



SEND Policy

April 2026

Responsibility	SENCO
To be reviewed	Annually

1. Rationale

1.1 Peters Hill Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

1.2 We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

1.3 Peters Hill Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

1.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.5 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are more able pupils
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion.

1.6 This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

1.7 We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

1.8 At Peters Hill Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

1.9 Peters Hill Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issues, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

2. Definition of Special Educational Needs

2.1 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided to others of the same age in mainstream schools or mainstream post-16 institutions.

2.2 Children must not be regarded as having a learning need solely because the language or form of language of their home is different from the language in which they will be taught. For children of two or over, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.

2.3 This policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those

pupils who have special educational needs, to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

2.4 The school will have regard to the Special Educational Needs Code of Practice¹ when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

2.5 Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

3. Identification, Assessment and Provision

3.1 Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

Provision

3.2 The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern 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 through from the Early Years setting and the SENCO and the child's class teacher 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 assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

3.3 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 an individual child, teachers will look carefully at all aspects of a child's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that they speak or arise from special educational needs.

3.4 In order to help children who have special educational needs, the school will adopt a graduated response following the schools tiered approach (see appendix 1), that recognises there is a continuum of special educational needs and brings increasingly specialist expertise to bear on the difficulties that a child may be experiencing. All staff will ensure they are implementing the advice set out in Dudley's Ordinarily Available Inclusive Provision (OAIP) guidance. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that records are kept and available as needed. If the school refers a child for a statutory assessment, they should provide the local authority with a record of their work with the child including the arrangements they have already made.

4. The role of the SENCO

4.1 The SEN Coordinator (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN Policy
- Coordinating provision for children with special educational needs through the tiered approach
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff

¹ More information available on the Department for Education website,
<https://www.gov.uk/government/organisations/department-for-education>

- Liaising with external agencies including the local authority's support and educational psychology services, health and social services, and voluntary bodies.

Monitoring children's progress

4.2 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. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done, both teaching staff and the SENCO will make use of Dudley's OAIP guidance to review support currently in place. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

5. A graduated response

5.1 When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum, making reference where appropriate to Dudley's OAIP guidance and following the schools tiered approach. The triggers for intervention inline with the tiered approach will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated 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 despite the provision of a differentiated curriculum.

5.2 In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme (making reference where appropriate to Dudley's OAIP guidance). Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

5.3 The SENCO and the child's class teacher will decide on the action needed to help the child to progress. This may include inline with the tiered approach:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies

5.4 A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. At this point external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for this will be despite receiving individualised support as noted above, 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 mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- 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 causes substantial barriers to learning.

5.5 When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress referring to specialist advice and Dudley's OAIP guidance. These will be implemented either in the normal classroom setting, or in smaller groups/individually outside of the classroom. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

6. School request for a statutory assessment for an Education Health Care Plan

6.1 Where a request for a statutory assessment is made by the school to the local authority, the child will have demonstrated significant cause for concern, needing a higher level of support than can be provided from within the school budget. The local authority will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place, and copies of reports from any external agencies involved with the child. This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

7. Parental request for a statutory assessment for an Education Health Care Plan

7.1 Parental request for statutory assessment can also be made directly to the local authority SEN team. Following a parental request the local authority will contact the school seeking information as noted in section 6 of this policy. School would always encourage parents to discuss their request for statutory assessment with school before contacting the local authority SEN team inline with guidance set out in Dudley's local offer.

8. Statutory Assessment of Special Educational Needs

8.1 Statutory assessment involves consideration by the local authority, working co-operatively with parents, the child's school and, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the local authority's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the local authority suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the local authority will consider the case for a statutory assessment of the child's special educational needs. The local authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the local authority to determine the child's special educational provision through an EHCP.

8.2 All children with EHCP's will have targets set for them that have been established after consultation with parents and the child and include targets identified in the EHCP. These targets will be set out in a plan and be implemented, at least in part, and as far as possible, in the normal classroom setting.

9. Annual review of an EHCP of special educational needs

9.1 All EHCP's must be reviewed at least annually with the parents, the pupil, the local authority, the school and professionals, with consideration given to whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

9.2 At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with an EHCP, to allow the receiving school to plan an appropriate provision to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

9.3 Further details about EHCP's can be found at Dudley's Local offer for SEND at the following website.

www.dudley.gov.uk/resident/localoffer

10. Safeguarding of SEND pupils

10.1 Children with SEN and disabilities are more vulnerable and therefore potentially more likely to be subjected to abuse or neglect. All staff at Peters Hill Primary School will ensure these pupils in their care are identified and take additional care to keep them safe. Staff will recognise additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

11. SEN and the Governing Body

11.1 The governing body has a link governor for SEND and inclusion, who will have up to date and be knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

Appendix 1

SEND Tiered Approach

	Provision	Monitoring & reporting	
Tier 1 (Class based)	Access Classroom Support (Universal in the main class). Led by the class teacher with TA support as needed, this provides high-quality, inclusive teaching with differentiation, clear targets, scaffolded tasks, visual supports, flexible seating, and chunked instructions within predictable routines. Utilising the schools Teaching and Learning policy and Dudley's Ordinarily Available Inclusive Provision. It applies to all SEN pupils and is reviewed termly or if needs change.	Progress is monitored through quick checks, learning walks, and pupil feedback, with notes kept tracking ongoing development.	Access to each tier is flexible based on pupil needs over time (it is not the expectation that any pupil remains in one tier for any length of time) 
Tier 2 (class and year group based)	Internal Intervention (Targeted small-group or 1:1). Overseen by a designated teacher with TA support or the SENCo (This could be a research informed intervention or a bespoke intervention based on pupil needs or triggered by gaps in pupil's knowledge/skills from previous learning). This is triggered when Tier 1 adjustments haven't yielded sufficient progress after around 6–8 weeks in specific areas. Interventions are focused, time-limited (roughly 20–30 minutes, 1–3 times per week) for 6–12 weeks.	Regular progress checks and updates to parents on outcomes. Exit criteria are met when targeted milestones are reached or pupils return to Tier 1 with ongoing monitoring. Attainment over time monitored through staff mark books. Monitoring through intervention overviews from year groups, pupil feedback and learning walks.	
Tier 3 (inclusion hub)	Inclusion Hub (Targeted, group-based). Led by teacher/SENCo delivered by inclusion staff (pupils identified by teaching staff through discussion with the SENCo). This tier provides moderated group/individual support when they cannot be effectively delivered in the main classroom. Sessions may focus on Social and Emotional learning, multi-sensory literacy/numeracy supports, and/or SaLT strategies, in small groups of 3–6 or individually for 30–45 minutes, 1–2 times per week.	Usually 6–12 weeks, with weekly notes (by inclusion staff) and half termly updates, with input from pupils and parents. Exit criteria: progress toward milestones with continued monitoring. Monitoring through intervention overviews from year groups, pupil feedback and learning walks.	
Tier 4 (inclusion hub)	Inclusion Hub (Intensive, personalised). Led by the SENCo with the Inclusion team (and involving external professionals if needed), this tier delivers high-intensity, personalised support (1:1 or very small groups) with explicit targets in literacy, numeracy, communication, or social-emotional development and bespoke resources. Entry criteria include little or inconsistent progress after Tier 3 or risk indicators requiring intensification or EHCP planning (this cannot be achieved through tier 1,2 and 3).	Duration is flexible—often 6–12 weeks or longer—with detailed progress logs, fortnightly reviews, and regular parent updates; coordination with external agencies is arranged if involved. Exit criteria: clear, sustained progress and a plan to consolidate in Tier 1/2 or ongoing support via EHCP or Inclusion Hub pathways.	

Throughout the tiered approach there is an element of flexibility based on individual pupils needs and responding to changes over time

