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Special educational needs and disabilities policy (SEND)

'Love Challenge Inspire'

'Let Your Light Shine'

Matthew 5:16

SECTION 1: MISSION STATEMENT AND AIMS

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.

Statement of Intent

At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family and community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence, and responsibility now and for later years.

All members of staff in school have responsibility for maximising the achievement and opportunity of all learners including those with SEND. Specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.



Context for the policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- SEND code of practice 0-25 April 2020
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf
- Schools SEND Information report regulations 2014
- Statutory guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding policy

- The Special Educational Needs and Disability regulations (2014)
- The Children and Families Act (2014)

This policy was updated by the SENDCO (Rebecca Singleton) in liaison with the SLT, all staff and parents of pupils with SEND.



Values, aims and objectives

Our Motto is “Love, Challenge, Inspire!” and our Mission Statement declares that we believe that in sharing God’s love, challenging one another to succeed and inspiring a love of learning, we will all unlock our potential.



Objectives

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of:

- ✚ That all pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- ✚ Good working relationships with parents, carers and the community.
- ✚ That the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- ✚ That the learning needs of pupils with special educational needs and disabilities are identified and assessed as early as possible, and their progress is closely monitored.
- ✚ All teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
- ✚ That the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.
- ✚ We aim to “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014)

These objectives will be met and reviewed on a yearly basis. These will be detailed more fully in the School Improvement Plan.

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS



Admissions

At St Peter's pupils with special educational needs will be admitted to St Peter's C.E. Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the Special Educational Needs and Disability Act and will meet the Act's requirements.

- As a school we use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years.
- If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.
- The school's admissions policy states that preference for places at the school can only be given where **children with special medical or social circumstances affecting the child can only be met at this school.**

NOTE: Professional supporting evidence from e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school is question is the most suitable school and the difficulties which would be caused if the child had to attend another school.



Resources

At St Peter's governors will ensure that the needs of pupils are met by employing a SENDCO. Our current SENDCO, Rebecca Singleton started at St Peter's in September 2024 bringing 13 years' experience as a SENDCO and holds the NASENCO award. The Head and SENDCO will use the child's Education, Health and Care plan (EHCP) and the Local Education Authority (LEA) banding document to identify the areas of pupil need and make appropriate provision.

- ✚ The governors will ensure that support staffs are employed to support staff and pupils.
- ✚ Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- ✚ The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.



Identification, assessment and reviews

The SEND Code of Practice (2020) suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching. The SEND code of Practice (2020); 5.32 states that special educational provision should be matched to the child's identified SEND.

Children's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory or/and physical needs.

At St Peter's we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of each pupil. Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils make the progress of which they are capable.

We recognise that some factors that are not SEND may impact on progress and attainment, these may include issues relating to:

-  Attendance and punctuality
-  Health and welfare
-  English as an Additional Language
-  Being in receipt of Pupil Premium Grant
-  Being a Looked After Child
-  Being a child of serviceman/woman
-  Being a member of a Travelling community.

Difficulties with behaviour as a need is not a way of describing SEND. Any concerns relating to a child's behaviour will be addressed as an underlying response to a need.

At St Peter's on entry if a child is already on the SEND Register at the Nursery they are attending, a transition meeting will be arranged. At this meeting, and following the meeting, discussion will take place about how best to meet the child's needs. Home will also be conducted as part of the induction process.

SECTION 3: A GRADUATED RESPONSE TO SEND SUPPORT

All children have access to quality first teaching. The class teacher has responsibility to provide for all children in their class.

At St Peter's if a teacher has a concern about a child they follow the SEND flowchart set out by the SENDCO and fill out an initial concern form and discuss it with the SENDCO, gathering evidence over time to show the graduated response. School then follows a graduated approach to identifying and supporting pupils and students with SEND

-  The class teacher should initially monitor the child and target any concerns which they may have. If the concerns continue there will be a concern form filled in by the class teacher detailing the difficulties the child is facing and what has been done to support the child. This will lead to further discussion between the SENDCO and the class teacher. A child may need an intervention on a 1:1 basis or in a small group to support their learning. If an intervention is decided upon, the child will be placed on a provision map.
-  Previous assessment results, success of interventions and possibly further assessments will be used to determine the decision on whether to place the child on the Special Educational Needs and disability (SEND) Register.
-  If a pupil displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help identify the provision required. This may include:
 - IEST (Inclusion, Education support team)
 - Educational Psychologist
 - School Advisor
 - Special Schools
 - Speech and Language therapy service
 - Specialist teachers
 - Occupational therapists
 - Child, Adolescents and Mental Health services (CAMHS)
-  The SENDCO and the class teacher will meet with the child's parents to inform them of the school's decision to place the child on the SEND register. Parents will sign a form to show they are in agreement with this.
-  If a child is to be placed on the SEND Register, an individualised education plan (IEP) will be created for SEND support. IEPs are written by the class teacher with details of the child's needs and will contain small, measurable targets for the child to work towards. These will be reviewed termly.
-  Parents will receive a copy of the IEP and will have opportunity to meet with staff to discuss the targets and outcomes.

SECTION 4: MANAGING THE NEEDS OF PUPILS ON THE SEND REGISTER



Expectations and monitoring

At St Peter's Class teachers will monitor the attainment and progress of pupils with special educational needs as part of their role.

They will ensure that the SENDCO is kept fully informed and if they have a concern they will follow the above procedures in the graduated response Section above. Our strategy of assess, plan, review and do ensures that careful monitoring is in place and outcomes at the forefront.

At St Peter's if a pupil fails to make adequate progress despite receiving good quality first teaching and carefully differentiated activities the class teacher and the SENDCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. The additional support which the school gives over the period of three reviewed IEPs at the level of SEND support then a decision will be made, after discussion between the SENDCO, class teacher and parents, as to whether outside advice should be sought. The SENDCO will then ask for support from outside agencies.

The SEND support in school will be discussed with parents and outcomes shared during reviews and parental views welcomed.

- If a pupil makes good or accelerated progress and is working at age related expectations with the additional SEND support which the school gives over the period of three pupil passports, a decision should be made by the SENDCO and class teacher as to whether the child needs to remain on the SEND register or whether they can now be removed from the register.
- If pupils make adequate progress with the additional support which the school gives, including working on the advice from outside agencies, a decision will be made by the SENDCO and class teacher as to whether the child needs additional SEND support.
- If pupil fails to make adequate progress despite the additional SEND support which the school gives and the child's attainment is significantly below that of pupils of their own age, then school will decide whether to engage further advice and support as well as assessment through Lancashire County Council, specialist teachers or the Educational Psychology service. The SENDCO will make referrals based on need in relation to the resources which the school has available.
- For children and young people with more complex needs there is a coordinated assessment process using the 0-25 Education, Health and Care plan (EHC plan)



Reviews

At St Peter's we ensure that we are constantly assessing, planning, reviewing and taking new actions forward with the outcome a clear focus.

Timescales

- IEPs will be reviewed termly and discussed with parents at parents evening. A copy of the new IEP will be sent home and the parent's views will be welcomed. Parents are able to make appointments to see both the class teacher and the SENDCO should they wish.
- If a child has an Education, Health and Care plan (EHCP) the school will organise an annual review



Mechanism for monitoring and reviewing

The SENDCO monitors the implementation of this policy by supporting the class teachers in identification and assessment of pupils with SEND and subsequently the implementation of provision to meet the needs of the child and a review system to assess progress.

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

At St Peter's C.E. Primary School this role is undertaken by Leah Sharples who will meet at least annually with the Head and SENDCO Rebecca Singleton.

- The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.
- The SENDCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. The SENDCO will co-ordinate provision at SEND support or EHCP.
- All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCO.



Inclusion

At St. Peter's, we aim to:

- ✚ Provide for all children so that they are able to engage as well as they can in their learning according to their individual abilities.
- ✚ Identify which pupils or groups of pupils are not actively participating within lessons and modify teaching plans/equipment so that all pupils can access the subject.
- ✚ Support children on the special educational needs register is given where needed during trips, clubs, play/productions, swimming and sport. This may include the use of specialist equipment and support staff.
- ✚ The school's disability equality policy is clear that the school has a commitment to equality of opportunity for all. However, some activities may be restricted if they were to pose too high a risk to the conditions of particular pupils.
- ✚ Please see our school Local offer for more information.

<http://www.stpeters.lancs.sch.uk/sen/>



Curriculum

At St Peter's our curriculum map (long term) outlines the areas of development and progression.

We ensure that all children have access to core subjects including Literacy, English, Mathematics and ICT. The school will provide appropriate provision for all children in order for them to do this.

-  This provision may be assistance from support staff, specialist equipment or further training for staff.
-  All teachers planning takes account of any children on the special educational needs register and their appropriate inclusion in lessons.
-  Teacher planning ensures lessons are differentiated to allow children on the special educational needs register to access the curriculum.
-  If a lesson or test is inappropriate for a child on the special educational needs register to carry out then that child would complete an alternative activity.
-  Withdrawal may take place for some activities at appropriate times and when it is considered beneficial for the child.
-  IEP targets are in relation to curriculum work and emotional well-being and will take place at appropriate times.
-  Teachers will ensure that children on the special educational needs register still access a broad and balanced curriculum.
-  Teachers use appropriate resources for children on the special educational needs register. They may also liaise with the SENDCO and curriculum coordinators for additional advice and support when needed.
-  The Assessment Co-coordinator and Key Stage Leaders will evaluate the effectiveness of the curriculum in meeting the needs of the children on the special educational needs register.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER

Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers and ensuring all stakeholders agree, the pupil will be removed from the SEND register. Parents will be informed by writing and invited to meet with the SENDCO and class teacher.

SECTION 6 SUPPORTING CHILDREN AND FAMILIES

St Peter's will support pupils and their families by:

- ✚ Ensuring that parents and pupils know how to access the LA local offer
- ✚ Providing a link directly to the school's statutory requirement to provide a SEN Information Report
- ✚ Ensuring that families are provided with links with other agencies to support both the family and the pupil i.e. SENDIAS
- ✚ Ensuring that families are informed how to access information about admission arrangements
- ✚ Ensuring families are informed about access arrangements for tests
- ✚ Planning effective transition between phases and key stages. This includes meetings with Secondary provision involving pupils and parents in preparing for the move to High School
- ✚ Ensuring parents know how to access the policy for managing medical conditions of pupils
- ✚ Working alongside Chorley Sports Partnership to provide extra-curricular activities for children with SEND by providing the opportunity to participate in inclusion festivals.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS



At St Peter's we support and work with parents to support and manage children with medical needs where appropriate through the use of a care plan.

- ✚ Parents are responsible for supplying school with adequate information regarding a child's condition and prescribed or non-prescribed medication.
- ✚ Parents must fill in an '*Authorisation for the administration of medication by school*' form in order for school to administer children with ANY form of medication. This form clearly states what medicine/dosage the child is to receive and how often. This form is available from the Child and family support officer or the School bursar.
- ✚ It is the parent's responsibility to inform the Child and family support officer/School bursar when medication dosage is changed or no longer required. A new '*Authorisation for the administration of medication by school*' form will be completed.
- ✚ Two adults are present when medication is administered.
- ✚ A medication record is kept and signed daily by the adults present to show the medicine has been administered. These records will be kept for two years in a secure location within the school office which is locked.
- ✚ Parents must deliver medication to the office in a secure and labelled container as originally dispensed by the pharmacist/Doctor.
- ✚ Care plans are written by the School nurse or the relevant medical team.

-  Care plans are kept in relevant classrooms, office and by the SENDCO.
-  We share relevant information with staff involved with the child and using advice from parents and the involved professionals.
-  We will work with the school nurse to provide support for a pupil and is updated on any changes.
-  SENDCO contacts relevant professionals for any changes or updates.
-  Regular training is provided for staff by the relevant medical professionals including those already First Aid Trained.

SECTION 8: TRAINING AND RESOURCES



At St Peter's the governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCO.

-  The SENDCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
-  The SENDCO is currently half way through completing the NPQSL (National Professional Qualification for Senior Leaders) which she started in March 2024 and is due to complete in September 2025.
-  Subject coordinators will update their knowledge of Special Educational Needs in relation to their subject by attending training specific to their subject areas according to the needs of the School Improvement Plan.
-  Other teaching staff will be kept up to date informally by the Head/SENDCO and formally at staff meetings and training.
-  Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by regular training when an area of need is identified and through meetings.



Links

At St Peter's we have an excellent link with the county's Special schools and has the facility to liaise with colleagues there when needed for curriculum expertise.

-  This can assist with ensuring access to the curriculum for pupils, part time placements and use of shared resources.

- ✚ School has strong links with local nurseries and pre-schools and liaises with these regarding the transfer of SEND pupils as needed. Staff visit nurseries prior to children starting to ensure a smooth transition to school.

✚ High Schools

School arrange summer term reviews for all Year 6 children with EHCPs. Extra high school visits are often arranged for these pupils. The high school SENDCO and Head of Year 7 are invited to attend these reviews. For all other Year 6 SEND children, discussions take place between school and high school to ensure the appropriate provision can continue. All SEND files for these children are transferred to high schools at the end of the summer term.

SECTION 9: ACCESSIBILITY

At St. Peter's we encourage all pupils, whether they have special educational needs or not, to become fully involved in the full life of the school. Extracurricular clubs are open to all pupils. The school will make all reasonable adjustments to ensure that extracurricular activities are barrier free and do not exclude any pupils from participation.

- ✚ Swimming lessons are available to all pupils from year 2-6 for two weeks in the year when the swimming pool is on sight.
- ✚ Staff will endeavor to make all school trips inclusive for all pupils through advance planning and using accessible places.
- ✚ We aim to take all Year 6 children on a residential trip and will provide additional teaching assistant support for individual children as required.
- ✚ Assemblies are an integral part of school life. All pupils have access to the school hall and no pupils are excluded from assembly or worship. All pupils have the opportunity to take part in a class celebration assembly each academic year as well as poetry performances every half term.
- ✚ All pupils have the opportunity to take part in school productions.
- ✚ Staff will be proactive in ensuring that pupils with special educational needs are encouraged to volunteer and given the necessary advice and support to help them participate fully in all aspects of school life.
- ✚ All pupils in Year 5 are encouraged to volunteer to become a PAL (Playground Leader) on the infant playground on a fortnightly rota basis. The Playground PALS Scheme has been used successfully and proactively in recent years to help individual pupils on the special educational needs register to develop their social skills and self-esteem/self-confidence.
- ✚ Homework is expected from pupils in line with the school's Homework Policy. Opportunities are available to support pupils who need assistance - for example, teachers and support assistants will record homework in diaries.
- ✚ Subject to availability of places, all pupils are able to attend Breakfast Club and After School Club.

At St Peter's we ensure access for pupils or parents with disabilities. The school has disabled toilets in the infant and junior departments, additional hand rails, slow closing doors, ramps to most entrances and non-slip flooring in toilets for children with mobility difficulties.

Accessibility of information

Information is disseminated to parents in a variety of ways including:

-  School policies are available to view via the school website as well as hard copies on request
-  A weekly newsletter available via the school website or a hard copy is sent home to families that request it
-  Curriculum information is available on the school website
-  Group call is available to all parents to inform them of changes to activities or to provide updates on forthcoming events

Data protection



Education Health Care plans (EHC plans) and any personal documents/letters will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.



Equal opportunities

At Chorley St. Peter's, all children are provided with equal opportunities, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.



Home / School Links

At St Peter's we always encourage parents to be involved in meetings and discussions about their child's special educational needs provision.

- All parents are invited to discuss IEPs with class teachers on a termly basis. All parents of children with EHCPs are invited to discuss their children at an annual review arranged by the school.
- In addition to the above IEP and annual reviews, parents are invited to parents' evenings where they will have the opportunity to discuss their child's special educational needs provision.
- The needs and transition of new pupils with special educational needs are discussed and catered for as the need arises
- Parents are encouraged to assist SEND children to carry out any other work which may be useful relating to their child's IEP or EHCP targets.



Complaints

At St Peter's we aim to provide the best care and provision.

- Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will meet with the parent or carer to address the issue and decide on an appropriate course of action that all parties are satisfied with.
- If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty, parents should follow the school complaints procedure which is available on the school website.



The Governing Body

Regular termly reports are made to the Chair of Governors on the progress of SEND provision and to our governors.



Review

This policy will be reviewed and edited *annually or in light of any new legislation*.