

St.Peter's C.E. Primary School



Special Educational Needs and Disability (SEND) Information Report

Updated: March 2025

To be reviewed: March 2026

This policy was approved by the full governing body on 20th March 2025

CONTENTS

What information does this report include?

- 1. School vision and values**
- 2. Contact details of SEND co-ordinator and SEND governor**
- 3. What types of SEND are provided for at St. Peter's CE Primary School?**
- 4. How are pupils with SEND identified?**
- 5. What is our approach to teaching pupils with SEND?**
- 6. How are pupils with SEND monitored and assessed?**
- 7. How does the school adapt the learning environment for pupils with SEND?**
- 8. How does school enable pupils with SEND to engage in the activities of the school including educational trips and extra-curricular activities?**
- 9. What support is provided for improving the emotional, mental and social development of pupils?**
- 10. Transition**
- 11. How does school support families who have pupils with SEND?**
- 12. What links do school have with outside agencies that may be able to provide support for my child?**
- 13. What steps should I take if I have a concern about the school's SEND provision?**
- 14. How is the effectiveness of SEND provision evaluated?**
- 15. Who should I contact if I am considering whether my child should join the school?**
- 16. Monitoring arrangements**

1. School Vision and Values

At St. Peter's Primary School, our vision is for all children to flourish academically, spiritually, and socially. We are highly committed to offering an inclusive, ambitious curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We ensure consistency of approach in a positive, caring and encouraging atmosphere and we challenge all our children to be the best they can be. Our values of Love, Hope, and Wisdom underpin everything we do, ensuring that every child is treated with dignity and respect.

2. Contact details of SEND co-ordinator and SEND governor

SEND co-ordinator : Katie Cheadle

SEND Governor : Gemma Goss

Contact details for SENDCO and SEND governor

Tel : 0161 764 2017

Email : SENDCO.stpeters@bury.gov.uk / stpeters@bury.gov.uk

3. What kinds of special educational needs are provided for at St Peter's school?

"A pupil has SEND 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."

(SEND CofP June 2014: 94-95)

A pupil has a disability if they have "...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."

(Equality Act 2010:7)

St. Peter's CE Primary School is an inclusive school that welcomes all who wish to attend and we recognise that some children face barriers to their learning and achievement for a variety of reasons. The school will endeavour to provide for any child with SEND across the four broad areas of need, as categorised by the 2014 SEND Code of Practice:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

3.1 What training is provided for staff supporting children with SEN and how will specialist services be secured?

Our school is committed to providing the best quality support for all pupils with SEND.

- Our SENDCO has been awarded the post-graduate NASENDCO qualification (National Award for Special Educational Needs Coordination) and attends the local authority termly network meetings in order to keep up to date with current practice and local and national guidance.
- Staff are made aware of any SEND updates by the SENDCO.
- Staff receive regular training around their particular role and any wider needs in school.
- Any training that is required to meet the needs of your child will be attended by the relevant staff.

4. How are children with special educational needs identified at St. Peter's CE Primary school?

- We apply a graduated approach to ensure all pupils are appropriately supported through their educational journey.
- Our graduated approach is in line with the 2014 SEND Code of Practice. Our approach to early identification is outlined in our policy which can be found on our website.

Children are identified as having SEND through a variety of ways, including the following:-

- Liaison with pre-school settings, information from home visits or transfer information from a previous school
- Child performing significantly below age related expected outcomes
- Limited or no progress being made in curriculum areas
- Concerns raised by parent
- Concerns raised by teacher, for example, learning difficulties, physical difficulties or social and emotional difficulties are affecting performance.
- When evidence from Notice, Check and Try suggests that a child requires longer term additional support.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register by the SENDCO. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

4.1 What should I do if I think my child may have SEN and/or a disability?

- The class teacher is the first point of contact for parental concerns. They will then share the information with the SENDCO or the Headteacher.

- If you are still concerned you may contact school for an appointment with Mrs Cheadle (SENDCO).

4.2 How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council.
- Children with an APDR cycle are invited to discuss their targets with their class teacher and parents at review meetings.
- If your child has a worry or concern they can discuss this with their class teacher or TA.
- The child's voice is presented and discussed at TAF and EHC review meetings.
- The child's voice is presented through 'one page profiles'.

5. What is our approach to teaching pupils with SEND?

- Inclusive quality first teaching is our first step in responding to pupils who have SEN.
- Teachers are responsible for the progress and development of all the pupils in their class.
- Teachers will make reasonable adjustments and adaptations to the curriculum so that all pupils have the opportunity to access learning at their level. Lessons and subsequent activities will be planned to meet the needs of all of the children to enable them to achieve and be challenged to accelerate their learning.
- Pupils who need provision that is additional to or different from that of pupils of the same age will receive group or individual provision which is monitored to ensure impact and progress.
- Children also work on activities/targets provided by outside agencies eg. speech and language/ occupational therapy/physiotherapy
- Decisions about the purchase of additional resources are made in collaboration between the class teachers, the SENDCO and Headteacher.
- Access arrangements and support in tests are discussed between class teachers and the SENDCO and any necessary adjustments are applied for. Parents are informed of our decisions and the reasoning behind them.

6. How are pupils with SEND monitored and assessed?

- Pupil progress is monitored daily during lessons as part of inclusive quality first teaching.

- At St. Peter's CE Primary school we use APDR (Assess, Plan, Do, Review) cycles to monitor and assess pupils' progress. The cycles set out achievable targets which your child will work towards. A copy of this APDR cycle is shared with parents.
- Your child's progress towards the targets on their APDR cycle is evaluated and updated by their class teacher each term and review meetings with parents take place termly.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- A Teaching Assistant (TA) may work with your child, either individually or as part of a group, for an amount of time during the week, if this is seen as appropriate by the class teacher and SENDCO. The interventions and timetabling of support will be explained to parents as part of the review system.
- Group and individual support for children with SEND is recorded on a provision map.
- Where the children are part of an intervention group their attainment is measured before and after the intervention so that progress can be monitored.

6.1 How will I know how my child is doing in school?

- Every parent/carer is invited to parents evening where the progress your child is making will be discussed. If your child has an APDR this will be shared with you at parents' evening.
- At the end of each academic year each child will receive a report outlining how the year has gone, how they are doing and how much progress they have made.
- Informal discussions will take place on a regular basis.
- If a child requires outside agency involvement, parents will be given a copy of any reports and a time will be arranged for next steps to be discussed.
- If a child has an EHCP a person centred meeting will be held at least once a year with the SENDCO and the class teacher or TA. If appropriate, your child is invited to talk about how they think things are going at school and what would help them in the future. Parents will also be asked to share their views as well as class teachers and any relevant outside agencies.

7. How does the school adapt the learning environment for pupils with SEND?

- Learning environments are adapted to cater for the needs of individual pupils.
- Adaptations may include seating arrangements and/or use of specialist equipment and resources e.g laptops and ipads to assist with recording written work, writing slopes, coloured overlays, visual timetables, larger font, exercise books with buff/pastel coloured paper.
- Adaptations are reviewed to ensure that they are appropriate.
- Adaptations may change when a child moves classroom, key stages or if the needs of the child change.

- The school has a duty to make reasonable adjustments for disabled children who are already at the school, or who may be admitted in the future. We have wheelchair access and a disabled toilet with changing facilities.
- We will always discuss any adaptations and how we can improve access for their child with parents.
- St. Peter's CE Primary School welcomes applications for admission from the parents of children with mobility issues.

7.1 What access arrangements are in place for pupils with physical difficulties?

- There are 2 disabled toilets equipped with changing facilities.
- The school is wheelchair accessible and there is a disabled parking space in the car park.
- Access to specialist support from the sensory needs team
- For facilities to help disabled pupils access the school please refer to St Peter's School Accessibility Plan, available on our website: <http://www.stpetersprimarybury.co.uk>

7.2 How are pupils with medical conditions supported in school?

- At St. Peter's CE Primary we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010.
- Where a child has a medical condition that affects them on a day to day basis, school will apply for medical funding to support the child through their time of illness.
- Where appropriate a medical care plan will be written in consultation with parents. This will be shared with all staff and staff will trained as necessary to meet the medical needs of individual children.
- Some children with medical conditions may also have SEND and may have an Education and Health Care Plan which brings together health and social care needs as well as their special educational provision. Where this is the case, the SEND Code of Practice 2014 is followed.
- See 'Supporting Pupils with Medical Conditions' policy for further information.

8. How does school enable pupils with SEND to engage in the activities of the school including educational trips and extra-curricular activities?

- The school has a duty to make reasonable adjustments for disabled children who are already at the school, or who may be admitted in the future.

- The children have access to a range of extra-curricular activities, such as a school choir, computer club and after school sports, which are available to all our pupils.
- All children are invited to take part in sports day, school plays, special workshops, swimming and visits.
- Our curriculum aims to meet the diverse needs of our pupils through differentiated lesson plans, additional support from teaching assistants, and personalised learning targets for those with SEND.
- The needs of pupils with SEND are carefully considered when arranging any educational trips. We will endeavour to make reasonable adjustments so that appropriate support can be provided to enable pupils to access educational trips/activities.
- Risk assessments are carried out and pre-visit arrangements made where required to facilitate inclusion.

9. What support is provided for improving the emotional, mental and social development of pupils?

We provide support for our pupils to improve their emotional and social development in the following ways:

- A variety of pastoral support/provision is provided to support pupils' well-being e.g Hamish & Milo, brain breaks, sensory breaks, 1:1 check-ins.
- Designated staff have responsibility to offer pastoral support where needed.
- Trauma informed training has been delivered to staff.
- Interventions either 1:1 or in a small groups to improve social interaction skills, identify and find ways of dealing with emotions, provide support with friendships
- We access provision and projects run by outside agencies to provide additional support for pupils with SEMH difficulties.
- Pupils with SEN are encouraged to be part of the school council and we have a zero tolerance approach to bullying.

10. Transition

10.1 How will school prepare and support my child when joining the school and when they are moving to a new class?

- Before any child starts at St. Peter's, a visit to the school is welcomed so that the child is able to meet their new teacher and class mates. For a child with special educational needs or a disability, additional sessions will be offered. Our SENDCO will liaise with the previous school/setting to ensure we have all the necessary information.
- Parents of all children joining the Reception class are invited to a "New Parents' Meeting" in the summer term. Opportunities to 'stay and play' are also provided for these children. Additional meetings with the SENDCO will be arranged as necessary.

- The smooth transition for a child from one class to another is very important and in the summer term there are 'moving up' sessions for all classes to support children transferring to their new year group. Where a child needs support that is additional to and different from the general transition programme, activities will be put into place tailored to the child's individual needs.
- Teachers have a transition meeting to ensure that the next teacher is aware of pupils with SEND and their needs.

10.2 How will school prepare and support my child when they are moving to high school?

- Once a high school place has been allocated, our transition programme begins. Our SENDCO will liaise with the high school's SENDCO to plan a series of sessions both at our school and the high school.
- Pupils may have different transition arrangements depending on the high school they are going to and their needs. These arrangements will be made in consultation with parents/carers.
- If your child has an EHC plan, options for high schools will be discussed at their Year 5 annual review.
- If your child has an EHC plan the SENDCO from the high school will be invited to attend their annual review in the summer term.

11. How does school support families who have pupils with SEND?

- The class teacher is the first point of contact if you want to share information or have any questions regarding your child's education. A meeting should be arranged and the SENDCO will be present if required.
- If requested, class teachers and/or the SENDCO can suggest strategies that may help at home. This may include sharing positive behaviour strategies.
- From Year 1 to Year 6, class meetings are held in the first half term to introduce you to the new teacher and familiarise you with class expectations.
- Where appropriate the SENDCO will refer families for support through Early Help and/or lead TAF meetings in school.

12. What links do school have with outside agencies that may be able to provide support for my child?

Once your child has been identified as having SEND issues, the SENDCo may decide that further advice or support from an outside agency is appropriate. We work in partnership with the following agencies:-

- School Nurses
- NHS Bury – Occupational Therapy/Speech and Language/Physiotherapy/Paediatrics
- CAHMS
- Educational Psychology Service
- Oak LP Outreach
- Bury Children’s Services
- SEMH outreach team for pupils with social, emotional and mental health difficulties

We also have links with other local community services listed below:

- St. Peter’s Church
- Road Safety
- Bike-ability

12.1 Where can I get further information about support services for parents of pupils with SEN?

- **Bury SENDIASS**

Sendiass (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents and carers. Young people aged 16+ can have support in their own right.

Contact details : <https://b.barnardos.org.uk/burysendiass>

Tel : 01706 769634

- **BURY2GETHER**

BURY2GETHER is a Forum for Parents/Carers of Children/Young People (aged 0-25) who have SEND and access services in Bury.

Contact details: The Blue Building, 375A Brandlesholme Road, Bury BL8 1HS

Email: bury2gether@gmail.com

Website: www.bury2gether.co.uk

Facebook: @BURY2GETHER

Twitter: @BURY2GETHER

- **The Local Authority Local Offer**

All local authorities have a duty to provide parents/carers with information about how to access services in the area and what they can expect from those services. The information will set out what is available in schools to help pupils with SEND as well as the options available to support families to care for pupils with additional needs.

Our local authority's local offer is published here : <https://theburydirectory.co.uk/send-local-offer>

13. What steps should I take if I have a concern about the school's SEND provision?

- Step 1 : any concern is initially dealt with by the class teacher. Arrange a meeting with the class teacher to raise your concerns and agree on next steps. We hope that the parent feels that they have been listened to and that all of the points that they raised have been addressed.
- Step 2 : Allow time for the agreed next steps to be put into place. If you are still concerned, contact the SENDCO to arrange a meeting.
- Step 3: If the issue is still unresolved, the Headteacher (Mr Wedgeworth) will become involved and the school's general complaints procedure should be followed.
- Step 4: If the matter is still unresolved the complaint must be put in writing to the Chair of Governors.
- Step 5: If the complaint reaches the final stage it will be heard by the Governing Body's, Complaints Committee, who will deal with the matter through the school's agreed complaint procedures.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- The SEND Code of Practice for Special Educational Needs 2014 can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

14. How is the effectiveness of SEND provision evaluated?

- The quality of teaching and learning is monitored through lesson observations, learning walks, book scrutinies and learning conversations with children.
- Interventions are evaluated for their effectiveness by reviewing pupils' individual progress towards their targets at least each term and updating APDR cycles.
- Parent and pupil surveys and other feedback are also considered.
- For children with an EHC plan or extra funding, annual reviews are held involving the SENDCO, the class teacher, parents and outside agencies.
- Progress of SEND reports are given to governors and meetings take place with the SEND governor to monitor the current position of SEND provision at St. Peter's school.

15. Who should I contact if I am considering whether my child should join the school?

Prospective parents should arrange a visit to the school through Mrs Haworth in the school office on 0161 764 2017 or email stpeters@bury.gov.uk.

16. Monitoring arrangements

The SEN information report will be reviewed by Mrs Katie Cheadle every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

16.1 Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN Policy