



'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.  
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

# SEND POLICY

## Autumn 2023

***St. Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.***

**Written by: F. McKirgan September 2023**

**Date of next review: Autumn 2024**

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### 1. Aims

Our SEN policy aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- › This policy outlines the framework for St Peter’s to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities. St Peter’s therefore intends to work with the Shropshire Local Authority and within the following principles, which underpin this policy:
  - ›• The involvement of children, parents and young people in decision making.
  - ›• The identification of children and young people’s needs.
  - ›• Collaboration between education, health and social care services to provide support.
  - ›• High quality provision to meet the needs of children and young people with SEND.
  - ›• Greater choice and control for young people and parents over their support.
  - ›• Successful preparation for adulthood, including independent living and employment.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

### 2. Legislation and guidance

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

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

The funding agreement and articles of association can be found on the Empower Trust website.

### 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 Fay McKirgan who is contactable on [senco@st-peters.shropshire.sch.uk](mailto:senco@st-peters.shropshire.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, Adelaide Knight, 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, Sarah Kynaston, 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. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO 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.

## **6. Links with other policies and documents**

This policy links to the following documents:

- › Accessibility plan
- › Admissions Policy
- › Behaviour policy
- › Admissions Policy
- › Equal Opportunities Policy
- › Data Protection Policy
- › Child Protection and Safeguarding Policy
- › Complaints Policy and Procedures