

St Piers School

Special Educational Needs and Disabilities (SEND) Policy

The purpose of this Special Educational Needs and Disabilities (SEND) Policy is to set out how St Piers School identifies, supports, and celebrates the progress of students with SEND. It reflects our commitment to creating an inclusive, nurturing, and aspirational learning environment where every student regardless of their individual needs or challenges can access a broad and balanced curriculum, thrive socially and emotionally, and achieve their full potential. This policy ensures compliance with statutory requirements and provides a clear framework for staff, families, and external partners to work collaboratively in supporting the unique needs of each learner.

1. Introduction

St Piers School is a non-maintained special school committed to providing a nurturing, inclusive, and aspirational environment for children and young people aged 4–19 with epilepsy, autism, severe learning difficulties, and complex needs. We aim to ensure every student has access to a broad, balanced, and challenging curriculum tailored to their individual needs and aspirations.

This policy outlines our approach to identifying, supporting, and celebrating the achievements of students with SEND, in line with statutory guidance and our ethos of inclusion and excellence.

2. Legal Framework

This policy complies with the following legislation and statutory guidance:

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice: 0 to 25 Years (2015)
- Special Educational Needs and Disability Regulations 2014



- Equality Act 2010 (including Section 20 and Section 149)
 - Public Sector Equality Duty
 - School Admissions Code
 - Governance Handbook
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3. Aims and Objectives

St Piers School aims to:

- Fully implement national SEND legislation and guidance.
 - Support students with EHCPs through tailored provision and regular review.
 - Ensure full access to school life, including curriculum, enrichment, and social opportunities.
 - Track progress and attainment using appropriate baseline assessments and data systems.
 - Promote independence, confidence, and successful transitions into adulthood.
 - Ensure staff understand and respond to individual needs including epilepsy, communication difficulties, autism, and behavioural challenges.
 - Develop staff expertise in managing challenging behaviour through ongoing CPD.
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4. Identification, Admission and Assessment

- Most students at St Piers have an Education, Health and Care Plan (EHCP).
 - Admissions are guided by professional assessments and the principle of best interest, ensuring the school can meet or exceed EHCP requirements.
 - EHCPs are reviewed annually with input from a multi-disciplinary team including teachers, therapists, parents, and students.
 - Transition planning begins at age 14 and is reviewed annually.
 - Assessment procedures are detailed in the Admissions and Assessment, Recording and Reporting policy.
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5. Provision

- All students access a bespoke curriculum including National Curriculum subjects, adapted to meet individual needs.



- Curriculum delivery includes whole class, small group, and 1:1 teaching.
 - Small class sizes with high staff-to-student ratios ensure personalised support.
 - Post-14 and Sixth Form students access RQF validated courses, vocational pathways, and life skills programmes.
 - The school uses a Total Communication Approach, including signing, AAC, and intensive interaction.
 - Integration opportunities with mainstream peers are facilitated where appropriate.
 - Personal, Social, Health and Citizenship Education is prioritised.
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6. Multi-Disciplinary Support and Resources

St Piers benefits from extensive specialist resources including:

- 24-hour medical centre
- Speech & Language, Occupational Therapy, Psychology, and Physiotherapy departments
- Multi-sensory rooms, sensory gardens, and outdoor learning woodland
- Life Skills Bungalow, Food Technology facilities, and Creative Arts department
- Swimming pool, sports hall, playground, and access to sailing and canoeing
- Mini buses for educational visits
- Access to horticulture and farm departments
- The Imaginarium and School Library

Resources are allocated annually in line with the School Development Plan and monitored by the Finance Sub-Committee.

7. Staff Development and Partnerships

- Staff receive ongoing CPD to meet a wide range of SEND needs.
 - Partnerships include CAMHS, Riding for the Disabled (RDA), and psychiatric services.
 - Staff are trained in epilepsy awareness and behaviour support strategies.
 - The school adheres to the Young Epilepsy Equality and Diversity Policy.
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8. Monitoring and Evaluation



- SEND provision is monitored through lesson observations, data tracking, and EHCP reviews.
- The SENDCo oversees compliance with statutory duties and supports staff in implementing best practice.
- Governors receive regular updates on SEND provision and outcomes.

9. Complaints Procedure

Parents or carers with concerns about SEND provision should follow the school's Complaints Procedure, available on request or via the school website.

This policy is agreed by the Executive Principal and will be implemented by the Education Directorates.

Signed:



Date: February 2025

Jeremy Law
Executive Principal

Date of next review: February 2027

Version table			
1. Date of creation: 05.09.2019			
2. Approved by: Simone Hopkins			
Version no.	Date of changes	Reasons for change	Changes made by
3. 2	09/01/24	Review and update of policy	Ginnie Batten-Evatt Head of School
4. 3	February 2025	Reviewed by College – The college do not currently need a procedure or policy as St Piers College do not enter public exams at present. Policy amended to School only and signature box added	Gary Patterson Subject Tutor (IT) and Lead Julie Landsborough
5.	11/03/25	Wording tidied	Policy Review Group

