

St.Peter's C.E. Primary School



SEN INFORMATION REPORT

Updated: October 2023

To be reviewed: October 2024

This policy was approved by the full governing body on 2nd November 2023

1John 3:18 Dear children, let us not love with words or speech but with actions and in truth

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

St. Peter's CE Primary School is a mainstream setting. We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children are a unique part of our school community and are treated equally and fairly. We take full account of the rights of everyone to be treated with respect, tolerance, honesty, justice and security. We ensure consistency of approach in a positive, caring and encouraging atmosphere within which all our children can thrive, educationally and emotionally. We support those children who struggle with learning and behaviour and also those for who learning comes easily. We challenge all our children to be the best they can. We are realistic and understand that some children may need extra support to reach these high aspirations.

The school will provide for any child with Special Educational Needs across the four broad areas of need:

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

Necessary provision is made for any individual who has Special Educational Needs in conjunction with the Additional Needs Team and SEN team at the Local Authority. The school recognises that some children may have needs that are beyond what it can cater for. In these cases, we will work with parents/carers and specialists to facilitate the appropriate provision and resources.

The SENCO is Mrs Katie Cheadle. She can be contacted on 0161 764 2017 or via email senco.stpeters@bury.gov.uk.

How are children with special educational needs identified and assessed at St Peter's School?

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

- Liaison with nursery/previous school
- Child performing significantly below age related expected outcomes
- Concerns raised by parent
- Concerns raised by teacher, for example, learning difficulties, physical difficulties or social and emotional difficulties are affecting performance.
- Liaison with external agencies, such as Educational Psychology Service or the Additional Needs Team
- Health diagnosis through paediatrician

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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 SEND List by the SENCO. 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.

How will I raise concerns if I need to?

- Contact your child's class teacher or the SENCO (Mrs Katie Cheadle)

Links with outside agencies

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

- School Nurse
- SCIL (Supporting Communities Improving Lives)
- NHS Bury – Occupational Therapy/Speech and Language/Physiotherapy/Paediatrics
- CAHMS
- Educational Psychology Service
- Oak LP Outreach
- Bury Children's Services

How will school support my child?

Arrangements for assessing and reviewing the progress of pupils with special educational needs

- The SENCO manages all support and monitors the progress of any child requiring additional support across the school using teacher assessments and data input.
- Children with SEND are written an APDR (Assess, Plan, Do, Review) cycle which sets out achievable targets which your child will work towards. A copy of this APDR grid is given to parents.
- 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 SENCO. 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.

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- 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.
- Where the children are part of an intervention group their attainment is measured before and after the intervention so that progress can be monitored.

Supporting Pupils at School with Medical Conditions.

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. Some 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.

St. Peter's CE Primary School welcomes applications for admission from the parents of children with mobility issues.

See 'Supporting Pupils with Medical Conditions' policy for further information.

How will I be involved in my child's education?

At St. Peter's CE Primary we positively encourage the involvement of parents in our work for all our pupils and recognise the vital role that parents play in supporting their child's education. If a parent/carer thinks that their child has special educational needs they should in the first instance contact the class teacher. If further advice is needed, either for the class teacher or the parent/carer, the SENCO will be involved.

A conversation with the pupil and their parents will take place when identifying whether the child's needs. This will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and we will formally notify parents when it is decided that a pupil will receive SEN support. Class teachers will discuss the child's progress with parents/carers at parent evenings and/or at a meeting in school as part of the process of reviewing the support and involving parents in the next steps. Informal discussions will take place on a regular basis.

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.

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- 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'.

What is our approach to teaching pupils with SEN?

Teachers are responsible for the progress and development of all the pupils in their class. All teachers set suitable learning challenges, respond to pupils diverse learning needs, and as far as possible overcome potential barriers to learning and assessment. High quality teaching, designed to meet the needs of individual pupils, is our first step in responding to pupils who have SEN. We will also provide targeted interventions in the following areas:

- Reading
- Phonics
- Maths
- SEMH (Social, Emotional and Mental Health)

Children also work on activities/targets provided by outside agencies eg. speech and language/ occupational therapy/physiotherapy

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by:
 - providing extra support from a teaching assistant/teacher within the classroom during a lesson,
 - grouping
 - small group or 1:1 work
 - adapting teaching style
- Adapting content of the lesson
- Adapting our resources and staffing
- Using recommended aids eg. laptops and ipads to assist with recording written work, writing slopes, buff/pastel coloured paper, coloured overlays, visual timetables, larger font, exercise books with buff paper.

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- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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 with parents how we can help and improve access for their child. For facilities to help disabled pupils access the school please refer to St Peter's School Accessibility Plan.

What additional support for learning is available to pupils with SEN?

Support is planned and reviewed by the class teacher and the SENCO in collaboration with parents/carers and the pupil (where appropriate). 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. Support will be tailored to suit the individual needs of the child but might include the following:

- Extra support from a Teaching Assistant/Teacher within the classroom during a lesson
- Small group intervention or 1:1 support outside of the lesson.
- 1:1 or small group pastoral support.
- Support for transition times during the school day by a Teaching Assistant.
- Purchased intervention programmes including IDL Literacy and IDL Numeracy.

Decisions about the purchase of additional resources are made in collaboration between the class teachers, the Senco and Headteacher. Access arrangements and support in tests are discussed between class teachers and the Senco and any necessary adjustments are applied for. Parents are informed of our decisions and the reasoning behind them.

How does the school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?

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. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments are carried out and pre-visit arrangements made where required to facilitate inclusion. We have wheelchair access and disabled toilet facilities. For facilities to help disabled pupils access the school please refer to St Peter's School Accessibility Plan on our website.

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How accessible is the school environment?

- The school is wheelchair accessible and there is a disabled parking space in the car park.
- There are 2 disabled toilets equipped with changing facilities.
- See our Accessibility Plan available on our website: <http://www.stpetersprimarybury.co.uk>

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 SENCO has been awarded the post-graduate NASENCO qualification (National Award for Special Educational Needs Coordination) and attends the local authority SENCO consultation meetings in order to keep up to date with current practice and develop her knowledge of SEN issues. This is passed on to other teaching staff.
- Staff receive regular training around their particular role and any wider needs in school.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs, including: the school nurse, paediatricians, speech and language therapists, occupational therapists, social services and educational psychologists.
- Our TAs receive training, advice and support from the Speech and Language Therapy team. TAs also attend speech therapy appointments together with parents when required.
- See 'Links with outside agencies' (above).

How is equipment and facilities to support children with SEND secured?

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Schools have an amount identified within their overall budget to provide high quality appropriate support. The Head and Governors consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The school is expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. In cases of more expensive special educational provision, the school can apply for SEN Support funding or for an Education, Health and Care Plan. It is then necessary to provide evidence that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. The responsible local

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authority, usually the authority where the child lives, will review the evidence and decide whether to provide extra funding.

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 goals at least each term and updating provision maps. Their cost effectiveness is also evaluated through the provision map. 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 Senco, 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 at St. Peter's school.

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:

- Teachers and teaching assistants work with the SENCO to support the pastoral needs of our children. If a child is identified by their teacher, a teaching assistant or a parent/carer, as requiring any emotional support it is discussed with the SENCO. Support will be tailored to meet the needs of the child and may include:
 - Opportunity for a 1:1 informal chat/drop-in when required
 - Intervention either 1:1 or in a small group to improve social interaction, identify and find ways of dealing with emotions, provide support with friendships
- Pupils with SEN are encouraged to be part of the school council and we have a zero tolerance approach to bullying
- For children identified as having social, emotional and mental health needs, the support will be recorded on the provision maps and will be reviewed in line with the Assess, Plan, Do and Review Cycle.

How will school prepare and support my child when joining the school and when transferring to a new school?

- Before any child starts at St. Peter's, a visit to the school to meet their new teacher and class mates is welcomed. For a child with special educational needs or a disability,

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additional sessions will be offered. Our Senco will also liaise with the Senco from the previous school or 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 Senco 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.
- Once a high school place has been allocated, our transition programme begins. Our Senco will liaise with the high school's Senco to plan a series of sessions both at our school and the high school. At the end of the summer term, attainment and progress data and information on behaviour, attendance, health needs and social care is passed to Senco at the receiving school.

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

- Any concern is initially dealt with by the class teacher. We hope that the parent feels that they have been listened to and that all of the points that they raised have been addressed.
- If this is not the case the concern is dealt with by the Senco (Mrs Cheadle).
- If the issue is still unresolved, please follow the school's general complaints procedure, which is available on our website.

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>

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

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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.

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

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

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.

Links with other policies and documents

This policy links to our policies on:

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

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