SEND ENTITLEMENT & EFFECTIVE LEARNING

Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Approved by:	Full Governing Body	**Date:** 07 September 2026
Last reviewed on:		
Next review due by:	September 2027	

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1. Aims

Our SEN policy and information report aims to:
1.1 The purpose of this SEN policy and information report is to outline the school's discharge of its duties to respond to the Code of Practice for Special Educational Needs 2014. It also aims to provide general guidance on how the school is showing its regard to this code.

1.2 This Policy sets out guidance and procedures aimed at enabling Students with Special Educational Needs (SEN) to reach their full potential, to be fully included in the school community and make a successful transition to adulthood.

1.3 Objectives outlined in this policy statement are relevant to Teachers and Parents/Carers in their partnership for the education of Students with Special Educational Needs. It also will reflect Local Authority (LA) policies and practices.

1.4 The School has a clear admissions policy that reflects both its Catholic ethos and statutory requirements. St Peter's is a School admitting Students without reference to aptitude or ability. The school works closely with all nearby Local Authorities when it comes to admission of students with Education. Health & Care Plans (EHCP)

2. Legislation and guidance

All schools:
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 co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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 educational or training provision that 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 SENCO

The SENCO is Mrs Anne Richardson – ari@st-peters.bournemouth.sch.uk

They will:

- 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 (LA) and its support services
- Liaise with potential next providers of education 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

4.2 The SEN governor

The SEN governor 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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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 SENCO 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 disorder, Asperger's Syndrome, 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

Widens the attainment gap

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 will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Partnership with Parents/Carers plays a key role in promoting our culture of co-operation between Parents/Carers, School, the LA and others. This is important in enabling Students with SEN to achieve their potential. The school recognises that Parents/Carers hold key information and have a critical role to play in children's education. Parents/Carers have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school aims to support Parents/Carers so they are able and empowered to:

- Recognise and fulfil their responsibilities as Parents/Carers and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

- Attend planned reviews and meetings. These may be for initial consultation, individual education planning or annual or transitional reviews depending on the level of action appropriate to the special educational need. Frequency of communications and meetings will also be dictated by need.

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.

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 SENCO 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 or 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. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In line with the School Policy on Transfer/Assessment, Student' levels of prior attainment on entry and records of Special Educational Needs are required from pre-school settings and Primary Schools. Methods of liaison need to be staged.

- Following the offer of places, pre-school settings and Primary Schools are surveyed for Students with Special Educational Needs.
- Link visits with pre-school settings and Primary Schools are conducted.
- Annual Reviews for Students may be attended.
- Parents/Carers are invited to meet to discuss any Special Educational Needs.
- Student needs are discussed with interested professionals for example, the Educational Psychologist. For transitions into other year groups (not Reception or Year 7), points 2 – 5 still apply and each case will be dealt with on an individual basis.

Information collated is used alongside internal assessments to initiate programs of intervention and to allocate appropriate resources. This requires the school to look at access issues and staffing on an annual basis. This work should be done in anticipation of a student starting rather than retrospectively wherever possible.

Data collection by Special Educational Needs follows guidelines from the DfES. It structures recording Students' needs in School records, these are kept within the school's database facility which can be accessed through Arbor and parents have access to real time reporting. This also enables the school to complete The School Census Collection in January, May and October of each year. (SLASC).

The School aims to maintain the highest standard of record keeping for all Students including those with special educational needs. SEN records are held centrally at both the Secondary and Primary School sites. When Students leave the school their files are either archived or forwarded to their new educational placement in line with the Education (School Records) Regulations 2000.

- All Students are entered onto a database that is circulated confidentially, at the beginning of each School year, to all members of staff identifying action level and category. This is updated on a regular basis throughout the year.
- Advisory notes are drawn up, based on information collated, and circulated via pastoral and academic structures to teachers.
- All teachers are required to keep records of Students on the code of practice in their mark book/planner and on seating plans.
- There will be a number of Students who do not meet the criteria for support but do need special attention drawing to a difficulty or disability.

Many Students have changing needs, and some will need less support as they go through the school and others will require new levels of support. The school therefore, has an on-going process of assessment, review and planning.

To help identify Students who may have special educational needs Student progress is measured by referring to:

- Evidence from teacher observations and assessment.
- Progress against the objectives specified in the national literacy and numeracy strategy frameworks.
- Standardised screening or assessment tools.

Some Students' needs require assessment by specialist teachers, educational psychologists or health professionals.

These are initiated on the following grounds:

- Restricted progress or change in circumstance for Students who have previously not met the criteria for additional support. This may be raised by subject teachers or heads of year.
- Restricted progress using guidelines from the DfES's SEN Thresholds for Students who have been at SENS and above.
- Parental expression of concern.
- Student self-referral.
- Requests from other professionals.
- To meet requirements for special arrangements at all Key Stages or for all external examinations.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 1:1 lesson with a Specialist Literacy Teacher
- Small group Literacy sessions i.e. Reading Rocket
- Small group Maths intervention
- ELSA (Primary and Secondary)
- Zones of Regulation (Secondary)
- Talkabout
- Facilitating Change Programme
- Nurture Room

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1-to-1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 2 teaching assistants who are trained to deliver Literacy
We have 2 teaching assistants who are trained to deliver Talkabout
We have 2 teaching assistants who trained to deliver PACE
Teaching assistants will support pupils on a 1:1 basis or in small groups when they have an EHCP.
Teaching assistants will support pupils in small groups when they are at 'K' code/SENS.
We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- CAHMS
- Vision Support Service
- Hearing Support Service
- SALT
- Outreach

5.9 Expertise and training of staff

Our SENCO has 15 years' experience in this role and has worked with pupils with a variety of special educational needs. She also holds the National Award for SEN Co-ordination accredited through Exeter University.

The SENCO is allocated 15 hours a week to manage SEN provision with support from a Deputy.

We have a team of 60 teaching assistants across both phases, including 1 higher level teaching assistant (HLTA) who is trained to deliver SEN provision.

In the last academic year, staff have been trained in Hearing Impairment and Visual Impairment. We use specialist staff for Speech, Language & Communication, Play Therapy, Occupational Therapy, VI and HI.

We also have access to courses run by one of our local specialist settings – Linwood School.

Regular SEND bulletins from the SENCo, which helps increase the skills and knowledge of the staff.

5.10 Securing equipment and facilities

We regularly liaise with the HSS and VSS in order to secure the latest technology to help support our hearing impaired and vision impaired pupils i.e. prodigy/dolphin devices or roger pen. These pieces of equipment belong to the agency and are loaned for the duration of time the pupil attends school with us. They are responsible for maintaining/repairing all items.

5.11 Evaluating the effectiveness of SEN provision

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
- Monitoring by the SENCo
- Regular dialogue between SENCo, Heads of Year, Pastoral Team, SLT, Teachers and Teaching Assistants.
- Feedback from parents
- Holding annual reviews for pupils with EHC plans
- The Governing Body will evaluate by means of an Annual Summary Report from the SENCo including an Audit of Student needs, provisions and progress.
- The Governing Body will report to Parents/Carers annually.

Funding is allocated from the School's Base Budget to make provisions within faculties and to create specialist roles. The School is also in receipt of devolved and delegated funding for special educational needs. Where Students have Education, Health and Care Plans that require additional resources such as a Teaching Assistant, then the Local Authority is involved but, following legislation, the first £6000 of support must now be found from the school's own resources.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on any residential trip(s) i.e. Year 6 residential, Kintbury retreat, D of E expeditions.

All pupils are encouraged to take part in sports day/school productions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan is available on the school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pastoral Support Workers
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of breaktime and lunchtime clubs to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We are open to working with all external agencies such as:

- VSS
- HSS
- SALT
- CAMHS
- EP
- LA
- Medical Professionals i.e. Epilepsy nurse, Community Pediatrician, Child Development Centre
- Outreach
- Bespoke settings
- Social workers
- SENDiass

We invite these services in to offer us support and advice in order to meet the needs of our pupils with SEN. These agencies are always invited to EHCP Annual Reviews, TAF's and PEP meetings.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO/headteacher 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

In addition to offering meetings in school for parents to discuss their child's SEN, we also signpost parents/carers to SENDiass for independent advice.

5.17 Contact details for raising concerns

If parents have concerns around their child or their SEN provision, contact should be made with the SENCo in the first instance.

5.18 The local authority local offer

Our contribution to the local offer is:
www.st-peters.bournemouth.sch.uk/attachments/download.asp?file=175&type=pdf
Our local authority's local offer is published here:

www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page

6. Monitoring arrangements

This policy and information report will be reviewed by the Governing body **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 the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy