



St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

We are committed to providing a broad and balanced curriculum for all pupils. The National Curriculum is our main focus for planning to meet the specific needs of individuals and groups of pupils. Within planning, teachers will set suitable learning challenges and respond to pupils' needs. A minority of pupils have particular difficulties that could create barriers to learning. We aim to break down these barriers to learning and take into account the different learning styles and needs of the pupils. We are a school where every child is encouraged to reach their full potential.

Pupils who have difficulties in the following areas may have Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Sensory and / or Physical
- Social, Emotional and Mental Health

Provision which is different from or additional to that normally found in the classroom may be made for these pupils.

Teachers will make provision where necessary and change teaching styles as appropriate to support either individuals or groups of pupils. This will enable the pupils to participate effectively in all curriculum activities.

Pupils may have SEND throughout, or at any time during, their school career. Curriculum planning for pupils with SEND must take account of the type and extent of the difficulty experienced by the pupil.

Principles

Our approach to meeting the diversity of needs is based on a range of approaches and strategies.

We aim to:

- adapt to meet the needs of the pupil, rather than to make the pupil fit our practice
- make changes to enable the pupil to access the curriculum and all aspects of school life, but not to make unnecessary changes which might make them stand apart from their mainstream peers
- offer access to mainstream experiences appropriate to the pupil's needs
- inform and communicate between schools so as to ensure that the pupil's needs continue to be met as accurately as possible as they transition through different key stages
- assist and support staff in delivering the curriculum to pupils with SEND
- carry out ongoing pupil assessment in order to deliver the advantages of early intervention to give the pupils the best possible start in education as well as providing a direction for future interventions
- support parents in meeting the needs of their child, so enhancing their child's development
- offer equality of opportunity by providing a service which best meets the needs of individual pupils

Date Ratified: 15 May 2025

Review Date: Summer 2026

- provide an opportunity for all pupils to participate in activities wherever it is appropriate

Responsibilities

- The Full Governing Body appoint a SEND Governor who will meet with the SENCO termly and with the Raising Standards & Curriculum Committee at least annually to ensure that we follow the code of practice for SEND provision and evaluate the success of the SEND policy.
- The responsible person for SEND is the Headteacher who appoints the SEND Co-ordinator (SENCO).
- The SENCO's job is to determine the development of the SEND policy and provision in the school, co-ordination of specific provision made to support individual pupils with SEND, to report to the SEND Governor and to provide professional guidance to colleagues, parents and outside agencies.
- The specific detailed roles and responsibilities of the responsible person, the SEND Governor and the SENCO will be provided in the annual SEND Information Report.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Children are supported in meeting small step targets through their SEN Learning Journeys, and adaptations are made to outcomes in all areas of the curriculum.
- Governors will ensure that the SENCO is suitably qualified or registered on the SENCO accreditation programme.
- The governing body will ensure that a SEND Information Report is published by 1 September annually on the school's website.
- Governors will ensure that the school is fulfilling its responsibilities as outlined under the Children and Families Act 2014 (SEND reforms).