Let your light shine before others, so they see your good works and give glory to God

Matthew 5 v.16

Special Educational Needs and Disabilities (SEND) Policy

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Rooted in Christian faith, which underpins the school's ethos, we seek to enable all pupils to develop their full academic potential; discover skills and talents in art, music, sport and drama; and grow in spiritual awareness and moral character. By striving for excellence within an inclusive environment, enabling every child to develop their gifts and flourish, we seek to shine as a community, so our achievements give glory to God.

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1. Aims and objectives

Our Ethos

At St. Peter's, we are committed to giving all our pupils every opportunity to achieve their best. Achievement, attitude, and inclusion are the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities (SEND). We respect and value the unique contribution that each individual makes to our school community.

Aim

Our special educational needs and disabilities (SEND) policy aims to:

Ensure that all pupils, regardless of their particular needs, receive inclusive teaching that enables them to make the best possible progress and feel valued as members of the wider school community. We expect all pupils with SEND to meet or exceed the high expectations we set for them, in line with national standards and based on their age and starting points. We are dedicated to providing pupils with the necessary support to access a broad and balanced curriculum. By working in partnership with families, our aim is to help pupils become confident individuals who are prepared for a successful transition to the next phase of their education.

Objectives

- To establish a clear process for identifying, assessing, planning, providing, and reviewing support for SEND pupils, with pupils and their parents/carers at the centre.
- To develop effective, whole-school provision management for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND, ensuring our practice aligns with the guidance set out in the SEND Code of Practice (2015).
- To communicate with and involve pupils with SEND and their parents or carers in discussions and decisions about support and provision.
- To ensure the SEND policy is consistently understood and implemented by all staff.
- To ensure our school fully complies with national legislation and guidance regarding pupils with SEND.
- To provide pupils with SEND access to all aspects of school life, enabling them to engage in activities alongside pupils without SEND.
- To support pupils with SEND in fulfilling their aspirations and achieving their best, ensuring they become confident individuals leading fulfilling lives.

2. Vision and values

We ensure that our school's arrangements for pupils with SEND adhere to the school's vision:

Rooted in Christian faith, which underpins the school's ethos, we seek to enable all pupils to develop their full academic potential; discover skills and talents in art, music, sport and drama; and grow in spiritual awareness and moral character. By striving for excellence within an inclusive environment, enabling every child to develop their gifts and flourish, we seek to shine as a community, so our achievements give glory to God.

St Peter's is a mainstream school. We believe that:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Our teaching and learning approach aims to provide pupils with a broad, balanced, and challenging curriculum. It is carefully planned and sequenced so that new knowledge and skills build on what has been previously taught, with clear end points and intended outcomes.

We continuously develop and adapt our curriculum to ensure that all children can succeed. It is based on the National Curriculum and is tailored to meet the specific needs of individuals and groups of pupils through three key principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning strengths and needs
- Overcoming the potential barriers to learning and assessment for individuals and groups of pupils

At St Peter's, we have experience of providing for most frequently occurring special educational needs such as Specific Learning Difficulties, speech, language and communication needs, Autism, and social, emotional and mental health difficulties (which may be observed as challenging behaviour). There are other kinds of special educational need which do not occur as frequently but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) who have the following kinds of need: Autistic Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Difficulties, Developmental Trauma Disorder, Communication and Interaction Needs, Medical Needs, and Sensory and Physical Needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority following consultation with the school.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

3. Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	DESCRIPTION
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Autistic pupils often fall into the category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	DESCRIPTION
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health challenges such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability or difference that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment • Sensory processing differences These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

Our SENDCO and Inclusion Lead is Miss Emily Cook. She has four years of experience in this role and has been a teacher at the school for eight years, now entering her nineth. She achieved the National Award in Special Educational Needs Co-ordination from UCL in July 2022. She can be contacted via the school's communication system: communication@stpetersce.lbhf.sch.uk.

The SENDCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Martin Miller.

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC Needs Assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Class teachers plan for and monitor the progress of all pupils regularly to review their progress. We also use a range of assessments for all pupils at various points throughout the school: EYFS baseline assessments, Year 1 phonics check, Standard Assessment Tests (SATs) in Year 6, and the Year 4 Multiplication Tables Check (MTC). In addition, each term, teachers conduct formative and summative assessments. Pupil progress is discussed with the Senior Leadership Team in Pupil Progress Meetings which are conducted three times a year.

Early identification and intervention underpin our approach to identifying those pupils who need additional support. This is often put in place even if a special educational need has not been identified. This extra support aims to enable pupils to make the necessary progress so that they are achieving in line with their peers. Examples of extra support are: small group teaching; fine motor skills activities, sensory diet input, visual timetables, social skills groups and additional Teaching Assistant support in class.

Despite high-quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and needs are identified and used to develop an

appropriate individualised intervention programme using the ‘assess, plan, do, review,’ process (Graduated Approach). In many cases, these underlying needs often explain inadequate progress or behaviour challenges. At times, it may be necessary to consult with outside agencies, such as a Speech and Language Therapy Service or an Education Psychologist. Referrals to these agencies or professionals are undertaken by the SENDCO with parental consent and in consultation with the class teacher.

The purpose of this more detailed assessment and review, with other professionals, is to understand what additional resources and different approaches are required to enable the pupil to make improved progress. These will be shared with parents, put onto a provision map and reviewed regularly, and refined/revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources they will not be identified with special educational needs.

We ensure that all members of staff, who work with the pupil, are aware of the support to be provided and the teaching approaches to be used. Pupils receiving extra support due to a special educational need will have regular monitoring to assess the impact of any adjustment or intervention. Classroom staff develop and review the provisions so that progress can be accurately monitored.

The SENDCO is also able to signpost families to other outside agencies or support networks that may be able to offer assistance through courses and information sessions.

8.2 Consulting and involving pupils and parents

All parents of pupils at St Peter’s are invited to discuss the progress of their children on a number of occasions during the year. Parents are invited to meet their teacher twice during the school year. For those parents of children on the SEND register, if requested, additional time would be allocated for these meetings in order to fully discuss the provision made for the children and invite parent feedback. This may be with the class teacher and/or SENDCo. Parents of pupils with EHCPs are invited in for their annual reviews. All pupils receive a written report once a year.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupils has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us address these needs more effectively. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made.

Parents of pupils with an EHCP will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil’s class teacher and the SENDCO will carry out a clear analysis of the pupil’s needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff working with the pupil will be made aware of the pupil's needs, the desired outcomes, the support provided, and any necessary teaching strategies or approaches. This information will be recorded in our management information system, SIMS, and made accessible to staff through a pupil passport, whole-class provision map, SEND support plan, or individual education plan (IEP), depending on the level of support required. For example, pupils with an Education, Health and Care Plan (EHCP) will have an individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

Reasonable adjustments

"The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that the school provides for pupils." (Equality and Human Rights Commission 2015)

As well as reasonable adjustments, such as adaptations to curriculum being made in the classroom environment, all clubs, trips and activities offered to pupils at St Peter's are also available to pupils with SEND. For some pupils this means that 'reasonable adjustments' may need to be made so that they can fully and safely access these clubs, trips and activities. This is always done in partnership with families and carers. This can include liaising with outside providers, providing extra staff on school journeys and putting additional planning in place.

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where a pupil's needs cannot be fully met using in-house expertise, staff will consider involving external specialists as early as possible.

Provision for these pupils is funded through the school's notional SEND budget.

On the school census, these pupils will be recorded under the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

The school has a responsibility to:

- Consider reasonable adjustments up to four weeks before an internal or external school event/trip/activity, ensuring they anticipate the need for these.
- Propose reasonable adjustments to the parent based on the physical and emotional needs of the child, working with the parent to agree the best way forward.
- Explain the reasons and propose alternative reasonable adjustments where the parent makes specific requests that the school does not agree to.
- Respond within five working days to any specific request for adjustments emailed to the SENDCo.

The parents have a responsibility to:

- Work constructively with the school to mutually agree reasonable adjustments, being aware that the school has to balance the needs of the wider school too.
- Where unhappy with the reasonable adjustments proposed, outline the reasons for this in writing to the Head Teacher suggesting other possible adjustments for the school to consider.
- The school's decision concerning any proposed reasonable adjustments will amount to a final decision in the first instance – the parent retains the right to appeal or challenge the school's decision by contacting the appropriate external body/organisation.

8.5 Evaluating the effectiveness of SEND provision

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents, external professionals and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made from the pupil's starting point.

The SEND Code of Practice (2015) describes less than expected progress given age and individual circumstances as being characterised as progress which:

- 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
- Widen the attainment gap

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress through class provision maps, SEND support plans, and individual education plans (IEPs)
- Monitoring pupils' progress using the school's assessment programme (Sonar) or the Cherry Blossom Framework, a flexible system for children with learning differences and disabilities, via Tapestry

- Conducting the review stage of the graduated approach in each cycle of SEND support (termly)
- Utilising pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with Education, Health, and Care (EHC) plans
- Gathering feedback from both the pupil and their parents

In addition to this, pupils with special education needs may have additional and more detailed assessments to inform targets and to measure small steps of progress. We feel it is essential to acknowledge progress made in other areas of a child's development such as emotional regulation and improved interaction with peers.

If these assessments do not show adequate progress is being made, the plan of support and planned outcomes will be reviewed and adjusted.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The school access a range of training opportunities from the Local Authority Services, including:

- Educational Psychology service
- Speech and Language therapists
- Occupational therapists
- Physiotherapists
- INSPIRE Team
- West London Speech and Language Therapy
- Mental Health First Aid England

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- West London Speech and Language Therapy Service
- CLCH NHS Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- OAT Outreach
- Inclusion and Specialist Intervention Outreach Service (INSPIRE)
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

The Governing Body is committed to equal opportunities for all candidates including the disabled. Reasonable adjustments are made under the Equality Act (2010) to accommodate the needs of children with any disability. Children who have Education, Health and Care Plans that name the school under the terms of the Education Act 1996 will be admitted to the school under a different admissions procedure through their home Local Authority.

Exceptional social or medical needs of the child, of which a professional assessment has been provided with the application form, will be considered as stated in Part One of the oversubscription criteria.

Arrangements for when the school is oversubscribed.

- Governors will admit any children offered a place at St Peter's through the separate process which admits those with Education, Health and Care Plans, which specifically name the school.
- The Governors will give the highest priority to Looked After Children, including those previously Looked After.

For further details, please see the school's Admission Policy here.

11.2 Accessibility arrangements

We are fully committed to establishing equality for all children, their parents, staff and other users of the school. We treat all children as individuals, including those with disabilities. We ensure we have an up-to-date Accessibility Policy that adheres to requirements of schedule 10 of the Equality Act 2010, Special Educational Needs and Disability (SEND) Code of Practice and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

We focus on the following areas to effectively support children with disabilities:

- Increasing access to the curriculum for pupils with disabilities.

Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. Additionally, we utilise technology such as left-handed keyboards, headphones, iPads, laptops, and voice-to-text software. Many staff members have received Makaton to further support our children with communication differences.

- Improving the school environment to enable those with disabilities to better benefit from the educational offerings and associated services.

This covers improvements to the physical environment of the school and physical aids to access education. For example, specialist seating system, minimising sensory information, dimming lights, adjusting door handles, etc.

- Enhancing the availability of accessible information for people with disabilities.

Examples may include handouts, visuals timetables, social stories, textbooks, and information about the school and its events. This information should be made available in various preferred formats and within a reasonable timeframe.

We carry out consultation with pupils, parents, teaching professionals and health agencies as required according to the individual circumstances of the child. Individual discussions are also carried out with parents with disabilities at their request. The views of parents are sought at annual review meetings and the SENDCo frequently liaises with parents in less formal meetings across the year.

The school's Accessibility Plan is readily available on the school's website which you can access here.

12. Complaints about SEND provision

Complaints about SEND provision in our school should be made to your child's class teacher and the school's SENDCO in the first instance. They will then try to address your concerns. If further assistance is needed, contact Miss Frazer, the Headteacher of the school.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. The school's complaint policy can be accessed here.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The current provider for SEND mediation services in Hammersmith & Fulham is KIDS SEND Mediation Service.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Miss Emily Cook (SENDCO) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEND information report

- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Admissions policy