St Peter's
CE Primary & Nursery School
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SEND Information Report

2025 - 2026

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Multi-Academy Trust

Aims

This SEND Information Report will:

- explain how our school **supports and makes provision** for our children who have special educational needs and disabilities (SEND);
- explain the **roles and responsibilities** of everyone involved in providing support for children who have SEND;
- explain the **graduated response** to identifying SEND.

This SEND Information Report will be updated annually or when changes are made.

It is written by our school's SENDCo, Fay McKirgan with support from Rachel Butterfield. Rachel is our Trust SENDCo.

01939 232292

senco@stpeters.empowermat.co.uk

It should be read alongside the school's SEND Policy.

Aims

At St Peter's, we **always** aim to:

- Help every child to do their **best** in school, no matter what their needs or challenges may be.
- **Quickly identify** and address any extra needs early on to make learning easier.
- Make sure all children can **access the curriculum** and achieve their aspirations by removing and reducing any barriers.
- **Actively involve you as parents and carers** in decisions about your child's education.
- Have **knowledgeable and highly skilled staff** who can identify and support children with SEND.
- Regularly review plans and actions in a **child and family centred manner**.

What types of SEND do we provide for?

We pride ourselves on being a fully inclusive school.

Taken from the **2015 SEND Code of Practice**, a child has 'Special Educational Needs' if they have:

A significantly greater difficulty in learning than most of others of the same age,

or

has a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

(SEND Code of Practice 2015 para. 6.15)

What types of SEND do we provide for?

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We provide support for children with a range of frequently occurring SEND within the **four broad areas of need**:

Communication & Interaction	Social Emotional & Mental Health	Cognition & Learning	Physical and/or Sensory
E.g. Autism Speech language and communication needs etc.	E.g. ADHD Attachment and trauma related needs etc.	E.g. Developmental Coordination Disorder Dyslexia Moderate Learning Difficulties etc.	E.g. Visual impairment Hearing impairment Sensory Processing Disorder etc.

We also provide support for children who may have less frequently occurring SEND, which we are less familiar with. However, we will **always endeavour** to meet the children's needs and develop training and skills so that we can do this.

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What should you do if you think your child may have SEND?

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1

You should speak to your child's **class teacher** - you can ask to make an appointment by...

Year group email e.g. year1@stpeters.empowermat.co.uk

2

If you and your child's teacher then feel that the school's SENDCo, Fay McKirgan, needs to be involved, an appointment can be requested by...

01939 232292 senco@stpeters.empowermat.co.uk

We will always **listen to your concerns** and advise next steps following the **graduated response**.

We know that as a parent/carer, you know your child best.

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How will we know if your child has SEND?

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Most children's needs can be met through our **Universal Offer**. This consists of **High Quality Teaching** and **reasonable adjustments** across our school.

We have expanded our **Universal Offer** to make sure that more children have **what they need, at the right time.**

Some children may need time additional, time limited interventions to help them to make progress. This is called our **Universal Plus +** offer. Children who have support at Universal Plus + stage may not have SEND.

Some children may go on to need continued and personalised support at **SEND Support** stage.

Very few children may need bespoke support if they have more **complex SEND** through an Education Health and Care Plan (EHCP) or a Graduated Support Plan (GSP).

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EHCP

Few children will have complex SEND needing bespoke spt funded by LA

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SEND Spt:
Personalised support through PCP

Some children may need continued and personalised support

Universal Plus + :
additional, time imited interventions

Some children may need additional interventions

Universal Offer: available to all through HQT and reasonable adj.

Meets the needs of the majority of children

This diagram helps to explain the **different stages of support** available to all children in our school following the **graduated response.**

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How will we know if your child has SEND?

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We will listen to any concerns that you may have and/or that we may have identified and follow the **graduated response** to identifying SEND (as set out in the SEND Code of Practice 2015.)

Careful **monitoring of the impact of intervention** and provision at **Universal Plus +** stage will be led by the class teacher but overseen by the SENDCo. This monitoring will inform whether your child may have SEND and whether they need support at **SEND Support** stage of the graduated response.

If they need support at SEND Support stage, they will move from Universal Plus + stage to SEND Support stage and their name will be added to the school's **SEND Register**.

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How will we monitor your child's progress?

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We will use **cycles of assess-plan-do-review** to monitor your child's progress at different stages. Before starting an intervention, a baseline assessment will be completed.

We do this to **identify specific gaps**, as well as to show us the **impact of the intervention**.
We may use the following assessment tools to monitor progress (including but not limited to):

- Child's Voice
- Boxall Profile
- NFER Tests
- IDL
- Observations
- Talkboost assessment
- BPVS

- Parent's Voice
- Attendance
- Progress towards PCP outcomes
- Read Write Inc. assessment
- ELSA assessments
- Talk Boost

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How will you be involved?

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We **welcome** parents and carers into school and know the positive impact that close **home and school relationships** have on your child's learning.

We aim to have discussions with you early on to ensure that your child has the **right support, at the right time** - these discussions will be arranged by the class teacher and with involvement from the SENDCo if necessary [see slide 6].

Parent-teacher meetings are held each term.

If your child is at SEND Support stage or has an EHCP you will have **termly Person Centred Plan (PCP) meetings** with class teachers.

The school's Child and Family Support Worker is available Monday to Thursday

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How will your child be involved?

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Your **child's voice is very important to us** and we know the importance of them **feeling seen and heard.**

If your child is at **SEND Support stage** or has an **EHCP**, they will be involved in **termly Person Centred Plan (PCP) meetings** with class teachers and yourself.

PCP outcomes are driven by your **child's aspirations**. Your child's voice is also captured on their PCP.

If your child has an EHCP, they will be involved in their **annual review meeting**. EHCP outcomes will be driven by your **child's aspirations**.

Children are asked to give their views on SEND provision in school through **Child's Voice** questionnaires and SENDCo monitoring. The results inform the **SEND action plan** and the **school's development plan**.

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How will your child be involved?

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The School Council and Safeguarding Board gain thoughts and ideas from children across school about how to develop SEND provision to ensure it is the best that it can be and that we are a **fully inclusive school**.

Here are their **aims** for our school...

Everyone feels safe



We celebrate our differences

Everyone feels that they belong

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How will adaptions be made for your child's SEND?

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Your child's class teacher is responsible for ensuring that **adaptions** are made to meet your child's needs and they are **supported by the SENDCo and Headteacher.**

High Quality Teaching through our **Universal Offer** is the first step to meeting your child's needs.
Our teachers and support staff have completed training in **adaptive teaching** through completion of the **NPQTL and/or Trust collaboration days**.

Adaptions to the **curriculum, timetable or environment** may also be implemented for your child, dependent on their needs.

Reasonable adjustments may also be needed to reduce barriers to learning for your child - again, these are provided through our Universal Offer.

Our **Accessibility Plan** ensures that we meet the needs of children who may have physical disabilities.

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How will adaptions be made for your child's SEND?

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Your child may receive **interventions** in order to meet their needs. A child may be in an intervention group without being on the SEN register. Interventions **may include** the following dependent on your child's needs (included but not limited to):

IDL
Intensive Interaction
ELSA
RWI Tutoring
Mentoring
Drawing & Talking Therapy
Sand Play
Social Skills Group
Transition Group

Talkboost
Emotion Regulation
Daily individual reading
Fine motor skills
Teodorescu
Speech and Language
Sensory Circuits
Think Bricks
Additional phonics

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How do we evaluate the school's SEND provision?

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Our school's **SEND provision** is evaluated through the following processes:

- Trust SEND Review/Audits
- SENDCo monitoring
- External reviews arranged by Trust
- Child's voice
- Parent Voice
- SEND Governor termly reviews
- Collaboration with the Local Authority
- External agency involvement, e.g. Sensory Inclusion Service, TMBSS Outreach review visits etc.

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Who will support your child and what training have they had?

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All teachers are teachers of children with SEND.

Your child's class teacher has knowledge, expertise and training in teaching children with a wide range of SEND.

They are **supported** by the school's SENDCo, Fay McKirgan.

We are also supported by Rachel Butterfield, the Trust SENDCo. Rachel's training and qualifications include:

National Award in Special Educational Needs Co-ordination
Post graduate qualifications in SEND including the Certificate of Competence in Educational Testing (CCET)
Restorative and Relational Practice
Team Teach Level 2
ADHD Awareness
Supporting Children with Dyslexia
Autism Education Trust Leadership Training
Attachment and Trauma Level 2
Mental Health First Aid

Rachel has taught and been a SENDCo within **mainstream and specialist settings**.

Rachel has also worked as a **Specialist Advisory Teacher** for an outreach service.

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Who will support your child and what training have they had?

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Teacher s and LSAs in school have completed a wide range of **training and qualifications** relating to SEND including (but not limited to):

ELKLAN
Training with Pride De-escalation
Emotion Coaching
Cool Kids
ELSA
Positive Behaviour and De-escalation
Sand Play
Drawing and Talking
Makaton
Contrastive Pairs
Supporting Children with Attachment and Trauma
Sensory Inclusion Service - bespoke training
In house SEND training delivered by SENDCo/collaboration days/staff meetings

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Who will support your child and what training have they had?

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We work closely with a wide range of **outside services and specialist professionals** across education, health and social care in order to meet our children's needs. They include but are not limited to:

Speech and Language Therapy Service
BEEU Mental Health Support Team
Play Therapist
Smashlife Mentoring Service
Life Shed
Virtual School
Early Help
Educational Psychology Service
Physiotherapy Service

Occupational Therapy Service
Sensory Inclusion Service
School Nurse
Purple Leaf
Health Visitors
Child Development Centre
SEN Team/LA Education Access
Cornerstone Outreach
TMBSS

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How do we ensure that your child is included in activities?

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All of our **extra curricular activities and educational visits** are available to all of our children - including Breakfast Club and after school clubs.

All children are **encouraged to participate in activities** and we actively seek to reduce any potential barriers to participation by involving parents and external services where appropriate.

No child 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.

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How do we make sure that our admissions policy is fair for children with SEND?

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Our **Admissions Policy** can be found on our website.

Children with an EHCP, which names our school, will be allocated places first, after which places are allocated according to an agreed set of criteria, in strict order of priority.

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How do we support your child's mental health, emotional and social development?

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We **actively encourage children** with SEND to join a range of clubs to promote social and emotional development - including Breakfast Club and after school clubs.

Nurture provision is available during most **break and lunchtimes** each day so that children who need a higher level of support and structure during social times can be supported by adults.

Social and emotional development is weaved through our **curriculum**, as well as through PSHE teaching, SEMH Universal Offer across school, and curriculum adaptions such as 'soft starts'.

Targeted interventions i.e. Play Therapy, ELSA, mentoring, Nurture, Mental Health Support Team involvement etc. are provided if needed.

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How do we support your child's mental health, emotional and social development?

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The BEEU **Mental Health Support Team** frequently work in school supporting children on a one to one basis and in groups.

Our **Child and Family Support Worker**, Mel Bache, also offers support to families in relation to how they can support their own and their child's mental health and emotional and social development.

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How do we support your child's mental health, emotional and social development?

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MHST lead assemblies on Mental Health.
We have **children trained by Youth Shoots as Resilience Reps** who provide peer advice to children about mental health, wellbeing, resilience, coping strategies and internet safety.

Here are their aims for our school...



Resilience Reps

We all understand what mental wellbeing means and its importance

We all know how to stay safe online

We all know what our coping strategies are

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What support is available for your child as they transition between classes or settings?

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Joining EYFS

EYFS teachers, DSLs and the SENDCo liaise with nursery settings before children transition into our school.
Setting and home visits help us to observe your child in an environment familiar to them.
Transition plans involve you as parents and carers, children, current settings and other professionals involved.
Before starting school fulltime, there will be a series of transition events and sessions.

Moving to KS2

When children move from KS1 to KS2, the SENDCo liaises closely with parents and teachers to ensure that all information is shared.
Additional transition sessions will be organised to support individual children if needed, as well as transition meetings.
Through clubs and enrichment activities, all teachers become familiar with children across the school, which aids transition.

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What support is available for your child as they transition between classes or settings?

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Transition to / from another school

Where a child moves to another school, all SEND records will be transferred to the new school and a discussion will take place between our SENDCo and the SENDCo of the receiving school. We also ensure the new school is aware of any pastroal needs.

We run additional transition activities and visits for children who may need extra support for transition.

We run in-school groups and use the expertise of the MHST team to lead groups to support transition.

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What support is in place for looked-after and previously looked-after children with SEND?

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Our Deputy Head, **Sophie Kitt** is **designated teacher** for children who are looked after. They will make sure that all teachers **understand** how a child who is looked after or previously looked-after's **lived experiences and their SEND** might interact and how best to support them using **trauma responsive approaches**.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after children will also have a **personal education plan** (PEP).

We will make sure that the PEP and any PCPs or EHCPs are **consistent** and complement one another - working closely with **parents, carers** and the **Virtual School**.

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What should you do if you have a complaint about your child's SEND support?

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Any **complaints** about SEND provision in our school should be made to your child's class teacher in the first instance. If the issue is not resolved at that point please contact the SENDCo or Headteacher

If the complaint isn't resolved at that stage, the **school's complaints policy** will then be followed. The policy can be found on our website.

As parents of children with disabilities you have the right to make disability discrimination claims to the first-tier SEND tribunal if you believe that our school has discriminated against your child. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

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What do our children say about SEND provision in our school?

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I love coming to school!

I know who to ask if need help.

Adults help me when I need it, but encourage me to be independent.

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