

St Peter & St Paul's C of E Primary School

SEN Information Report

This Special Educational Needs Information Report should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

This SEND information report is a description of the school's Special Educational Needs provision and helps parents to understand the support their child can expect if attending the school.

St Peter & St Paul's is a main stream school, single form entry school. We are a fully inclusive school that believes that every child is entitled to a curriculum that

"enables them to achieve the highest possible standards, in a caring, supportive, positive and secure learning environment".

Our classrooms are located on one level. Direct access to the main entrance is via a path. There is a path to the main yard where the children enter and leave school. There is a disabled toilet.

What kinds of special educational needs do we provide for?

We provide for all children, including those with Special Educational Needs or Disabilities (SEND).

A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of the same age. Having special educational needs (SEN) could mean that a child has:

- Learning Difficulties - in acquiring basic skills in school
- Social, Emotional or Mental Health Difficulties - making friends or relating to adults or behaving properly in school
- Specific Learning Difficulty - with reading, writing, number work or understanding information
- Sensory or Physical Needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in an early years setting and school
- Communication Problems - in expressing themselves or understanding what others are saying
- Medical or Health Conditions - which may slow down a child's progress and/or involves treatment that affects his or her education.

It is important to remember that children are individuals and do not always fit into any one category. Some children may have more than one area of need. If you have any concerns about your child's development and progress, then please share them with us. Together we can support your child to reach their full potential.

How do we identify a child with SEND and how do we assess their needs?

The school is committed to early identification in order to meet the needs of children with SEN.

We seek to identify pupils making less than expected progress given their age and individual circumstances.

Children are identified as having special educational needs through a variety of ways:

- Child performing below age expected levels.
- Concerns raised by parents and carers.
- Concerns raised by teachers.

Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENCo to consider what else might be done

- Consultations between class teachers and the SENCo (Special Educational Needs and Disabilities Co-ordinator) where progress data is discussed.
- Liaison with external agencies and/ or health professionals eg. Specialist Teachers, Educational Psychologist, School Nurse, Speech Therapy, Occupational Therapy, East Lancashire Child and Adolescent Services (ELCAS) and SureStart Centres.

Who is the SENCO and how can we contact them?

Mrs crossley is the school SENCo and can be contacted by email

h.crossley@st-peter-st-pauls.lancs.sch.uk

or Telephone 01254 884522

How do we involve parents and consult with them about their child's education?

We believe that your child's education should be a partnership between parents and teachers and therefore communicate with you regularly.

- During the school year, there are two formal Parents' Evenings where parents can make appointments, convenient to you to discuss your child's progress.
- A formal written report is sent home towards the end of the academic year. You are invited to discuss this with your child's class teacher.
- Pupil Progress reports are sent home each term with updates on your child's progress.
- Open days/evenings/family Fridays where parents can visit their child's classroom and look at their books, work they have been doing in class and speak to the class teacher.
- Parents to lunch, a parent can come along and join their child for lunch.
- You are also welcome to make an appointment at any time to meet with the class teacher, head teacher, SENCo or to discuss how your child is getting on.
- Parents are invited to attend our whole school assembly each Friday to celebrate their children's successes and achievements.

How do we involve and consult the children about their education?

- All children discuss their targets with their class teacher and the setting of new targets is a joint decision between class teacher and child.
- Children who have Individual Pupil Plans (IPP) discuss their targets with their teacher.
- Children on interventions discuss their targets with the class teacher/TA and these are up dated weekly/termly as and when target is met.
- If your child has a Statement of Special Educational Needs or an Education, Health and Care Plan their views will be sought at the review stage.
- Through the monitoring and evaluation cycle the subject leaders conduct questionnaires and interviews with key children across school.

How do we assess and review the progress that children make and how do we involve them and their parents?

At St Peter & St Paul's we track and analyse the children's progress in learning against national age-related expectations on a termly basis.

- This progress is discussed at Progress Meetings, attended by class teachers and the Headteacher. If any possible actions are needed these are planned for at this time.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.
- Children who are not making expected progress are identified through the termly Progress Meeting. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress. The impact of this support is closely monitored and recorded.
- There is a frequent dialogue between class teachers, parents, and the child to ensure gaps are narrowing between the child and their peers.
- The SENDCo reports to the Headteacher and the SEN Governor regularly to inform them about the progress of children with SEND and the impact of interventions.

How do we support our pupils with SEND as they move on to high school or move to another school?

- When children are preparing to leave us for secondary school, we arrange additional visits for them.
- We liaise closely with secondary schools to aid smooth transition.
- We liaise closely with staff when transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a statement or Education, Health Care Plan and is changing to a new school we will arrange a Transition Review meeting with relevant staff from the receiving school.

What is our approach to teaching children with SEND?

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher and SENCo will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given Individual Pupil Plans (IPP's) with specific targets so that it is easy to track progress and set goals.
- There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if the class teacher sees it necessary.
- All children are assessed on entry and a rigorous tracking system ensures that every child, including those with SEN, reach their full potential across the curriculum.
- Early identification of needs and subsequent intervention is seen as best practice by staff.

How do we adapt the curriculum and the learning environment for children with SEND?

Teaching and Learning is delivered in a variety of ways:

- Class teacher input, via excellent targeted classroom teaching. For your child this would mean that:
- The teacher has the highest possible expectations for your child and all pupils in their class;
- All teaching builds on what your child already knows, can do and can understand.
- Different styles of teaching are in place, so that your child can be fully involved in their learning and has full access to the curriculum;
- Specific strategies (which may be suggested by the SENCo) are in place to support your child;
- Half termly assessments are conducted which allow teachers to identify any children that are at risk of not reaching their targets and where gaps are beginning to widen. Formative assessments form the basis of these judgements. If a concern arises regarding your child's attainment, you are informed, and where necessary support and/or strategies are put in place to address these concerns.

Interventions:

- Your child may have a specific intervention - additional teaching to boost your child's attainment in a particular subject, or additional support to help your child with other issues that impact on their learning or well-being.
- Interventions are often delivered by trained Teaching Assistants.
- A pupil identified by the SENCo/class teacher as needing some extra specialist support in school, may also receive support from a professional outside of school. The specialist professional will work with your child to understand their needs and make recommendations, write a report and/or provide advice. Any such referrals/requests for support are always completed in consultation with parents, and any subsequent reports or advice shared with you.

- Advice/support of this type will help the school and you to understand your child's particular needs better and hopefully enable all those concerned to support them more effectively.

Specified Individual Support:

- This type of support is usually necessary for children whose SEND needs are severe, complex and lifelong and who have an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Teaching and intervention groups; children with an EHCP often have profound and complex needs in a number of areas and require support to access the curriculum.

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

- The SENCO has completed the National Accreditation for SEN.
- The SENCO regularly attends cluster meetings and relevant training to ensure she is abreast of current legislation, guidance and support.
- The SENCOs duty is to support the class teacher should they have any concerns about SEN children in their class.
- Specialist teachers are employed by the school to provide advice and strategies to best support individuals with a variety of special needs and disabilities
- The school provides training and support where required, to enable all staff to have an effective role in the teaching and learning of all children, including those with SEND.
- Training is sourced from a range of Local Authority and independent trainers, as well as in house training.
- We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

How do we know if what we provide for the children is effective?

- Your child's progress will be continually monitored by their class teacher.
- Verbal or written feedback from the teacher, parent or pupil.
- Their progress will be reviewed termly through pupil progress meetings with the class teacher.
- At the end of each Key Stage (ie at the end of Y2 and Y6, all children are currently required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

- Book scrutinies and lesson observations take place in school to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Children are asked to comment on their own progress. This is important to us as we want our children to be fully engaged in their learning and to feel challenged, but comfortable with the targets that are set.
- The progress of all groups, including those with is SEND provision is identified and evaluated using LSIP and Raise online. These tracking tools are used by the Senior Leadership Team to monitor and evaluate provision and its impact.
- The progress of children with an EHCP will be formally reviewed at an Annual Review, where all the adults involved in supporting them are invited to participate and comment on their progress.
- Children on interventions also have an Individual Pupil Plan targets. The targets are assessed and reviewed weekly/ half termly and new targets set. If a child has not met a target, the reasons for this will be discussed, the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

How are children with SEND enabled to take part in all the activities available at school?

- St Peter & St Paul's Primary School is an inclusive school and encourages pupils to access all extra-curricular activities on offer at lunchtime and after school. Children with additional needs are encouraged to join in with these clubs.
- All possible steps will be taken to ensure your child can take part in clubs and educational school trips. Risk assessments are carried out and procedures put in place to ensure your child can participate.

Here is a list of the things on offers throughout the year:

- Breakfast Club
- After School Club
- sports after school
- cookery after school
- KS1 swimming during school
- Homework club after school
- All classes will attend at least one educational visit per year.
- Year 5/6 will attend a residential visit during the summer term.

How do we support children with emotional and behavioural difficulties?

- We recognise that some children have extra emotional and social needs that need to be developed and nurtured
- All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development.

However, for those children who find aspects of this difficult, we have a pastoral leader in KS2 and a learning mentor in KS1.

- Each child is able to select a designated adult, whom they would feel most

comfortable with, should they need to tell an adult a problem or seek advice.

Support in class through structured Individual Behaviour Plans.

- Early Identification Sheets are available for staff to complete and handed to the SENCo
- Support at lunchtime through designated individuals where appropriate.
- We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include pupils in learning sessions with their class. We take every opportunity to include pupils socially at break and lunch times.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to try to change and improve their behaviour.
- The attendance of every child is monitored on a daily basis by the Pastoral lead. Lateness and absence are recorded and reported to the Head Teacher and Governing Body. Mrs Whittam works with families to help solve repeated lateness and poor attendance.
- The SENCo and Pastoral Lead are able to refer children to the Early Help and Prevention Team, to access Emotional Health and Wellbeing support, which is provided by Barnardo's. Parents may request this support and will always be consulted before a child is referred.
- If your child still needs extra support, with your permission, the SENDCo can access further help from outside agencies, such as Hendon Brook Short Stay School, East Lancashire Child and Adolescent Services (ELCAS) and the Educational Psychologist.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

Children in the care of the Local authority are monitored with a Personal Educational Plan (PEP). This is up dated termly and has the views of teacher, parent/carer and child.

What should I do if I have a concern or complaint about the provision for my child?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCo or the Head teacher.
- Look at our Special Educational Needs and Disabilities Policy on our website.
- The SEND Information and Advice Support Service (previously Lancashire Parent Partnership) is an organisation that provides independent advice and support for families – Telephone 0300 123 6706

Where can I find information about the authority's Local Offer?

The Local Offer is on the LCC website. www.lancashire.gov.uk/SEND and also on the school website.