



# St Peter's SEND Information Report 2023 - 2024

## Introduction

St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff (and volunteers) to share this commitment. All schools must provide an Information Report on the support and services that are available for families with children who have Special Educational Needs or are disabled; this is in line with the SEND Code of Practice. Within this report, parents/carers will be able to find information about the support that is offered by the school and some useful contacts.

## How do we identify pupils with SEND and assess their needs?

Assessment of the children happens continuously throughout their time at school and concerns can be raised by any member of staff at any time. We will assess each pupil's current skills and level of attainment at regular intervals throughout each year. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment difference

It may be that the barrier to learning and making progress is due to SEMH and/or sensory or physical needs. This will be considered, and further assessments made where necessary.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If the child does not respond to any provision that is put in place, and it is felt his or her needs are additional or different from normal classroom practice, an individual Learning Plan (LP) will be drawn up to detail

school intervention. This may include recommendations from other agencies.

Where, despite careful planning, action and review of several cycles, the child continues to make little or no progress, we work alongside parents and other agencies to consider an application for an Education, Health Care Needs assessment.

Children with identified specific needs, with a statement or EHCP, or at 'SEND Support' have an individual 'Learning Plan' (LP) which identifies specific targets, and action. This is reviewed each term with parents, or sooner if targets are met. The children are involved at an appropriate level through discussing targets.

## Who are the best people to talk to at St Peter's about my child's difficulties with learning, Special Educational Needs or Disability (SEND)?

### **Class teacher**

Responsible for:

- High Quality Teaching of all children.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support).
- Completing a Record of Concern with parents where there is a concern around learning that is persisting and letting the SENCo know as necessary.
- Writing Learning Plans (LP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist support and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The Special Educational Needs or Disability Co-ordinator (SENCo) – Fay McKirgan**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Learning Support Advisory Teacher etc.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and Learning Support Assistants in the school so they can help children with SEND in the school achieve the best progress possible.

**Headteacher – Sarah Kynaston**

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

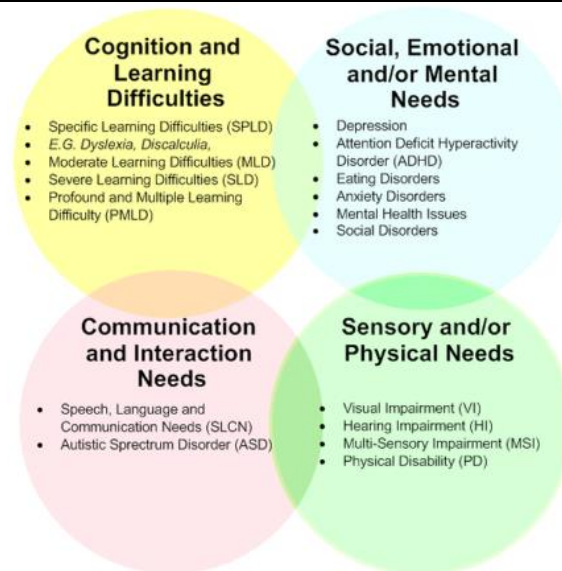
**SEN Governor – Adelaide Knight**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Please refer to the SEND Policy for further information for identification and assessment of children with SEN.

What kind of SEN does St Peter's have provision for?



## COMMUNICATION AND INTERACTION NEEDS

### Speech, Language and Communication Needs

A pupil who has a significant delay in their speech may be hard to understand. A reduced vocabulary means the pupil does not have the words to communicate effectively or understand others.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Children with communication needs are identified early and advice is sought from previous settings, parents/carers or SEND-Co. through Talk Boost assessments.</li> <li>• If necessary, a referral will be made, with parents' consent, to SALT.</li> <li>• The advice from SALT will be implemented</li> <li>• Assessments are on-going to monitor pupils' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff model the correct use of language.</li> <li>• Staff check your child's understanding through the use of questions.</li> <li>• 'Rules' of good listening displayed, taught, modelled and regularly reinforced</li> <li>• Introduce activities where pupils have structured opportunities to talk with staff and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Children assessed by SALT for advice and support.</li> <li>• Early Years Talk Boost and Talk Boost</li> <li>• Staff attend SALT training.</li> <li>• Advice from SALT is implemented.</li> <li>• Extra support may be provided by the Teacher or LSA.</li> <li>• Regular feedback between school and</li> </ul>

	<ul style="list-style-type: none"> <li>• Model and teach students how to use their language for thinking and learning</li> <li>• Instructions broken down into manageable chunks and given in the order that they are to be done</li> <li>• Minimise use of abstract language</li> <li>• Thinking time before expecting a response</li> </ul>	<ul style="list-style-type: none"> <li>• parents/carers and outside agencies.</li> <li>• Careful seating plan to avoid sensory overload - under lights? Near buzzing sounds? See the board?</li> <li>• Access to quiet, distraction free area - possible time out</li> <li>• Visual timetables and visual support for classroom routines/rules</li> <li>• Checklists, task lists - simple with visual clues.</li> </ul>
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## Autistic Spectrum Disorder/ (ASD)

Children with ASD often experience social interaction difficulties, have a problem with communication skills and a difficulty with imagination. They may also be easily distracted or upset by noise/light/touch, have problems with sensory experiences, co-ordination difficulties and fine motor difficulties.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Class teacher/parents will identify any concerns.</li> <li>• Outside agencies will be invited into school to carry out assessments.</li> <li>• Assessments are on-going to monitor pupils' progress.</li> <li>• Meetings with parents/carers will take place to review and discuss progress.</li> <li>• Referrals for Neurodevelopmental Assessment if deemed appropriate and behaviours are also seen in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables and resources provided.</li> <li>• A clear set of classroom rules.</li> <li>• An ASD-friendly classroom, e.g., a quiet area.</li> <li>• A buddy system, if needed, for the playground and other areas where the pupil may experience sensitivity difficulties.</li> <li>• Adaptions to curriculum e.g., ear defenders during music lessons</li> </ul>	<ul style="list-style-type: none"> <li>• The school will make referrals to outside agencies and act on any advice/strategies.</li> <li>• School will support families to make referrals to BeeU if requested.</li> <li>• Support will be provided for unstructured times of the day if necessary.</li> <li>• Meetings with parents/carers.</li> <li>• School will signpost families to available services, e.g. AWM, BEAM.</li> </ul>

## COGNITION AND LEARNING

### General/Moderate Learning Difficulties

Pupils have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have speech and language delay, suffer from low self-esteem, low levels of concentration and under-developed social skills.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Class teacher will identify any concerns from observations or assessments and discussion with parents.</li> <li>• Interventions will be put into place and their effectiveness assessed.</li> <li>• If concerns persist, a Record of Concern (RoC) will be drawn up and reviewed.</li> <li>• Meetings with parents/carers will take place to review and discuss progress.</li> <li>• SEN S will be put in place if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers focus on high quality teaching.</li> <li>• Curriculum is designed to be accessible to all learners.</li> <li>• Outside agencies may be involved.</li> <li>• Class teacher will differentiate work to enable the pupil to access it.</li> <li>• Interventions carried out.</li> <li>• Resources used to support the child.</li> <li>• Adult support when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of resources to aid learning.</li> <li>• Differentiated work and intervention programmes.</li> <li>• Learning plan drawn up with parents taking account of specialist advice and reviewed termly.</li> <li>• Outside agency support sought and advice acted upon.</li> </ul>

### Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia

Dyslexia: pupils may have particular difficulty in learning to read, write, spell or use numbers and may have problems with short-term memory, organisation skills and co-ordination.

Dyscalculia: this is where there is difficulty in acquiring mathematical skills. Pupils may have problems understanding simple number concepts, lack basic understanding about numbers and have problems learning number facts and procedures.

Dyspraxia: this is where there is a difficulty with organising movement, often resulting in clumsiness. Pupils may have poor balance and co-ordination and their speech sounds may be immature and their language late to develop. They may also have poor awareness of body position.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs

<ul style="list-style-type: none"> <li>• The class teacher and/or parents will raise concerns and record on a Record of Concern.</li> <li>• Interventions will be put in place.</li> <li>• If concerns persist, a Learning Plan will be drawn up with advice from the SEND-Co.</li> <li>• If it is felt further advice is needed, outside agencies will be invited into school to carry out assessments.</li> <li>• Meetings with parents/carers will take place to review and discuss the Learning Plan and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher will differentiate work to enable the pupil to access it.</li> <li>• Advice from outside agencies acted upon.</li> <li>• ICT to support learning.</li> <li>• Interventions carried out with the CT and LSA</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated work and intervention programmes e.g., Hornet, Toe by Toe, IDL, precision teaching methods.</li> <li>• Resources used to aid access to the curriculum, for example, coloured overlays, pencil grips, writing slope etc.</li> <li>• Use of laptop for writing and dictation programs, if needed.</li> <li>• Learning plan drawn up and reviewed termly.</li> <li>• Outside agency support sought and advice acted upon.</li> <li>• Regular meetings with parents/carers.</li> </ul>
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## SOCIAL, MENTAL AND EMOTIONAL HEALTH

Under this area of need some children find it hard to follow the normal rules of expected behaviour and the usual range of rewards/consequences often fails to work.

This area covers a wide range of difficulties: some pupils may be withdrawn or isolated, have emotional disorders such as depression whilst others may lack concentration or behave in ways which disrupt the class.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The Class Teacher and/or parents will raise concerns following observations and/or assessments.</li> <li>• Referrals to outside agencies made to provide support for the child and family if needed.</li> <li>• Meetings with parents/carers will take place to review and discuss progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear and consistent set of school rules.</li> <li>• A reward system established to enforce positive behaviour.</li> <li>• A quiet area for time out, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from outside agencies sought and implemented.</li> <li>• Regular meetings/updates between school and parents/carers to ensure continuity and consistency.</li> <li>• Social groups/school clubs to raise pupil's self-esteem, friendship groups etc.</li> <li>• Access to fully trained ELSA and interventions such as Think Bricks and Drawing and Talking.</li> </ul>

## SENSORY AND/OR PHYSICAL

### Hearing Impaired

Hearing impairments can range from mild and temporary, such as Glue Ear, or more severe which may result in permanent deafness

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Concerns raised by parents/carers, school staff or school nurse.</li> <li>• Parents contacted to request hearing test if concerns persist.</li> </ul>	<ul style="list-style-type: none"> <li>• Child to be sat close to teacher, LSA and other staff whenever possible.</li> <li>• Visual aids used, if needed.</li> <li>• Staff to check child's understanding.</li> <li>• Advice from outside agencies, if involved, acted upon</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of visual aids.</li> <li>• Pupil sat close to the adult.</li> <li>• Training for staff, if required.</li> <li>• Adults to wear microphone if appropriate.</li> </ul>

### Visually impaired

This may take the form of a mild impairment that can be corrected through the use of glasses or more severe impairments that cause partial or total blindness.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Concerns raised by parents/carers, school staff or school nurse.</li> <li>• Parents contacted to request sight test if concerns persist.</li> </ul>	<ul style="list-style-type: none"> <li>• Child to be sat close to teacher, LSA and other staff, or at the front of the class.</li> <li>• Staff to ensure any children that have glasses are wearing them.</li> <li>• Use of coloured paper/overlays if this proves beneficial.</li> <li>• Advice from outside agencies, if involved, acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil sitting close to the adult/front of class.</li> <li>• Classroom adapted, if necessary.</li> <li>• Training for staff, if required.</li> </ul>



## Physical Difficulties

Physical disability may pertain to total or partial loss of a person's physical functions (e.g., walking, gross motor skills etc.) or total or partial loss of a part of the body (e.g., a person with an amputation).

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| <ul style="list-style-type: none"> <li>• Concerns raised by class teacher, parents/carers.</li> <li>• Referrals made to outside agencies by parents or school, e.g., Occupational Therapist (OT).</li> </ul> | <ul style="list-style-type: none"> <li>• Provision of special equipment, e.g., pencil grips etc.</li> <li>• Intervention programmes put into place from outside agencies, e.g., OT programme.</li> <li>• Further opportunities to develop physical skills, e.g., through PE.</li> </ul> | <ul style="list-style-type: none"> <li>• Adaptation of classroom, if necessary.</li> <li>• Use of specialised equipment.</li> <li>• Further referrals to outside agencies.</li> </ul> |
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## What are the different types of support available for children with SEND at St Peter's?

### **Class teacher input via excellent targeted classroom teaching also known as High Quality Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school receive this as a part of excellent classroom practice when needed.

### **Specific group work within a smaller group of children.**

This group, often called an intervention group, may be:

- run in the classroom or outside.
- run by a teacher or a Learning Support Assistant who has had training to run these groups.

*Stage of SEN Code of Practice: Special Educational Needs (SEN) Support* which means they have been identified by the class teacher as needing some extra support due to specific gaps in an area of learning.

For your child this would mean:

- They will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan

If a child is identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Outside agencies such as the Speech and Language Therapy (SALT) Service, Sensory Inclusion Service (for students with a hearing or visual need),

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and Language Therapist. This will help the school and you understand your child's particular needs and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g., a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some additional support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention

groups.

## Specified Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Your child may also need specialist support in school from a professional outside the school e.g. Speech and Language Therapy (SALT) Service, Learning Support Advisory Service or Sensory Inclusion Service (for students with a hearing or visual need) etc.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that additional support in school is required to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the SEN Support.
- The EHC Plan will outline the level of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child.
- Any additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child. **This will not be full-time, one-to-one support unless your child's needs are highly complex and require high levels of medical intervention in which case a specialist placement may be considered.**

This type of support is available for children whose learning needs are severe, complex, and lifelong, or requiring additional support in school.

How can I let the school know I am concerned about my child's progress?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Key Stage lead, SENCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

### How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

### How is extra support allocated to children and how do they move between the different levels?

- The school budget includes a notional amount of money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the CEO of Empower Trust and the Trust Board Finance Committee, on the basis of supporting delivery of key priorities.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly, and changes made as needed.
- School or parents may apply for GSP or EHCP funding form the local Authority if the support the child needs exceeds SEN S.

## Who are the other people providing services to children with SEND in St Peter's?

- Mental Health Support Team (MHST)
- Pastoral Support within St Peter's (inclusion mentor)
- Emotional Literacy Support Assistant (ELSA) within St Peter's.
- Autism Outreach Service – Reach for Inclusion
- Educational Psychology Service
- Sensory Inclusion Service for children with visual or hearing needs
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse / Health Visitor
- Autism West Midlands
- Early Help Family Support Workers
- Young People and Families Mental Health Services (Bee U)
- Play therapists

## How are staff at St Peter's helped to work with children with a SEND and what training do they have?

- SENCO has NASENCO qualification.
- All teachers have QTS and are members of nasen.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia, dyspraxia, dyscalculia, speech and language.
- Individual teachers and learning support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g., from an ASD outreach service and SALT.

## How will the teaching be adapted for my child with SEND?

- All our children have full access to a carefully designed curriculum.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Trained Learning Support Assistants lead adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Visits and visitors are an important part of children's learning. All children are able to access these. For example, for residential trips we start discussions with individual families very early in the year, share photographs so that the children can ask questions that are pertinent to them, use social stories and provide additional provision that is bespoke to meeting the child's needs.

Click on the link to find out more about how we teach individual subjects at St Peter's. <https://stpetersschoolwem.org.uk/home/learning/subjects/>

## How will we measure the progress of your child in school and the effectiveness of SEN provision?

- Your child's progress is continually monitored by their class teacher through formal and informal means.
- Your child's progress is reviewed formally every term and an assessment of attainment is given in reading, writing, and maths.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are assessed using Standard Assessment Tests (SATs).
- Children at SEN Support will have a Learning Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- SLT and the SENCo will also check that your child is making good progress within pupil progress meetings.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Robust analysis by curriculum leads of Maths and English termly data followed by peer support with planning and delivery if necessary
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by SLT, Subject Leads and the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Termly link governor review meeting and report to LGB

## What support do we have for you as a parent of child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Key Stage leader and SENCo are available by appointment to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you where possible or where this is not possible, in a report.
- Learning Plans will be reviewed with your involvement each term.
- If set, homework will be adjusted as needed to your child's individual needs.
- Signposting to outside agencies that may be able to offer further support.

## What support is available for parents of children with SEND in the local area?

- Shropshire Council Local Offer – information for parents, carers and families about facilities in Shropshire <http://www.shropshire.gov.uk/local-offer>
- IASS - Shropshire Information, Advice and Support Service (IASS), provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including health and social care. Support is offered from initial concerns about a possible SEN and disability, through to complex information and advice. <http://cyp.iassnetwork.org.uk/service/shropshire-iass/>
- Bee U Service - exists to help children and young people to be resilient and to have a positive sense of emotional health and wellbeing. <https://shropshire.gov.uk/early-help/practitioners/the-early-help-offer-provision-of-early-help-services/bee-u-children-s-mental-health-and-wellbeing/>
- Autism West Midlands (AWM) – offering a range of support services to families and carers of autistic children including an information helpline, family outreach workers and support groups. <https://www.autismwestmidlands.org.uk/>
- All In Programme – part of the Early Help service for children aged up to the age of 18 who live in Shropshire and have a disability that prevents them accessing universal services without additional support. <https://shropshire.gov.uk/the-send-local-offer/social-care/short-breaks/all-in-programme/BEAM>
- BEAM  
[shropshirebeam@childrensociety.org.uk](mailto:shropshirebeam@childrensociety.org.uk)
- Parenting Team

[parenting.team@shropshire.gov.uk](mailto:parenting.team@shropshire.gov.uk) or phone 01743 250950

- Early Help 0345 678 9021
- Shropshire Speech and Language Advice Line 01743 450800
- Occupational Therapy 01743 251810 or emailing [occupationaltherapy@shropshire.gov.uk](mailto:occupationaltherapy@shropshire.gov.uk)

## How is St Peter's accessible to children with SEND?

- Through our designed curriculum.
- Through good delivery of information to pupils with disabilities that is readily accessible to pupils without disabilities
- The building is accessible to children with physical disability via ramps.
- Disabled Toilet.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- For further details, see St Peter's Equality Scheme 2020 -2023. <https://stpetersschoolwem.org.uk/wp-content/uploads/2020/10/EQUALITIES-SCHEME-2020.pdf>
- All elements of accessibility are considered at St Peter's i.e., the physical environment including outdoors/trips/residential visits. For further information click on the links <https://stpetersschoolwem.org.uk/home/learning/trips-and-visits/>  
<https://stpetersschoolwem.org.uk/home/learning/history/>

## How do we support emotional and social development?

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have an accessibility plan in place for the whole school environment.

Pupils with SEND are encouraged to be part of a range of clubs to promote teamwork/building friendships etc.

All staff and lunchtime supervisors are aware of children who may need extra support during playtimes and



lunchtimes.

All staff are responsible for the pastoral care of the children in their care and can draw upon a range of resources and expertise from within school. We have a zero tolerance approach to bullying.

The school website signposts parents to support networks such as BEAM.

In school, children are supported through approaches relevant to the needs of the individual child. We are pleased to have an experienced ELSA who is able to lead interventions such as Lego Therapy, Drawing and Talking, Social Skills groups, Reach for the Top and Wish.

## How do we ask children with SEN about their education?

Children are actively involved in their learning journey and encouraged to identify strengths and areas for development. Their views and wishes are central to the formulation of their one-page profiles and termly learning plans.

All children are eligible to be elected representatives on any of the school's pupil councils such as the School Council or School Safeguarding Board. Pupils are encouraged to share their ideas to improve school life, facilities, systems and resources. We actively seek children's views and consider how to implement improvements arising from their feedback.

- Pupils' views are submitted with Annual Review paperwork for Education Health and Care Plans.
- Pupils' views are recorded termly on individual learning plans for children on SEN support or with an EHCP.
- Pupil voice is taken on school and extra-curricular activities.
- Pupils' aspirations are discussed and encouraged.

## How do parents share information about their child's SEND with school?

- Prior to enrolling at St Peter's parents are encouraged to meet with teachers and the SENCo if their child has identified SEND.
- Parents are encouraged to inform school about appointments, professionals they may work with and resources they may use at home.
- If transitioning from another school, we will contact that school for all records including learning plans, professional reports if applicable and resources used.

## How will we support your child when they are beginning or leaving St Peter's or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We aim to work in positive partnership with parents, all other settings and agencies involved in a child's transition planning. This includes specific planned programmes for children transitioning from pre-school or the home setting into our nursery, from nursery into reception years, all the way to transitioning to secondary education.

- If your child is transitioning from pre-school (or the home setting) or from another school:
  - We will contact the pre-school/previous school's SENCo to establish any special arrangements or support that need to be made for your child.
  - We will request transfer of all records to be received as soon as possible and act upon recommendations.
- If your child is transitioning to another school:
  - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When transitioning year groups in school:
  - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher.
  - ELSA led transition groups available.
  - Children are given a booklet to support them understand moving on detailing classrooms, staff and routines.
- In Year 6:
  - The SENCo will liaise with the school's Year 6 teachers who will attend a Primary Transition Meeting to discuss the specific needs of your child with the relevant staff of their secondary school.
  - Your child will have focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at St Peter's.
  - At the Year 6 Annual Review for children with an EHCP, the SENCo from the proposed secondary school will be invited to attend.
- For those children who attend an alternative provision, such as TMBSS, we are able to offer a shared placement.

- Children who find transitioning at certain points in the school day difficult, are supported to manage the change. Adaptions are made such as leaving the classroom early, having an individualised lunch routine, accessing a quiet room or inclusion mentor support.

## If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND

The first point of contact is your child's class teacher.

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint isn't resolved at that stage, please contact the SENCO or Deputy Head and finally Head teacher. The school's complaints policy will then be followed.

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

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