ST PETER'S
PREPARATORY SCHOOL

Special Educational Needs and Disability (SEND) Policy

Updated on 4th October 2026
by Emma Wilson and Ben Fuller
(Heads of Learning Success)

Approved by Head: Charlotte P Johnston.

Date: 5th October 2026

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Context	
This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to; • The SEND Code of Practice: 0 to 25 years, July 2014 • Part 3 of the Children and Families Act 2014 and associated regulations	
Board of reference member responsible for SEN:	Jemima Stilgoe
Headteacher:	Charlotte Johnston
Head of Learning Success:	Emma Wilson Ben Fuller
SENCo Qualifications:	Emma Wilson: Bachelor of Education (Hons); National Award for SEN Coordination Ben Fuller: Bachelor of Education (Hons); National Professional Qualification for SEN Coordination
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This policy will be reviewed annually. Last reviewed 04 October 2026	

This policy is in line with our Teaching and Learning Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head; the day-to-day operation of the policy is the responsibility of the Head of Learning Success. The Head and the Head of Learning Success will work together closely to ensure that this policy is working effectively.

High quality teaching is that which meets the needs of all pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

St Peter's School will ensure that reasonable adjustments are made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs and/or disabilities to allow pupils with SEND to fully access the curriculum and extra-curricular activities of the school..

The staff and Board of Reference at St Peter's School will also work to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, Children's Services and all other agencies.

School Admissions

St Peter's will consider admission of all pupils regardless of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision and a place will be offered if we feel the school can effectively meet the needs of the individual child. A place cannot be offered if admission of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of St Peter's School is guided by provisions from the Children and Families Act 2014, and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015). The aims of this Special Educational Needs Policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met;
- To enable pupils with SEND to have their needs met through reasonable adjustments;
- To take into account the views of the pupils with SEND;
- To encourage good communication and genuine partnerships with parents/carers of children with SEND;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage; the National Curriculum and St Peter's Baccalaureate, for pupils with SEND;
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions, and to have regard to statutory guidance supporting pupils at school with medical conditions;
- In conjunction with the Attendance Policy, make arrangements to support children with Emotionally-based School Non-Attendance (EBSNA), and to have regard to statutory guidance;
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;
- Develop a culture of inclusion and belonging, valuing high quality teaching for all learners;
- Employ a collaborative approach with pupils with SEND, their families, staff within school, other external agencies including those from Health and Social Care;
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- Share expertise and good practice across the school;
- Make efficient and effective use of school resources;
- Have regard to the SEND Code of Practice (2015) for the identification, assessment, support and review of special educational needs;
- Consider guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs and Disability

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. St Peter's School regards pupils as having a Special Educational Need if they:

a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
b) Have 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 or mainstream post-16 institutions;
c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

St Peter's School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2015, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of, other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Social, Emotional and Mental Health Difficulties can include:

- ADD
- ADHD
- Attachment Disorder
- Anxiety

Communication and Interaction needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs can include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs:

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs can include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate provision within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher, who is required to provide high quality teaching and learning opportunities to meet the needs of all pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the Head of Learning Success to assess if a pupil has a significant learning difficulty and agree appropriate support. These assessments may be done through classroom/playtime observations, SEND indicator tools or other assessment tools done 1:1 with the child.

In some cases it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional needs expressed through behaviours which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriately planned curriculum.

- Expresses unmet needs through behaviours which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

A diagnosis or external service involvement does not automatically mean that a child is added to the SEND register. The rationale for addition to SEND register is about how much targeted support is required for the child's need to be met. Children with a diagnosis of need or external services involved will be on the SEND monitoring list as universal provision has been implemented and will be continually monitored by the class teacher and SENDCo. Where it is determined that a pupil does require targeted support, parents will be formally consulted on this and the child will be added to the SEND register.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective reasonable adjustments for special educational provision in place. This **TargetedSupport** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the Graduated Response- assess, plan, do, review.**

Graduated Response

Assess	• In identifying a pupil as needing **targeted support** the class teacher, working with the Head of Learning Success, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. • The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. This will be recorded on the Provision Map. • This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and addressed so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention. Upon an area of need being identified, teachers will add details to the Provision Map which will outline the ongoing support within the classroom.
Plan	• Parents/carers, with their child, may meet with the class teacher and the Head of Learning Success to decide on the interventions and support to be put in place as well as the expected impact on progress and development.This will be recorded on an Individual Learning Plan (ILP). • The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required. • The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. The individual plan will usually involve a contribution by pupils and parents/carers to reinforce learning at home. • Where appropriate, the ILP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
Do	• The class teacher remains responsible for working with the pupil on a daily basis and 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 Head of Learning Success will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. •
Revi	• There will be a review of the ILP at least termly. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

e w	• Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review. • Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review. • This review feeds back into the analysis of the pupil's needs, then the class teacher, working with the Head of Learning Success, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil. • Where there is a sustained period of insufficient or no progress, the school, or parents, may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring TargetedSupport. At this point, through discussion and agreement with parents/carers the pupil will be placed on the monitoring list.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the graduated approach will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate and will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review, ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

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 that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At St Peter's School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child;
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- Understand procedures and documentation;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with TargetedSupport will have the opportunity to meet with the Head of Learning Success at least three times a year. Mr Fuller and Mrs Wilson are happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Devon Information Advice and Support (DIAS). They are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has an appointed member of staff for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school works with many external agencies and any queries about that should be directed to the Learning Success team.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year, provision is mapped to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- The Head of Learning Success and MMT/SLT members, provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
- All staff have regular CPD meetings. The progress of all pupils, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching Assistants are engaged in an ongoing training whereby the role of the Teaching Assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Head and Head of Learning Success, all members of staff have important responsibilities.

Head:

The Head has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and/or disability. The Head will work closely with the Head of Learning Success.

Head of Learning Success:

In collaboration with the Head, SLT and MMT, the Head of Learning Success determines the strategic development of the SEND Policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The Head of Learning Success takes day-to-day responsibility for the operation of the SEND Policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The Head of Learning Success provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs and/or disability.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Head of Learning Success develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The Head of Learning Success liaises and collaborates with class teachers, so that learning for all children is given equal priority.

The principle responsibilities for the Head of Learning Success include:

- Overseeing the day-to-day operation of the SEND Policy;
- Coordinating provision for pupils with SEND and reporting on progress ;
- Advising on the graduated approach to providing Targeted Support – Assess, Plan, Do, Review;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Monitoring relevant SEND CPD for all staff;
- Overseeing the records of all children with special educational needs and/or disability and ensuring they are up to date;
- Liaising with parents/carers of children with special educational needs and/or disability;
- Contributing to the in-service training of staff;
- Being a point of contact with external agencies, especially the local authority and its support services;

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- Monitoring the impact of interventions provided for pupils with SEND;
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class and subject teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class and subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the Head of Learning Success to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching Assistants will liaise with the class teacher and Head of Learning Success on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way using set paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the schools Medical Policy for further details***.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. The school is not fully accessible for wheelchair users as the school is set across different levels. St Peter's School works hard to develop their accessibility and will work with parents as closely as possible to make reasonable adjustments where physically possible. See the School Accessibility Plan

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)
Please see the School Data Protection policy for further details

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

Revision History

Revision History		
Date Revised	**Changes**	**Reviewed By**
w/b 28.09.2026	- Addition of Ben Fuller to the Heads of Learning Success and the new shared email address. - Use of EBSNA rather School Avoidance throughout document - Further details added in the SEND identification section about how we assess a child's ability in different areas. - Clarification added about rationale for addition to the SEND register and that a diagnosis does not equate to addition to our register. - Change of terminology from SEND support to targeted support. - Change of terminology from provision map to Individual Learning Plan. - Deletion of repetition in the Plan and Do sections of our graduated response. - Deletion of a programme being offered to staff where they sign up to sessions. CPD is offered on a regular basis through INSET training. - Addition of class and subject teachers being responsible for delivery of provision to reflect that our children have more than their class teacher/tutor for several lessons.	**Ben Fuller/Emma Wilson**