



St Peter's C of E Junior School

A place for all to flourish

SEND Policy and Information Report

Last reviewed:	October 2025
Review frequency:	Annually
Date for review:	October 2026

Table of contents:

Vision.....	3
Section 1 – Policy Statement.....	3
1.1 Legislation and Guidance.....	4
1.2 Definitions.....	4
1.3 Core Principles.....	5
1.4 Responsibility for the coordination of provision	5
Section 2 – The SEND Information Report.....	7
2.1 The kinds of special educational needs for which provision is made at the school	7
2.2 Identifying pupils with SEND and assessing their needs.....	8
2.3 A Graduated Approach.....	8
2.4 Assessing and reviewing pupils progress towards outcomes.....	9
2.5 Consulting and involving pupils and parents.....	10
2.6 Referral for an Education, Health and Care Plans (EHC Plans).....	11
Section 3 - Arrangements for co-ordination SEND provision.....	12
3.1 Our approach to teaching pupils with SEND.....	13
3.2 Access to the curriculum, information and associated services.....	13
3.3 Inclusion of pupils with SEND.....	14
3.4 Supporting pupils moving between phases and preparing for adulthood.....	14
3.5 School Resources.....	14
Section 4 - Supporting pupils and families.....	14
4.1 Partnership with Parents/Carers.....	14
4.2 Specialist SEND provision.....	15
4.3 Contact details of support services for parents of pupils with SEND.....	16
4.4 Contact details for raising concerns.....	16
Section 5 – Accessibility.....	16
5.1 Access to opportunities available for all pupils.....	17
5.2 Support for emotional and social development.....	17
Section 6 - Monitoring and Evaluating SEND.....	17
6.1 Evaluating the effectiveness of SEN provision.....	17
6.2 CPD.....	18
Section 7 - Links with other policies and documents.....	18

Our Vision:

A place for all to flourish

Our Mission:

Our mission at St Peter's C of E Junior School is to empower and inspire a community of lifelong learners by providing an education of the head, heart and hands in order to change our world for the better.

Our Values:

	Aspiration	We have the highest of expectations and believe everyone can succeed.
	Kindness	We care and look after everyone in our school community.
	Contribution	We strive to make a positive contribution in making our community and world a better place.
	Enjoyment	We want everyone in our school to be happy, healthy and develop a love of learning.
	Resilience	We believe that by nurturing the skills and mindset needed to confidently tackle challenges and changes, with perseverance and optimism anything is possible.
	Growth	We aim for all individuals to flourish and develop fully the skills and interests that they possess.

Section 1 – Policy Statement

At St Peter's, inclusion is at the heart of everything we do. Our vision of being 'A place for all to flourish' inspires us to strive for great outcomes for every child. In this sense, our vision for children with special educational needs and disabilities is the same as for all of our pupils – that they achieve well, feel a strong sense of belonging and wellbeing and are able to contribute positively to the school community. In order for this to happen, our school is committed to providing a well-rounded education for all of our children – an education of the Head (academic excellence), Heart (character & wellbeing)

and Hands (making a difference) - enabling all pupils to make progress so that they achieve their best, become confident individuals and live life in all its fullness. We believe that this allows all of our pupils, including those with SEND, to flourish.

A part of this approach, we aim to support pupils to overcome barriers to learning and make special provisions to meet their individual needs. This policy describes the way we meet the needs of those children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

1.1 Legislation and Guidance:

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

The SEND Local Offer is a resource which is designed to support children and young people with SEN and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an EHC Plan and those who do not have a plan, but still experience some form of SEN. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1.2 Definitions

Definition of SEND

The SEND Code of Practice (2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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, maintained nursery schools, mainstream post-16 institutions or be relevant early years providers.

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

- communication and interaction
- cognition and learning
- social , emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. In practice, individual students often have needs that cut across all these areas and their needs may change over time.

1.3 Core Principles

At St Peter's, we recognise all learners as individuals, providing a tailored curriculum that supports, challenges and scaffolds learning experiences leading to outstanding progress of all pupils. At St Peter's, we adopt the following principles regarding successful inclusive education

- All pupils will be offered full access to a broad, balanced and relevant curriculum.
- All pupils should be given opportunities to reach their full potential educationally, emotionally and socially.
- All teachers are teachers of pupils with SEND. The education of these pupils is a whole school responsibility.
- All pupils with SEND should have their needs met.
- Pupils' SEND will usually be met in mainstream classes.
- Parents/carers and pupils' views will be included in decision making and planning

1.4 Responsibility for the coordination of SEND provision:

The SENCo

The SENCo is Hannah Roberts (hroberts@stpetersjunior.org.uk)

She 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor is Ruth Keen.

The SEN Governor will:

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

The Headteacher

The Headteacher is Michael Bradley.

The headteacher will:

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

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

1.5 SEND Provision:

Our school's currently offers additional or different provision for a range of needs including:

- Communication and interaction, for example, Autism and speech and language difficulties
- Cognition and learning, for example, Down Syndrome and dyslexia
- 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 and multiple learning difficulties

Section 2 - The SEND Information Report:

The aim of the Special Educational Needs Information Report is to set out how St Peter's Junior School will support and make provision for pupils with special educational needs and disabilities (SEND).

2.1 The kinds of special educational needs for which provision is made at the school

We refer to the term "Special Educational Needs" if a pupil:

- Has significantly greater difficulty in learning than the majority of pupil of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger's Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most pupils in school.

2.2 Identifying pupils with SEN and assessing their needs

Assessment is an ongoing core process throughout the school. It is a check that each pupil is making adequate progress against the National Expectations set for each year group from Year 3 through to Year 6.

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

In addition, we know a child may need additional support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion
- A pupil asks for help
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

If a pupil is not making the expected progress, then additional and different assessment tools may be required to determine the reasons why.

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.

The class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Ensure transition into school is well managed and accessible to the pupil and parents
- Identify and focus attention on action to support the child within the class, collaboratively with the adults working directly with the pupil
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Create a provision map/pupil passport, where necessary, to outline what support is required and how this will be implemented.
- Facilitate any involvement from outside professionals and liaise effectively with them, acting on advice.
- Plan and implement supportive interventions when deemed necessary including those for social, emotional and mental wellbeing.

The identification and assessment of the Special Educational Needs/Disabilities of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from Special Educational Needs/Disabilities.

2.3 A Graduated Approach to SEND Support



High Quality Teaching

All children are entitled to high quality teaching. This is also described as universal provision or quality first teaching. Within this some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. All teachers are able to make adaptations to classroom practice enabling children with SEND to learn inclusively and meaningfully, alongside their peers.

Targeted SEND provision

Some pupils receive additional SEND provision from well- trained staff: this is usually a specific, time limited, evidence-based intervention for pupils. There are a very small number of children who will continue to need support on a long-term basis to support their learning and development in one or more area.

Specialist SEND provision

For a few pupils their needs are so individual that they require a significant level of support or adaptation. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different to' provision is highly personalised and closely monitored. The class teachers retain responsibility and are clear how to develop learning and to encourage independence.

Some of these pupils may require an Education, Health and Care Needs Assessment to be carried out by their local authority which will determine whether or not they require an Education, Health and Care Plan (EHCP) to formalise their needs and the provision that they require.

The school may make referrals to request assessment and support from external specialists including an Educational Psychologist, Speech and Language Therapist, an Occupational Therapist, CHAND and other Health Services.

The SENDCo advises teaching and support staff on strategies and coordinates this support, ensuring that the advice from other professionals is utilised and incorporated into Learning Plans.

2.4 Assessing and reviewing pupils progress towards outcomes

Where it is determined that a pupil does have SEN, parents will be advised formally of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's observations, assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved. Their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement with parents.

Plan

Planning will involve consultation between the teacher, SENCo and parent(s)/carer(s) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

A support plan may be structured around the child. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies after parental permission has been obtained and may include referral to:

Inclusive Education Services, which include:

- Communication and Interaction Team
- Cognition and Learning Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service

Occupational Therapy Services

Speech and Language Services

Educational Welfare Officers

Healthy Families Team

Early Help and Family Services

Social Services

BeUNotts

Child & Adolescent Mental Health Service

2.5 Consulting and involving pupils and parents

At St Peter's, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible.

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
- Both parents and pupils know who to speak to in school if they require further support or advice

Notes of these early discussions will be added to the pupil's record and given to their parents.

The SENCo is readily available and welcomes regular communications with parents, building positive relationships to address concerns and work collaboratively to best meet the child's needs.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs.

This may result in an Education, Health and Care (EHC) plan being provided.

2.6 Referral for an Education, Health and Care Plans (EHC Plans)

When the needs of the child are not able to be fully met through the school's graduated response it may be necessary to request an Education, Health and Care assessment. This is a process of information gathering that allows an independent panel to assess whether the needs of the child require more specialist provision in order for the best possible outcomes in preparation for adulthood.

The SEND Code of Practice says EHC plans should:

- be based on decisions made openly, and with parents, children and young people
- describe what the child or young person can do
- be clear, concise, understandable and accessible
- consider how best to achieve the outcomes for the child or young person.

They must:

- take into account the evidence from the EHC needs assessment
- specify clear outcomes
- consider alternative ways of providing support if a parent or young person wishes it. This could include having a Personal Budget
- show how education, health and care provision will be co-ordinated
- be forward looking – for example, anticipating, planning and commissioning for important transition points in a child or young person's life
- describe how informal support as well as formal support from statutory agencies can help in achieving agreed outcomes

- have a review date
- EHC assessments can be requested by school, other professionals and/or parents.

Securing an EHC Plan requires a two-stage assessment process, within a set time frame. There is an appeals process that can be accessed by parents if the decision is not to their agreement.

EHC Plans are reviewed annually, with revisions made when necessary.

Further information about EHC Plans can found via the SEND Local Offer:

[Nottshelpyourself | Education, health and care \(EHC\) plan](#)

Section 3 - Arrangements for co-ordination of SEN provision

The SENCo will hold details of all SEN records for individual pupils.

All staff can access:

- The St Peter's C of E Junior School SEND and Inclusion Policy;
- A copy of the full SEND Register and monitoring register;
- Guidance on identification of SEN in the Code of Practice;
- Information on individual pupils' special educational needs, including support plans, targets set and copies of their funding requests (where applicable);
- Practical advice, teaching strategies, and information about types of SEN and disabilities;
- Information available through Nottinghamshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

3.1 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. Teaching and learning will be adapted for individual pupils.

We will also provide the following interventions:

- 1:1, 1:2 or small group Teacher or Teaching Assistant Support to enable individual pupils to integrate into whole class provision and progress through focused, personalised class based intervention.
- 1:1, 1:2 or small group Teacher or Teaching Assistant Support, which may involve small groups of children being withdrawn to work through as intervention such as 'Toe by Toe' and Precision Teaching.
- Different learning materials or specialist equipment to support adaptive teaching within whole class work.
- Nurture support either 1:1 (ELSA) or small group (Boxall, Forest School)
- Sensory circuits to support emotional regulation

3.2 Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is adapted and scaffolded where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, celebrating achievements at all levels.

All children requiring information in formats other than print have this provided. We will provide for all pupils according to their needs to ensure access to the curriculum. We provide alternatives to paper and pencil, recording where appropriate or providing access adult scribing. St Peter's uses a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

3.3 Inclusion of pupils with SEN D

The Head teacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is reviewed regularly to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, about individual pupils from external support Services.

3.4 Supporting pupils moving between phases and preparing for adulthood

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

St Peter's approach includes:

- Discussions and information sharing with the SENCo and relevant class teachers or Head of Year (at Key Stage 3)
- Transition booklets with photos and information
- Guided tour and transition day, additional transition days offered if deemed helpful
- Sharing of Frequently Asked Questions with parents/carers

3.5 School resources

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, adopted or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated Additional Family Needs (AFN) funding or High Level Needs (HLN) funding from the Local Authority

Section 4 - Supporting pupils and families

4.1 Partnership with Parents/Carers

- Staff and parents/carers work together to support pupils identified as having additional needs.
- Through our initial parents' evening arrangements, parents of pupils who have SEN are invited to a parent teacher discussion during the first half term of the new academic year to review how their child is progressing
- At review meetings with parents/carers we make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and all parents/carers should go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents/carers are always invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/carers after meetings
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request
- Workshops and other supportive resources are signposted to parents through our weekly Inform newsletter, we also run a fortnightly support group for parents of pupils with SEN
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request and the details of the SENCO are readily available
- Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

4.2 Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Teaching assistants and external agencies support pupils through a variety of small group programmes. This provision is mapped termly to indicate how we allocate resources to each year group.

In Nottinghamshire we follow the Pathway to Provision. The purpose of the Pathway to Provision handbook is to support practitioners to identify an individual child, young person and/or family's level of need and to enable the most appropriate referrals to access provision. There are 4 levels of threshold in the Pathway:

Level 1 – Universal Services

Level 2 – Child in need of Early Help Services

Level 3 – Child in need of Targeted Early Help Services

Level 4 – Child in need of Specialist Services (also the threshold for Social Care involvement)

Each level advises on appropriate agency referrals for the child's developmental need, Parent and Carer needs and Family and Environmental Factors.

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

- Schools Inclusive Services (SIS)
- Educational Psychology Services (EPS)
- Rushcliffe Social Emotional Health Team
- Children and Adolescent Mental Health Service (CAMHS)
- BeUNotts Mental Health Service
- Community Pediatricians
- Family Services
- Small Steps
- Health Related Education Team (HRET)
- Integrated Children's Disability Services (ICDS)
- Physical Disability Support Service (PDSS)
- Multi-Agency Safeguarding Hub (MASH)
- Fair Access Team

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

External services may become involved if a child continues to make little or no progress despite adaptations and interventions or has specific needs that require expertise knowledge. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

Services available to parents in our locality include:

- Neurodevelopmental Support Team (NST) 0300 500 80 80
- The Healthy Family Team: <https://www.nottinghamshirehealthcare.nhs.uk/healthy-familyteams>
- The Early Help Unit/Family Services: 0115 804 1248 or by email at early.help@secure.nottscg.gov.uk (from a secure email address) or early.help@nottscg.gov.uk
- The Integrated Children's Disability Service (ICDS): 0115 8041275 or at icds.duty@nottscg.gov.uk.

- The Nottinghamshire Safeguarding Body: Tel: 0300 500 80 90 Fax: 01623 483295
www.nottinghamshire.gov.uk/MASH email: mash.safeguarding@secure.nottscg.gov.uk
- CAMHS: 0115 854 2299 / 0115 844 0500

4.4 Contact details for raising concerns

If you have concerns that your child might have a Special Educational Need it is advisable to firstly speak to your child's class teacher. If your concerns remain or heighten then contact the school SENCO to arrange an appointment to meet or a discussion via phone.

Section 5 - Accessibility

St Peter's value pupils of different abilities and support their inclusion.

Within the school, staff and pupils will be involved constantly in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

5.1 Access to opportunities available for all pupils

The accessibility plan can be found on the school website

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 our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

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

We support pupils with disabilities by:

- Ensuring they have an equal right to admission and ensuring the school building is adapted to allow complete accessibility – ramps to entrance, wider doorways, lift to upper floor etc
- Promoting inclusion of all through our whole school ethos, assemblies and enrichment opportunities
- Providing disabled toilets and intimate care facilities
- Having a committed Diversity Defenders Team, a group of pupils led by a teaching assistant who ensure diversity in schools is celebrated and explored.

The PSHE curriculum includes issues of disability, difference and valuing diversity. We have a wide library of books that reflect the range of special educational needs issues and come from a disability equality perspective.

5.2 Support for emotional and social development

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

- Pupils with SEN are encouraged to be part of the St Peter's Parliament and other community groups, such as Diversity Defenders and Green Team
 - Pupils with SEN are often involved in our Boxall nurture groups or have regular ELSA sessions
 - Pupils with SEN are encouraged to join our wide range of lunchtime clubs to support social interactions
 - Pupils with SEN are often involved in or lead assemblies, for example about dyslexia and diversity
 - We have a thorough PSHE curriculum which considers the needs of pupils with additional needs
- We have a zero-tolerance approach to bullying.

Section 6 - Monitoring and Evaluating SEND

6.1 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
- Using pupil questionnaires
- Monitoring activities led by the SENCo including book talks
- Holding termly reviews for funded pupils
- Holding annual reviews for pupils with EHC plans

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 body.

6.2 CPD

The SENCo attends meetings and training to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided by the SENCo in staff meetings.

All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development in SEN and the management team will ensure tailor-made training where this is appropriate.

Section 7 - Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Anti-bullying Policy

- Equality information and objectives
- Supporting pupils with medical conditions
- The Safeguarding and Child Protection Policy
- Child on Child Abuse
- Attendance Policy

The school has a separate Medical Conditions Policy.

The SENCo maintains an up to date list of children with medical conditions. Pupils who require an Individual Health Care Plan will have one in place, which will be written through consultation with Parents/carers and shared on completion.