

# Robert Peel Primary School

## SEND & Provision Policy



Date policy last reviewed:

September 2025

Signed by:

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Headteacher  
Chair  
of  
Governors

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

Last updated: September 2025

## **Introduction**

Robert Peel Primary School's SEND and Provision Policy outlines our commitment to support for the needs of all children and young people with a special educational need and/or disability and their families, in accordance with the SEND Code of Practice 2015. The Equality Act 2010 and the Children and Families Act 2014.

Robert Peel Primary School has a named SENDco who has the government's SENDco qualification, a named SEND Manager, and a named governor responsible for SEND.

- Mr M James is the SENDco. He can be contacted via: Telephone: 01767 681185
- Mrs N Taylor is the SEND Manager, she can be contacted via: Telephone: 01767 681185 or E-mail: [SENDco@robertpeel.beds.sch.uk](mailto:SENDco@robertpeel.beds.sch.uk)
- Mr N Aldis is the named Governor responsible for SEND.

## **School Vision**

At Robert Peel Primary School our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

## **Aims of the Policy**

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parent's/carer's and pupil's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil's needs, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions to have inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum regardless of abilities and capabilities and that this work will be differentiated according to the needs of the child in order to provide maximum access to the foundation stage and national curriculums.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.
- To ensure that every child feels valued regardless of ability.

- To identify, assess and support children who need special consideration to support their physical, sensory, social, emotional, communication and cognitive development.
- To provide appropriate programmes of work and resources to support a child's development and enable them to develop to their full potential.
- Regularly monitor, review and evaluate programmes of work.
- To involve the child in the development of the provision to meet their individual needs.
- To ensure all staff are following the provision stated in Education, Health and Care plans.

### **Definition of Special Educational Needs**

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them (Code of Practice, 2015).

A children or young person has a learning difficulty or disability if they:

- Have a disability which prevents or hinders them from making use of educational facilities which are provided for children or young people of the same age in a mainstream school (Code of Practice, 2015).
- Have a significantly greater difficulty in learning than others of the same age (Code of Practice, 2015).

### **Equal Opportunities & Inclusion**

At Robert Peel we ensure that we meet the needs of all children and young people, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi- ethnic society (Equality Act 2010).

### **Identification & Assessment**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting, and the Class Teacher and SENDco and SEND Manager will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

In addition to this, some children may show signs of needing additional support as they progress through the school. When any concern is initially noticed it is the responsibility of the Class Teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted, after this the child may be added to the schools SEND register with parental permission.

The Class Teacher after discussion with the SENDco and SEND Manager will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the Class Teacher and teaching, learning practitioners and LSA's within the class, and reviewed formally with the SENDco or SEND Manager, parents and child.

The identification and assessment of the special educational needs 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.

The SENDco/SEND Manager will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **Responsibilities**

The Governing Body, the school's Head-teacher, the SENDco, SEND Manager and all other members of staff, particularly Class Teachers and Teaching and Learning Practitioners and Learning Support Assistants, have important day-to-day responsibilities.

The Governing Body's responsibilities include:

- Challenging the school to secure necessary provision for any pupil identified as have special educational needs.
- Hold monitoring meetings with SEND leaders on an annual basis.
- Holding school leaders to account in regard to the progress SEND children are making.
- Ensuring that funds and resources are used effectively.
- Ensuring that children with special educational needs will be admitted to the school in line with the agreed admission's policy.
- Reviewing this policy annually.

The Special Educational Needs and Disability Co-ordinator's (SENDco) and SEND Manager responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Contributing to the in-service training of staff.
- Liaising with local pre-schools to support children transferring to nursery/reception.
- Liaising with local Secondary Schools so that support is provided for Year 6 pupils as they prepare to transfer.
- Liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.
- Purchase and ensure suitable resources are available.
- Monitoring of the SEND register.
- Monitoring of the SEND support plans.
- Making sure EHCP annual reviews are undertaken.

The Class Teacher responsibilities include:

- Organising and putting into place provision and strategies in the class-room.
- Using assessment to inform the next stage of learning.
- Differentiate work appropriately.
- To complete and review SEND support plans.
- To work in partnership with the SEND Manager, SENDco, Teaching and Learning Practitioners and Learning Support Assistants.
- To provide evidence for statutory assessments, referrals to outside agencies and for EHCP annual reviews.
- To address any concerns initially and to take steps to address the issue.

- being the first point of call in regards to queries from parents.
- Be reactive/responsive to advice from the SENDco, SEND Manager and outside professionals.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The majority of children with SEND at Robert Peel will be assessed using the school's assessment system (see Assessment Policy). However, there is a minority children who are working at a level significantly below their peers who will be assessed against the A2E assessment Framework that tracks small steps in a child's learning.

In order to help children with special educational needs, Robert Peel will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of assess,plan,do,review cycles, SEND support plans and provision maps. The SENDco and SEND Manager will have the responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment, we will provide the LA with a record of our work with the child to date.

### **The SEND Register**

A child or young person may be added into the SEND register due to them:

- Making little or no progress, even when ordinarily available quality first teaching approaches are targeted particularly in a child's identified area of weakness.
- Showing signs of difficulty in cognition and learning.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- 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.
- Has social difficulties, and continues to make little or no progress.
- Has a medical condition.
- Has a condition/diagnosis under the four areas of need outlined in the SEND Code of Practice (2015) – Communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

The SEND Register identifies two stages. The stages are:

- **Stage K** – This stage means the child requires provision beyond ordinarily available quality first teaching approaches. At this point, the child will be placed on a SEND support plan.
- **Stage E** – This stage means the child has an Education, Health and Care Plan and requires provision beyond the level of Stage K.

For a child or young person to be added or taken off the SEND register; the parents have to give their permission.

The SEND register is regularly reviewed by the SENDco and SEND Manager, in discussion with the class teacher.

## **Partnership with Parents**

Working with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents and children with SEND will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with SEND often have unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and the school has regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the school SENDco and SEND manager through a school e-mail address and phone number.

## **Access to the Curriculum & Intervention**

All children and young people have an entitlement to a broad and balance curriculum, which is differentiated to enable them to achieve their full potential.

The SENDco/SEND Manager and Class Teacher will decide in partnership on what provision is needed to support the child's progress. The Class Teacher will be responsible for working with the child on a daily basis and ensuring delivery of any provision in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Robert Peel recognises that high quality teaching is the most significant factor in ensuring that all children, including those with SEND, make good progress. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions and staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. However there are times when, to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.

These interventions may include:

- Reading
- Pre-teaching of maths
- Emotions and feelings group
- Social skills group
- Speech and Language
- Fine and gross motor skills.
- Emotional and wellbeing – mentoring, Draw and Talk, or Sand tray therapy
- Forest school/Nurture
- Playground social skills

These interventions aren't exclusively for children with SEND, as other disadvantaged groups such as those who are entitled to free school meals may also benefit from some of these actions. It is apparent in our school that there is a large cross-over between children who have SEND and also are entitled to free school meals. We endeavour to ensure that the provision is right for all children across the school.

Learning Support Assistants lead the majority of these interventions. We have invested a great deal in training so they are better able to support the children in their learning. In addition to this whole school training has recently been implemented across the school to ensure all staff are up to date in their knowledge.

### **Outside Agencies**

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been put into practice and which targets have previously been set.

Outside agencies may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at national curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Outside agencies may include:

- Educational Psychologists
- Speech and Language Therapist
- Early years SEND team
- Ivel Valley Outreach service.
- Jigsaw
- Occupational and physiotherapist therapist.
- Child development centre
- Hearing Impairment Team
- Visual Impairment Team
- School nursing team

### **SEND Support Plans**

SEND support plans may be used to record and monitor provision, targets and progression for a child or young person with special educational needs, who meet the graduated response criteria set by the Local Authority.

SEND support plans are working documents, which are reviewed and amended termly to ensure that the child remains on track to achieve the outcomes. The outcomes should take into account what is important to the child to support them to move towards their goals and aspirations.

SEND support plans include:

- The child's views are sought and taken into account as are those of the parents, whose support is vital if progress is to be achieved and maintained
- Short term targets – These targets should be Specific, Measurable, Achievable, Relevant and Time related (SMART)
- Long term targets linked to the child's EHCP, if they have one
- The child's strengths and difficulties
- Support in place through ordinarily available provision (quality first teaching)
- Strategies/Provision to be put in place to support progress towards targets.
- Which adults will support
- Access, plan, do and review cycles

### **Education Health & Care Plans (EHCPs)**

An Education, Health and Care Plan may be applied for when a child or young person needs more specialist provision in order to reach their full potential.

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. Throughout this process the school will work closely with parents, staff and outside agencies to gather the evidence which is required.

The evidence will include:

- Views of the child or young person.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.
- SEND support plans.
- Examples of aided and unaided literacy and numeracy work.
- Timetable of support, including resources that may be in place.

The Local Authority will be given the evidence and will start the statutory assessment process. The timescale of the statutory assessment is 20 weeks and may or may not result in an EHCP.

If an EHCP is issued, it will outline the child's special education needs and the ways in which the school will meet them, alongside other professionals.

Children with an Education, Health and Care plan will be reviewed annually for children at statutory school age and every 6 months for children under statutory school age. When the review coincides with transfer to Secondary school, the SENDco from the Secondary School will be informed and invited to attend the review.

See Central Bedfordshire Criteria for statutory Educational Health and Care Plan, available through Central Bedfordshire's Local Offer at [Central Bedfordshire SEND Local Offer](#)

### **Allocation of Resources**

The SENDco and SEND Manager are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENDco/SEND Manager meet to agree on how to use funds directly related to EHCP's.

### **Monitoring and Evaluation**

The SENDco and SEND Manager monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDco, SEND Manager and named governor with responsibility for special needs also hold regular meetings.

### **Complaints Procedure**

The Class Teacher, the SENDco, SEND Manager or the head teacher will be pleased to listen to the concerns of any parent of a child with special educational needs. If a solution cannot be found then the matter can be raised with the Governing Body who will ensure investigation into the concern and report back to parents. Any complaints with regard to SEND provision are handled in line with the school's complaints procedure. Parents are able to contact the Parent Partnership service for impartial advice and support.

If a parent is not satisfied with the EHCP procedure, and the decisions made by the LA about the nature of their child's needs or how these should be met, they can be discussed with the Local Authority's SEND Team. Should they still feel that the child's needs are not being met then the parents have the right of appeal to the SEND tribunal.