



**Petersfield Church of England (A)
Primary School
Special Educational Needs,
Disability and Inclusion (SEND)**

At Petersfield Primary School we value the individuality of all pupils. We are committed to achieving the highest standards. We take account of pupil's varied life experiences and needs. We plan a balanced creative curriculum and have high expectations for all. The achievements, attitudes and well-being of all our pupils is vital. This leaflet briefly outlines how we promote the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background.

Identifying Special Educational needs

Petersfield Primary School is an inclusive school which ensures that all pupils achieve their full potential; personally, socially, emotionally and academically.

Some children may need further support over and beyond what the majority of children need.

The SEND Code of Practice (2015) states "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

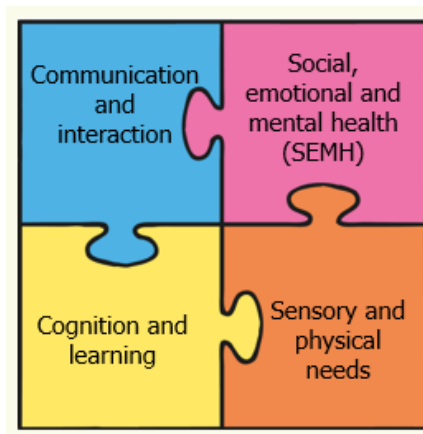
As pupils progress through different environments and experiences, the complexity of their needs will change over time. Some pupils might not have SEN to begin with but will develop SEN as they mature. Other pupils who are considered to have SEN at the beginning of their lives will no longer have these needs later in life.

Crucially, it is really important that we can distinguish between SEN and other factors which may be impacting on a pupil's ability to make "less than expected progress given their age and individual circumstances".

At Petersfield we identify pupils with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year using the Foundation Stage Profile.

Throughout the school we monitor and track the progress of all pupils through an ongoing process of planning, teaching and assessment. Pupils with SEND may be identified at any stage of this process during their school life.

Children with additional needs can be considered as falling under four broad areas of need.



Good teaching for pupils with SEND is good teaching for all pupils. This involves employing a range of strategies that can be used flexibly in response to the needs of all pupils, including

but not limited to:

- explicit instruction (being really clear about what we're asking children to do)
- scaffolding (making sure children have the support they need to bridge the gap between what they can currently do and what they are expected to achieve)
- cognitive and metacognitive strategies (teaching children how they learn so they can think about choosing ways of learning that work best for them)
- flexible grouping (teachers and TAs working with different groups of children, with different pupils in those groups, depending on their needs)
- using technology (such as laptops, cameras, interactive whiteboards, online resources).

If progress continues to be less than expected, before considering whether the pupil has SEND, the teacher first explores anything else that might be affecting progress or development. They use a SEND Identification Flowchart ([SEND policy](#)) to help them think about everything that may be involved. This includes:

- the quality of teaching and learning in class.
- attendance.
- the need for pastoral support (including any social care or health needs).
- specific personal circumstances impacting on the ability to learn and thrive in our school.

All children will receive high-quality teaching and be supported in their learning:

- A child's teacher has the highest expectations for them.

- Teaching builds on what a child already knows, can do and can understand.
- Work is differentiated and adapted for a child's needs.
- Different ways of teaching are in place, so that a child is fully involved in their learning in class.
- A child's teacher regularly assesses their progress against small targets to identify next steps. They will then decide how to fill any gaps in their understanding or learning.
- The teacher may use a SEND Identification Flowchart and SEND Tracking Form to identify emerging need.
- The teacher may draft a One-Page-Profile as ongoing recognition of universal strategies that are key support to overcome any barriers to learning.
- The teacher may also use the Assess, Plan, Do, Review (APDR) process to ensure they are working on chosen targets and note any progress towards them, ready for the termly meeting. Part of this planning and reviewing cycle includes discussing children's progress with the SENDCo to consider potential next steps in their learning journey.
- We follow advice from SEND specialist teachers and take up training opportunities which help us to better understand the different needs of children in our school.
- If further support is needed to enable a pupil to achieve, the school, through the SENDCo, requests the Local Education Authority make a statutory assessment of the pupil's SEND. If the Local Authority agrees and the child meets the thresholds for assessment, the Authority collects

information from all the people who have been involved with the pupil. From this, the County Special Needs Officer decides whether the pupil needs an Education and Health Care Plan to meet their needs.

Mrs Penrose meets, at least annually, with the County Link SEND Specialist to review the support needs in school.

Should any parent have any questions or concerns, they should speak to their child's classteacher in the first instance. Mrs. Penrose can also be spoken to informally before or after school at the gate or you can make an appointment through the school office.

The Local Offer
All local authorities publish information about how children who have special educational needs and/or disabilities (SEND) are supported in their area.



Mrs Penrose
SENDCO



Please visit our website to find out more about SEND and Inclusion at Petersfield

Special Educational Needs, Disability and Inclusion at Petersfield

**Welcome to
Petersfield Church of England (A)
Primary School**
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Co-Headteachers
Mrs Laura Penrose & Ms Perkins

SENDCo
Mrs Penrose

Please take a leaflet.

Working together both to safeguard and to enable all our children to reach their full potential.

God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values (Love, Trust, Peace, Creativity & Friendship) which motivate and inspire us to provide a rich & diverse education. **I have come that they may have life, and have it to the full.**

If you are unsure about anything or have any questions or concerns during your visit, please inform a member of staff immediately or let the school office know.

Sept 2025