



St Peter's Church Of England Middle School



Special Educational Needs (SEN) and Inclusion Policy

This policy was drawn up in consultation with students, staff, parents and carers, governors and the Directors of the Oxfordshire Diocesan Schools Trust.

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Last Reviewed:	April 2019
Approved by:	Governing Body
Next Review:	April 2020

You yourselves like living stones are being built up. 1 Peter 2:5

Updated vision – Oct 19



St Peter's Church of England Middle School

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Special Educational Needs (SEN) and Inclusion Policy

Our Visions and values for SEN and Inclusion:

You yourselves like living stones are being built up– Aspire, Believe, Grow, Achieve

(Quote taken from: 1 Peter, 2:5) You yourselves like living stones are being built up- valued by God- and a unique member of our school community. You will continue to build firm foundations for life in all its fullness– spiritually, academically, socially and emotionally, as this is at the heart of everything we do. We want you to become a wise, compassionate and responsible citizen in today's multi-faith modern Britain.

All children and young people share a common entitlement to a stimulating and relevant curriculum which is matched to their individual needs and includes the National Curriculum, whatever physical, emotional, behavioural, sensory or learning difficulties they experience.

1. Our aims for our SEN provision are as follows:
 - a. To identify and deliver high quality provision for students who have special educational needs and additional needs
 - b. To work effectively within the guidance provided in the SEND Code of Practice, 0-25 guidance, 2014
 - c. To rigorously operate a “whole student, whole school” approach to the management and provision of support for special educational needs
 - d. To provide a qualified Special Educational Needs Co-ordinator(SENCO) who will work with staff to deliver the Special Educational Needs and Inclusion Policy
 - e. To provide high quality and targeted support and advice for all staff working with special educational needs students
2. At St Peter's Church of England Middle School, we value every one of our students and want them to succeed to achieve their very best. We believe that we are **all** responsible for identifying and meeting the needs of all our children. In this way, we are all teachers of children with Special Education Needs [SEN].
3. We recognise that parents and carers play a vital role in the identification, assessment and response to their child's learning needs. We aim to work in partnership with parents/carers, valuing their views and contributions and we endeavour to keep them fully involved in their child's education.
4. We are committed to effective collaboration between all agencies and schools working with a child and a multi-disciplinary approach to meeting students' special educational needs. We

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actively support the establishment and maintenance of close links with all agencies working with a student.

5. We believe in the involvement of the child and the importance of taking their views into account. We make every effort to involve the child in decision making about their education.

KEY CONTACTS:

The Special Educational Needs Strategic Lead [SENDCo] is Ms Joan Charles who works 3 days per week. She can be contacted via the school office on 01753 866253.

Ms Charles is responsible for the following:

- Overseeing the day to day operation of the SEN policy
- Co-ordinating the provision for children with SEN
- Ensuring there is a liaison with parents and other professionals in respect of children with SEN
- Managing teaching assistants
- Advising and supporting other practitioners in the school – especially with assessment and planning
- Contributing to the Continuing Professional Development [CPD] of the staff
- Ensuring that relevant background information about children with SEN is collected, recorded and updated and that appropriate provision is in place
- Liaising with external agencies including the LA and Educational Psychology Service, health and social services and voluntary bodies

DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

“A child or a young person has SEN 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 for others of the same age in mainstream schools or mainstream post-16 institutions”

(Special Educational Needs and Disability Code of Practice: 0-25years Paragraphs xii and xiv)

DEFINITION OF DISABILITY:

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Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

(SEN Code of Practice (2014, p5))

The majority of students with SEN will have mild or transitory difficulties, but some students will have longer term and more complex needs. The school strives to be flexible in its provision and practice for SEN in order to ensure such students are identified and have maximum access to all areas of the curriculum. Early identification, assessment and intervention are recognised as the key to meeting the needs of individual children. Students with SEN are integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

The Code of Practice identifies four broad categories of need. At St Peter's Church of England Middle School, we consider the needs of the whole child and use these categories to guide us in identifying what learning provision we need to make for our children. These categories are used to support us with our planning and delivery and teachers use this information for the following:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming potential barriers to learning
- Providing additional assessment for individuals and groups

The four broad categories of need are as follows:

1. Communication and Interaction (CI): children with these needs experience some difficulties with speech, language and communication. They may have a diagnosis of Asperger's, Autism or Tourette's. Often such children can experience high levels of anxiety.

2. Cognition and Learning (CL): children with these needs commonly learn at a slower pace and experience difficulties with basic literacy and numeracy. They may have some speech and language delay. Common conditions include Dyslexia, the acquisition of literacy skills; Dyscalculia, the acquisition of arithmetical skills; Dysgraphia where a child might have difficulty organising their thoughts on paper and/or some difficulties with their fine or gross motor skills e.g. Dyspraxia.

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3. Social, Emotional and Mental Health (SEMH): children with these needs often find the forging and maintaining of positive relationships more difficult than others. They may experience anxiety, depression, eating disorders, and attachment disorders due to unmet needs.

NB. At St Peter's Church of England Middle School we recognise that all behaviour must be seen as a form of communication and children with SEMH needs often communicate their distress and anxieties through challenging behaviour.

4. Sensory and/or Physical (S&P): children with a hearing or visual impairment or some physical needs are referred to as having sensory needs. These children will only be considered as having Special Educational Needs if their disability impacts and delays their progress with their learning.

Staff at St Peter's Church of England Middle School recognise that there are other factors in a child's life that do not constitute a special educational need but might impact negatively on their progress and attainment. This is where the school promotes inclusive practice and works closely with parents/carers, and other agencies, to overcome any difficulties in these areas and to support our young people to achieve the best they can. We promote the following within our school:

- Good attendance and punctuality
- Good health and well being
- The provision of extra support, as required, for children where English is an additional language. Identification and assessment of the SEN of children whose first language is not English requires particular care. A lack of competence in English must not be equated with learning difficulties. When children who have EAL make slow progress, the school considers all aspects of their performance in different subjects to establish whether their problems in the classroom are due to limitations of their command of English or arise from SEN.
- Effective use of the Pupil Premium Grant to enable those children in receipt to fulfil their potential - this includes children who are looked after and children of a Service man or woman.

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal

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opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The progress of all students is assessed and discussed half termly: a cycle of ASSESS – PLAN - DO – REVIEW occurs each half term. Subject teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The progress of all students is discussed by the class teacher with their team leader in student progress meetings and any concerns discussed with the SENCo. If there are concerns the student may be identified as having an additional need, The students name may be added to the Additional Needs Register as part of the whole school identification and targeted support plan. This would start the Three Steps Provision as part of the ASSESS – PLAN - DO – REVIEW cycle prior to being included on the SEN register. Not all students on the Additional Needs Register progress to the SEN Register.

Step 1. All students have high quality differentiated teaching. The teacher works with the SENCo and team leader to target support. This may include paired work, scaffolding work, and differentiated homework. This is monitored half termly.

Step 2. If progress is not being achieved, at the next progress meeting (6 weeks) consideration will be given to book looks, in-class observation and baseline assessments as advised by the SENCo. Next steps will involve parents, and increased targeted support.

Step 3. If no or insufficient progress is being made in the targeted area, the teacher and SENCo in consultation with the student, will design a specific programme of intervention for a given period of time to address specific learning targets. Parents will be involved.

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In line with the SEN Code of Practice, a student will be identified as SEN if:

1. The student does not make adequate progress over a period of time when they have had interventions and personalised teaching according to the three step provision outlined above.
2. If the student makes less than expected progress given their age and individual circumstance. This can be characterised by progress which:
 - a. is significantly slower than that of their peers starting from the same baseline
 - b. fails to match or better the child's previous rate of progress
 - c. fails to close the attainment gap between the child and their peers
 - d. widens the attainment gap
3. If the student's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.
4. If the student has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
5. If the student has sensory or physical needs, which cause a barrier to learning
6. If the student has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

In order to make this decision, information is gathered from within the school about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. Parents and the student would also be consulted and their views considered.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues or other issues such as mental health difficulties or bullying or bereavement.

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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

In providing for children with Special Educational Needs we aim to:-

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- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Where necessary, increasing specialist expertise will be brought to bear on the difficulties that a child may experience.
- Develop a good understanding of the pupil's areas of strength and difficulty, inform parents and young people about the local authority's Information, Advice and Support Service.
- Consider the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

If a student is added to the SEN Register:

-parents will be consulted

-an IEP Individual Education Plan, for the area of learning concerned, will be written by the SENCO in consultation with staff, parent and student.

-the IEP targets will be shared with the parents and the student and their views sought

-the IEP targets will be reviewed as part of the ASSESS – PLAN - DO – REVIEW cycle

Advice from the school's Educational Psychologist and any other relevant professionals from external agencies will be sought if required. This may include: Child and Adolescent Mental Health Services (CAMHS); specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability; therapists (including speech and language therapists, occupational therapists and physiotherapists).

Progression to Statutory Assessment

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources, the SENCO will complete the form requesting an Education and Health Care Plan. The LA will then decide if there is a case for the need of extra resources. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Educational Health Care Plan will be completed in consultation with the parents, the school and all professionals involved.

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The relevant staff, in conjunction with the SENCO, are then responsible for drawing up an IEP to meet the objectives set out in the EHC Plan. Progress towards these objectives will be reviewed as part of the Assess-Plan –Do –Review cycle.

The EHCP will be formally reviewed annually in a meeting chaired by the SENCO. All professionals involved will be invited to that meeting as well as the parents. The student's views will also be sought.

Partnership with Parents

We aim to

- Ensure all Parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENCO.
- Involve Parents as soon as a concern has been raised. This may be at a Parent consultation or by personal appointment with the class teacher or SENCO.
- Provide access to the SENCO to discuss the child's needs and approaches to address them.
- Support Parents understanding of external agency advice and support.
- Undertake Annual Reviews for children with Statements of SEN/EHC Plans.
- During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.
- Provide an explanation of what the school is planning to do to support the child and what the Parent can do to help at home.
- Meet with parents of pupils with SEN prior to transition to St. Peter's and liaise with their present school to assess their needs and the support required.
- Liaise closely with parents of pupils moving to another school for example at point of transition at the end of Year 8 prior to transition and liaise with the new school.

MANAGING STUDENTS' NEEDS ON THE SEN REGISTER

Where a pupil is receiving SEN support, we will communicate with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

Subject teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Progress of all students including SEN students is discussed by the class teacher with their team leader in student progress meetings each half term and any concerns are discussed with the SENCO.

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- Three times a year the SENCO will review the targets and contact the parents to discuss the progress and the setting of new targets
- The student's views on the targets and the progress made will be included in any review

Advice from the school's Educational Psychologist and any other relevant professionals from external agencies will be sought whenever this is required during the year.

CRITERIA FOR EXITING THE SEN REGISTER / RECORD

If a student has made progress in line with age-related expectations then the removal of the student from the SEN register will be discussed with parents and the student. If a student is removed from the SEN register, the progress of the student will continue to be monitored as part of the school's half termly monitoring cycle.

SUPPORTING STUDENTS AND FAMILIES

All parents and carers of students at St Peter's Church of England Middle School are invited to discuss the progress of their children on three formal occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. We operate an open door policy to ensure staff are always available to meet parents. As part of our normal teaching arrangements, all students may access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such stepped provision will be recorded, tracked and evaluated on a Class Provision Map. This is shared with parents at parents' evenings.

If following this universal and targeted, stepped provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning.

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All students are involved in the setting and monitoring of their English and Maths targets. The views of students with SEN are collected three times a year and these, where appropriate, feed into their individual targets.

MONITORING AND EVALUATION OF SEND

Mrs Rebecca Scott-Saunders is the designated Governor for the provision of Special Educational Needs and Inclusion at St Peter's Middle School. She works closely with the SENCo, and the rest of the Senior Leadership Team, to develop and improve the provision for students with Special Educational and Additional Needs at St Peter's Church of England Middle School and to monitor the impact of the school's strategy and delivery on their learning and progress.

The Local Governing Body takes overall responsibility for the monitoring of this policy, its procedures and the quality of the school's SEND provision. The LGB receives regular reports on the quality of the school's SEN provision from the SENCo, Head teacher and SEN Governor.

The Directors and Members of the Oxfordshire Diocesan Schools Trust hold overall responsibility for the quality of the SEN provision at St Peter's Church of England Middle School and oversee the work of the Local Governing Body.

The views of parents, students and staff are regularly sought.

TRAINING AND RESOURCES

SEN is funded through the Additional Needs budget of the school's core funding. This money is deployed according to recognised need. The resources deployed in the school are explained in the Local Offer document attached.

An Audit of staff is carried out annually to identify any training needs. The SENCo is responsible for addressing these training needs with in house training or external courses.

There is a weekly CPD staff meeting which is used to deliver regular training on aspects of teaching.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

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The school's SENCO regularly attends local SENCO network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

The SEN Governor meets with the SENCo termly

The SENCo is responsible for the line management, training and deployment of the Teaching Assistants.

The SENCO is responsible for managing PPG/LAC funding

STORING AND MANAGING INFORMATION:

All information relating to a child's Special Educational Needs is retained according to the school's storage and retention guidance (see Appendix).

REVIEWING THE POLICY

The Special Educational Needs and Inclusion Policy and procedures are formally reviewed annually by the Local Governing Body.

ACCESSIBILITY

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Peter's C.E. Middle School is committed to increasing the accessibility of provision for all pupils, staff and visitors to the school. The school has an Accessibility Plan (which can found on the school website) which contains actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This

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covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

All staff are contactable by e mail or through the school reception.

COMPLAINTS AND COMPLIMENTS POLICY

Communication with all our families is very important to us at St Peter's Church of England School and we would much rather a worry or concern be discussed as quickly as possible to enable us to resolve the matter and ensure all our children are having a full and happy learning experience at school.

1. If parents or carers have any concerns or queries about their child's experience at school they should, in the first instance, contact the child's class teacher to discuss the matter. If a parent or carer has a specific question related to their child's Special Educational Need, the school's SEN policies and process, or if the original concern cannot be resolved with the class teacher, then please contact the SENCo.
2. In the unlikely event that the matter is still not resolved, and the parents or carers wish to make a more official representation, then the Head teacher should be consulted and if further action is required a formal letter of complaint should be written to our Chair of Governors, Mrs Rebecca Scott-Saunders. She can be contacted through the school address.
3. If a resolution cannot be reached at Local Governing Body level, then the complaint should be taken to the Directors of the Oxfordshire Diocesan Schools Trust
4. If the complaint is not resolved after it has been considered by the ODST, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special

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Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

All feedback about our provision is considered to be very important and, in addition to advice on how we can improve, we also welcome positive feedback about the things we are doing well. This can be shared with the class teacher, SENCo or Headteacher via letters or email and can be sent to the school office.

Promoting Positive Behaviour

Behaviour in Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to positive behaviour. It follows that lessons should have clear objectives, be understood by the students and differentiated to meet the needs of all students. There will be regular opportunities within the curriculum to teach the skills for positive behaviour. It is essential to point out, however, that we expect very few students to be doing anything other than enjoying working well at school and receiving the rewards and benefits from our positive approach.

Behaviour for Learning Expectations

In order to achieve our principles and aims for positive behaviour for learning, all students must follow our Code of Conduct which forms part of the home school agreement.

Code of Conduct

I will:

- Follow the school rules;
- Treat other students and staff courteously and respectfully;
- Demonstrate kindness, helpfulness and forgiveness;
- Take responsibility for my own learning, completing all classwork and homework on time and to the best of my ability;
- Attend school regularly and arrive punctually;
- Bring all the equipment I need for learning every day;
- Be proud of my appearance and wear the school uniform;

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- Be aware that when wearing school uniform I represent the school and everything it stands for. Treat the school's and other people's property with respect and keep the school free from litter and graffiti;
- Use the internet and other technology safely;

School Rules

All staff are responsible for ensuring the school rules are followed, when they are not staff should follow the sanctions procedures detailed in appendix 2, remembering that a quiet, friendly word often quickly results in a change in behaviour.

Expected Behaviour

We want all of our students to reach their full potential and we expect our students to work with us to achieve this by behaving in a safe and responsible way; intimidation or humiliation either physically or verbally (name calling) or via the phone or internet is not accepted as this is bullying. Students are also expected to work in lessons without disruption or distraction so all those in the class can learn.

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APPENDIX

St Peter's Church of England Middle School: Storage and Retention guidance

Documents	Data protection issues	Statutory provisions	Action at the end of the school year	Retention period	Action at the end of the administrative life of the record
Photograph	Y	Ref safeguarding guidance	Update if necessary and pass on to next class – as the child leaves pass to the office	Current year + 3 yrs	Review at the end of 3 yrs and either allocate a further retention period or SECURE DISPOSAL
Student personal data sheet	Y	Limitation Act 1980	Return class copy to the office for secure disposal and update with new information sheet in September	Current year + 3 yrs	Review at the end of 3 yrs and either allocate a further retention period or SECURE DISPOSAL
Name and contact details for social worker if one has been assigned to the child	Y		Retained securely by SENCo and Pastoral Leader	Current year + 3 yrs	Review at the end of 3 yrs and either allocate a further retention period or SECURE DISPOSAL

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Website: www.stpetersceschool.org

Andy Snipp, BA Hons
Headteacher



Student pen portrait	Y	Limitation Act 1980	Update if necessary and pass on to next class – as the child leaves pass to the office	Current year + 3 yrs	Review at the end of 3 yrs and either allocate a further retention period or SECURE DISPOSAL
General information relating to pastoral care eg details of respite; after school clubs	Y	Limitation Act 1980	Updated by Pastoral Leader– as the child leaves pass to the office	If there has been a major incident DOB of the student + 25 years	Unless there has been a major incident SECURE DISPOSAL
Parental permission to take photographs; permission for school visits off site etc	Y		Unless there has been a major incident these should be removed from the file and returned to the office for secure disposal. New requests should be sent out at the beginning of the next academic year.	If there has been a major incident DOB of the student + 25 years NB EVC paperwork to be retained from date of visit + 14 yrs	Unless there has been a major incident SECURE DISPOSAL
Letters from parents/carers	Y		Return to the office for secure	Current year + 1 yr	SECURE DISPOSAL

You yourselves like living stones are being built up. 1 Peter 2:5



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			disposal		
Requests for absence – copies of letters and permission forms (originals kept in the office)	N		Return to the office	Date of absence + 2 yrs	SECURE DISPOSAL
Information on medical needs – drugs regime; protocols; emergency procedures			Update if necessary and pass on to next class – as the child leaves pass to the office	DOB + 25yrs (this is the minimum requirement and the Academy may decide to increase this length of retention to defend itself against a “failure to provide a sufficient education case”	SECURE DISPOSAL
Communication advice – passports; speech and language programmes; Physiotherapy/OT / other therapy programmes and reports			Retained securely by the SENCo	DOB + 25yrs (this is the minimum requirement and the Academy may decide to increase this length of retention to defend itself against a “failure to provide a sufficient education case”	SECURE DISPOSAL
Behaviour management plans and protocols			Update if necessary and pass on to next class – as the child leaves pass to the office	DOB + 25yrs (this is the minimum requirement and the Academy may decide to increase this length of retention to	SECURE DISPOSAL

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				defend itself against a "failure to provide a sufficient education case"	
Information from Multi disciplinary assessments TAC/TAF information and reports			Retained securely by the Pastoral Leader	DOB + 25yrs (this is the minimum requirement and the Academy may decide to increase this length of retention to defend itself against a "failure to provide a sufficient education case"	SECURE DISPOSAL
Letters, reports from paediatrician / GP			Retained securely by the SENCo	DOB + 25yrs (this is the minimum requirement and the Academy may decide to increase this length of retention to defend itself against a "failure to provide a sufficient education case"	SECURE DISPOSAL
Statement of Educational Need / EHC plans / reports			Retained securely by the SENCo	DOB + 25yrs (this is the minimum requirement and the Academy	SECURE DISPOSAL

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				may decide to increase this length of retention to defend itself against a "failure to provide a sufficient education case"	
End of year reports from teachers and other professionals			Return to the office	DOB + 25yrs (this is the minimum requirement and the Academy may decide to increase this length of retention to defend itself against a "failure to provide a sufficient education case"	SECURE DISPOSAL

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