the graduated approach, adaptive teaching, effective identification of SEND, planning and delivering appropriate provision, and monitoring the impact of interventions.

17. Use of data and record keeping

The school maintains accurate, up-to-date and secure records for all pupils with Special Educational Needs and Disabilities (SEND) in accordance with the Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR), and the school's Data Protection, Records Management and Pupil Confidentiality Policies.

The SENCO is responsible for maintaining the school's SEND Register and ensuring that records accurately reflect the support provided and the progress made by pupils with SEND.

The school uses its online pupil tracking system, Insight, to record, monitor and review SEND provision. Insight is used to:

- record pupils' identified needs and SEND status;
- create and review Individual Learning Plans (ILPs);
- plan and monitor interventions;
- record evidence of progress towards agreed outcomes;
- support the graduated approach of Assess, Plan, Do and Review;

- monitor the impact of provision over time.

Teachers and the SENCO use this information to review pupils' progress, inform future planning and ensure that provision is responsive to individual needs.

Confidentiality

SEND records are treated as confidential and are only shared with staff and professionals who require the information to fulfil their responsibilities in supporting the pupil. Information will only be shared with external agencies, other educational settings or the Local Authority where there is a lawful basis to do so, such as with parental consent, to safeguard a child, or where disclosure is required by law.

When a pupil transfers to another educational setting, relevant SEND records will be shared securely to support continuity of provision and ensure that appropriate support can be put in place from the outset.

18. Publishing information

The school is committed to ensuring that information relating to Special Educational Needs and Disabilities (SEND) is clear, accessible and readily available to parents, carers and other stakeholders.

In accordance with the SEND Code of Practice (2015), the school publishes its SEND Policy and SEND Information Report on the school website. These documents explain how the school identifies, assesses and supports pupils with SEND and how parents and carers can access further information and support.

The SENCO is responsible for reviewing and updating the SEND Information Report annually, or sooner where significant changes to the school's SEND provision or statutory guidance occur. The report is approved by the governing board before publication.

The governing board is responsible for ensuring that the school meets its statutory duties in relation to SEND and that the information published reflects the school's current practice and provision.

19. Joint commissioning, planning and delivery

St Peter's CE Primary School recognises that achieving the best outcomes for pupils with Special Educational Needs and Disabilities (SEND) requires effective partnership working between education, health and social care services.

The school works closely with Salford Local Authority and a range of external professionals to identify, plan, deliver and review support for pupils with SEND. This collaborative approach ensures that provision is coordinated, responsive to pupils' individual needs and reflects the graduated approach set out in the SEND Code of Practice (2015).

Where appropriate, the school works alongside services including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, the Primary Inclusion Team (PIT), specialist advisory teachers, health professionals and social care services to develop and review provision.

Where a pupil has an Education, Health and Care (EHC) Plan or identified medical needs, the school works in partnership with the Local Authority, parents or carers and relevant professionals to ensure that educational provision is coordinated with any health or social care support.

The effectiveness of SEND provision is regularly monitored and reviewed through the graduated approach of Assess, Plan, Do and Review. Support is adapted where necessary to ensure that it continues to meet pupils' identified needs and promotes positive educational, social and emotional outcomes.

20. Local offer

The school recognises that the Local Offer is published by the Local Authority and provides information about the support, services and provision available for children and young people with Special Educational Needs and Disabilities (SEND) and their families.

The school contributes to the Local Offer by providing information about its SEND provision, including how pupils with SEND are identified, assessed and supported within school. This information is shared with the Local Authority where required and is reviewed to ensure it accurately reflects the support available at St Peter's CE Primary School.

The school works in partnership with the Local Authority, parents and relevant professionals to ensure that families are able to access appropriate information, advice and support. Parents and carers can access Salford's Local Offer through the Local Authority website, which provides information about services available across education, health and social care.

21. Monitoring and review

This policy will be reviewed annually by the SENCO, in collaboration with the headteacher and governing board, to ensure that it continues to reflect current legislation, statutory guidance and the SEND provision provided by the school.

Any changes made to this policy will be communicated to staff, parents and carers of pupils with SEND, and other relevant stakeholders where appropriate.

All members of staff are expected to familiarise themselves with this policy as part of their induction and ongoing professional development.

The next scheduled review date for this policy is September 2027.