

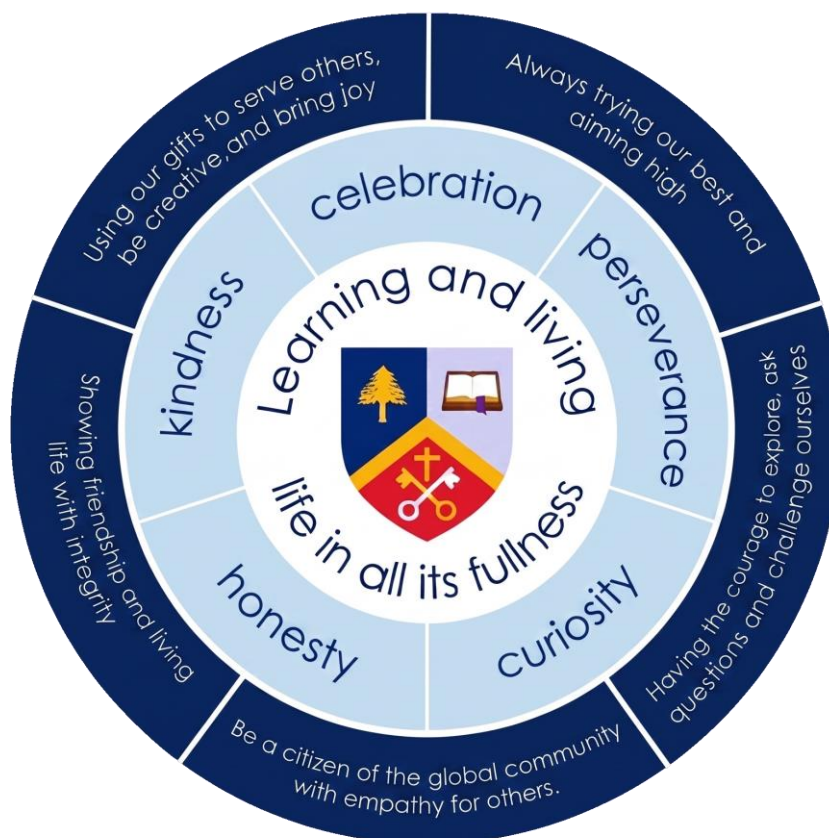


St Peter's CE Junior School

Learning and living life in all its fullness

SEND POLICY

Summer 2026



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Revised/Written by:	SENCO
Approved/Ratified by Governing Body	May 2026
Date for Review	Summer 2027
Status	Statutory

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

At St Peter's we are committed to providing a broad, balanced and inclusive curriculum for all children. We aim to ensure that every child achieves their full potential by removing barriers to learning and participation. We provide high-quality adaptive teaching, identify SEN early and work in partnership with families and external agencies. We are a school where every child is encouraged to reach their full potential.

A child is defined as having SEN if they have a learning difficulty or disability which requires special educational provision to be made for them that is different from or additional to the high-quality adaptive teaching experienced by the majority of their peers.

Special Educational Needs usually fall under one or more of these four areas:

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

High-quality, adaptive teaching is the first step in responding to children with SEND. Teachers are responsible for ensuring that teaching is inclusive and responsive, reducing the need for additional intervention. They are accountable for the progress and development of all children in their class, including those who receive additional support from learning support assistants or specialist staff. Children may have SEND throughout, or at any time during, their school career. Curriculum planning for children with SEND must take account of the type and extent of the difficulty experienced by the child **at that time during their education**.

Principles:

Our approach to meeting the diverse needs of children is rooted in inclusive practice, high expectations, and a range of evidence-informed strategies.

We aim to:

- Adapt teaching to meet the needs of the pupil, rather than expecting the child to fit the system, through high-quality, adaptive teaching
- Remove barriers to learning and participation, enabling pupils to access the curriculum and all aspects of school life, without creating unnecessary differences from their peers
- Promote inclusion by providing access to mainstream experiences, appropriately matched to individual needs
- Ensure effective communication between settings, supporting smooth transitions and continuity of provision across key stages
- Support and develop staff expertise in delivering inclusive practice and meeting the needs of pupils with SEND

- Use ongoing assessment to inform early identification and intervention, ensuring children receive timely, targeted support
- Work in partnership with parents and carers, recognising their vital role in supporting their child's development
- Promote equality of opportunity, ensuring provision is responsive to the needs of each individual child
- Enable all children to participate fully in school life, including wider opportunities, where appropriate

Responsibilities:

- The **Governing Body** appoints a **SEND Governor**, who meets with the SENCO on a half-termly basis and reports to the Raising Standards and Curriculum Committee at least annually. This ensures that the school is meeting its duties under the SEND Code of Practice and that the effectiveness of SEND provision is rigorously monitored and evaluated.
- The **Headteacher** is the named person with overall responsibility for SEND and appoints the Special Educational Needs Coordinator (SENCO).
- The **SENCO** is responsible for:
 - Leading the strategic development of the SEND policy and provision across the school
 - Coordinating specific provision for pupils with SEND
 - Maintaining the SEND register and overseeing the graduated approach
 - Liaising with staff, parents and external agencies
 - Reporting to the SEND Governor and senior leadership team
 - Providing professional guidance and support to colleagues
- Further detail regarding the roles and responsibilities of the Headteacher, SENCO and SEND Governor is outlined in the school's annual SEND Information Report, published on the school website.
- **Class teachers** are responsible and accountable for the progress and development of all children in their class, including those who access support from teaching assistants or specialist staff.

They:

- Deliver high-quality, adaptive teaching
 - Set and review appropriately ambitious outcomes
 - Monitor progress through ongoing assessment
 - Work in partnership with support staff to deliver effective provision
 - Communicate with parents and meet regularly with them
 - Ensure children are supported to meet small-step targets through their individual targets (SEN Learning Journeys), with adaptations made across the curriculum to ensure access and progress.
- The **Governing Body** ensures that the SENCO is appropriately qualified, or is working towards the National Award for SEN Coordination, in line with statutory requirements.
- The **Governing Body** ensures that a SEN Information Report is published annually (by 1 September) on the school website, in accordance with the SEN Regulations 2014.
- The **Governing Body** ensures that the school fulfils its duties under the Children and Families Act 2014 and the Equality Act 2010, including making reasonable adjustments and promoting inclusive practice.

