

# St. Peter's C of E Primary Academy

Headteacher: Joanna Kaluza

Chair Of Governors: Donna Wilson



## SEND Information Report

**St. Peter's C of E Primary Academy Mission Statement is:**

“Loving, Living and Learning with Jesus”

### **Our school's approach to supporting pupils with SEND:**

St. Peter's Primary Academy values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and has been developed in response to the Equality Act 2010.

Our school aims to be an inclusive school. We actively seek to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals, and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs friendly strategies and peer support.

### **We believe that:**

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need;
- All teachers need to be able to provide curriculum which is adapted for a range of abilities and needs;
- There should be a whole school approach to Special Educational Needs with the staff working together for the benefit of the children;
- Children with Special Educational Needs should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents of the children with Special Educational Needs;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs Code of Practice 2014'

## **Aims and objectives**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **Our overall school aims include the following:**

- To maximize each child's potential and progress in all areas;
  - To continuously raise levels of pupils attainment;
  - To develop effective and enthusiastic learners;
  - To promote constructive attitudes and values;
  - To foster caring relationships in a secure environment.
- To offer an adapted curriculum which is relevant for those children with highest level of need

## **In order to promote these aims the Special Needs Policy seeks to:**

- Implement a clear and consistent policy on the identification and assessment of individual needs;
- Maintain an accurate system of record keeping;
- Maintain an on-going process of review and evaluation;
- Ensure an adapted curriculum for a range of abilities;
- Encourage positive parental involvement at all stages of a child's education;
- Ensure that there is a clearly identified channel of communication with the Local Authority, family of schools and within the staff of this school;
- Make maximum use of the resources available for Special Educational Needs, both human and physical;
- Maintain an effective liaison with a range of external agencies.

## **Objectives**

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings attended prior to the child's entry into St. Peter's school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Head Teacher and SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing a range of opportunities for pupils' opinions to be heard and taken into account. Pupil participation is a right. All children are encouraged to participate fully in the life of the school

## **Responsibility for the coordination of SEND provision**

- **Head Teacher:** Joanna Kaluza
- **SENDCo:** Phil Corrigan
- **Chair of Governors:** Donna Wilson
- **SEND Governor:** Elizabeth Allsop

**Contact details:** [office@stpeters.snmat.org.uk](mailto:office@stpeters.snmat.org.uk)

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## **Arrangements for coordinating SEN provision**

The SENCO will hold details of all relevant SEN Support records such as provision maps, pupil profiles for individual pupils.

### **All staff can access:**

- The St. Peter's Primary Academy SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;

- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, relevant staff will have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for their individual needs.

There are 14 support assistants at St. Peter's, who are deployed throughout the school to work under the direction of class teachers, overseen by the SENDCo and headteacher. They provide support for pupils within the classroom. They also provide 1:1 support for pupils with more complex special educational needs. One of our TA's has undergone extensive training to provide support for pupils mental health and well-being. This includes ELSA training and Principles of Nurture. We have 2 support assistants trained in Forest school principles.

### **Catering for Different Kinds of SEND**

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools

We recognise and cater for the four broad areas of need, which are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **CPD**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school takes part in training programmes including:

- Speech and Language: advice
- Courses related to pupils' particular needs ie. Autism, Foetal Alcohol Spectrum Disorders, dyslexia, epilepsy
- Safe Handling training
- Induction Training
- Training for relevant intervention courses

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

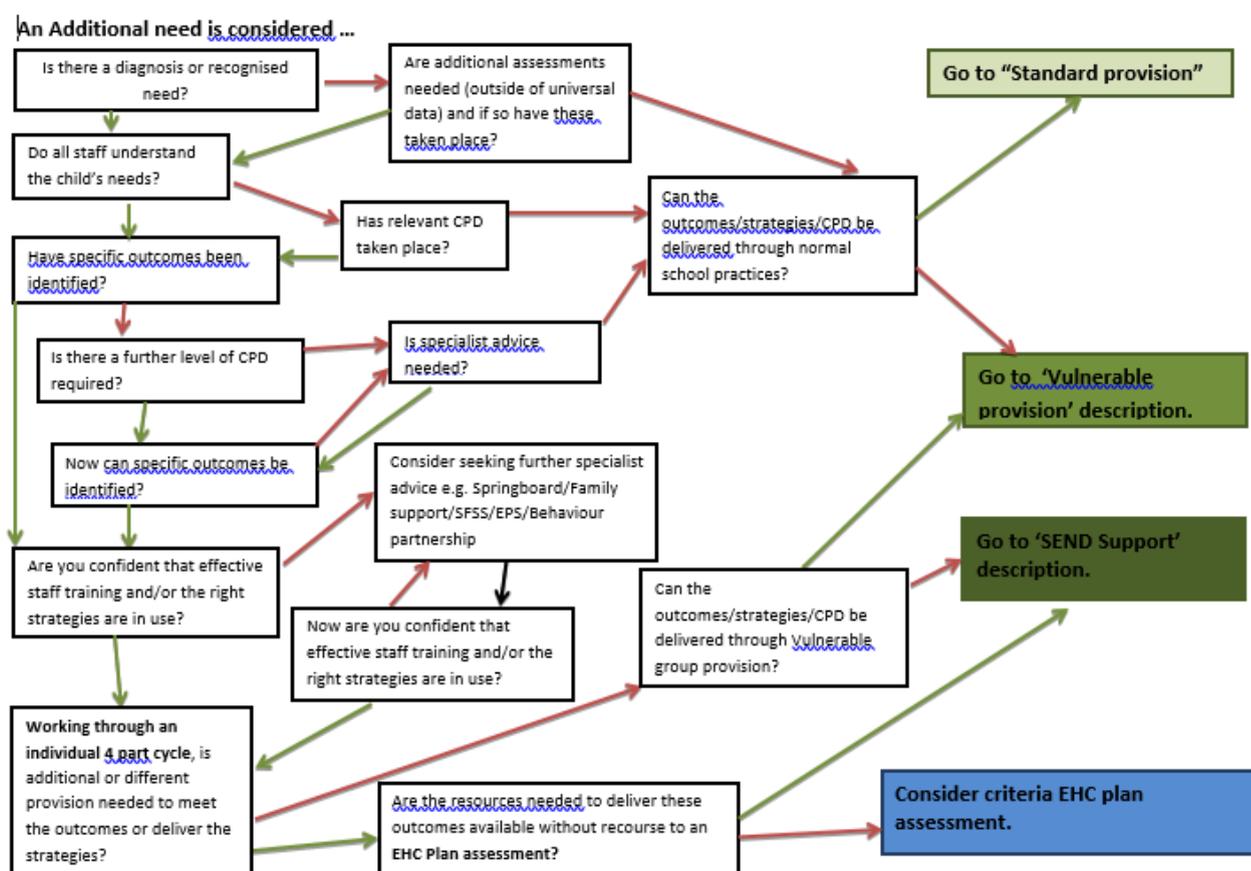
All staff are positively encouraged to develop their professional expertise in the field of Special Needs by attending training courses and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

## Identifying and assessing pupils with SEND

The school recognises the importance of the early identification and assessment of SEN. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Staff assess each child's current levels of attainment on entry to the school, either by carrying out their own assessments or by referring to information sent from the child's previous educational setting.

All information gained is used to inform planning in order to aid progress.



The school has a **graduated approach** to the management of Special Educational Needs.

### **Quality First Teaching**

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately differentiated work to meet each child's needs and aid the pupil's academic progression
- set suitable learning challenges, responding to pupils diverse learning styles.
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as *possibly* having SEN in order to gauge their level of learning and possible difficulties

- inform and engage with parents about their child's progress and development and the circumstances under which they are being monitored.
- continue to monitor any pupil who has recently been removed from the SEN list
- formally record that the child is under observation and parents will be informed of this.
- share information about progress and development with the parent(s) at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- consult with the SENCO as needed for support and advice

### ***SEN Support***

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. This will be done in consultation with the class teacher and other staff members involved. The 'cause for concern' sheet will be used to guide the conversation.

Where it is determined that a pupil does have SEN, this will be discussed with parents and with parental consent the child's name will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

Review of the child's progress will take place at review meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil's and parents views. Where necessary and appropriate, in conjunction with the SENCO, support/interventions will be revised based on the pupil's progress and development.



Teacher, SENCO, parent and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Consulting with parents and pupils**

St. Peter's has an open door policy where parents are welcomed into school to speak to their child's class teacher if they have any concerns. To allow for a longer and more detailed time to review the child's progress, parents of children on the SEND register will be invited to a review meeting termly. This is in the place of a parents consultation evening twice a year. The longer time offered is in order to discuss the child's progress in line with their Pupil profile and target setting plan. As part of this process the school will endeavour to gain the pupil's view point in an age appropriate way. Pupils with an EHCP will have an annual review meeting. This will be chaired by the SENDCo.

## **The Local Offer**

Support is available to parents through Nottinghamshire's Local Offer. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to these families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

Further support for parents and carers of children with special educational needs and disabilities is available through Nottinghamshire's free, confidential information and advice and support service 'Ask Us'. This service provides impartial advice, information and support across education, health and social care issues. Children and young people with SEND can also use the service.

<https://askusnotts.org.uk>

## **Involving Key Stakeholders**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

St. Peter's Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for children with SEN. The Head Teacher and SENCO are responsible for liaising with the following:

- Education Psychology Service
- Communication and Interaction team
- Cognition and Learning team
- CAHMS
- Social Services
- Speech and Language Service
- Sherwood Area Partnership
- School Inclusion Services, including early years, enhanced resource team, visual and learning impaired (SIS)

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO and Head Teacher who will then inform the child's parents.

### **Funding for SEND**

All pupils with SEND are funded through Elements 1 and 2 of the school budget. Schools may access additional funding for some named pupils with SEN. This additional funding is from a budget which is devolved to and moderated by the Family of Schools. Our Family of Schools comprises of The Brunts school and its 5 feeder primary schools. For those with the most complex needs, additional funding is retained by the local authority. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

### **Transition Support**

#### **Transition to Foundation**

Successful transition of children with SEND is a priority at St. Peter's. Our Foundation Stage team work closely with local childcare providers to ensure that we have as much information as possible about our youngest pupils when they join us. In this way we are aware of any potential difficulties and can begin to put in the necessary support as soon as possible.

#### **Transition from KS2 to KS3**

- Discussion about transition for SEN pupils begins at the year 5 review meeting for transfer to KS3.
- Plans for those pupils with SEN requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
- Extra visits to schools can be arranged for pupils with SEN, where applicable
- A member of staff from the secondary school visits to discuss SEN children.
- At the end of year 6 the Transfer Form will be completed and passed on together with other records relating to the child.

### **Supporting social and emotional development**

We aim to establish well-being provision, which raises ALL pupils' self-esteem:

- Communicate a sense of importance; praising children for making the right choices
- Ensure successful experiences
- Emphasising children's responsibility through providing choices
- Ensure appropriate and adapted PSHE and circle time is part of the curriculum
- Vary groups in class according to friendship and abilities
- Display and celebrate children's outcomes
- Pastoral support for children with SEND
- Provide space and time for spiritual growth

At St. Peter's we believe that all behaviour is communication. We understand that disruptive behaviour can be a possible manifestation of a special educational need, or mental health need. When this is identified, specific interventions will be put into place to support the child with positive reinforcement strategies.

## **Online Safety**

At St. Peter's we recognise the additional risks that pupils with SEND face online, eg/ through online bullying, grooming and radicalisation. All children regularly participate in e-safety lessons in school. We also have guest speakers such as NSPCC who deliver assemblies and workshops for our pupils. Please see the Anti-bullying and E-safety policy for more details. Resources are amended or simplified to support those children with the highest level of need.

## **Sexual Violence and harassment**

All staff receive annual safeguarding awareness training. St. Peter's has a designated Safeguarding Lead (DSL) – Mrs Kaluza and Mrs. Thompson and deputy DSLs – Miss Kennedy, Mr Corrigan and Mrs Taylor. For further information, please see St. Peter's safeguarding policy.

## **Evaluating Effectiveness**

The progress of pupils with SEND is monitored termly through pupil progress meetings. We use a variety of indicators to measure the progress that children make, including teacher assessment, evidence in books, standardised assessments and progress against individual targets. Where children are working significantly below their Age Related Curriculum, alternative methods of tracking such as B squared connecting steps or the Engagement Model may be used. Progress data will be shared with the head teacher, SLT and governing body, and will be judged externally by OFSTED.

## **Facilities for pupils with SEN**

Reasonable adjustments have been made to improve accessibility. Our school is a single story building and is wheelchair accessible with disabled toilets large enough to accommodate changing. We have wide uncluttered corridors and wide doors which make all areas of the building accessible. We have a designated disabled parking space in the car park.

Extra curricular activities are accessible for children with SEND.

We strive to ensure that equipment and activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility.

## **Referral for an Education, Health and Care Plan**

If a child has severe and complex needs that cannot be met in a mainstream school they may undergo a statutory assessment process which can be requested by the school, a parent or other professionals. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Complaints procedure**

- Any complaint concerning the operation of the Special Educational Needs Policy should be directed to the SENCO/Head Teacher in the first instance, who will carry out a thorough investigation.
- If parents remain dissatisfied they should follow the procedures laid out in the SNMAT Complaints Policy. This is available on the school's website.