



## **SEND Information Report**

### **School's Offer**

At St. Peter's Primary Academy we are constantly looking at how we can improve the provision for our pupils. To this end the information in the responses will be regularly reviewed and updated as necessary.

#### **What are Special Educational Needs and Disability?**

"A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age"

St. Peter's Primary Academy is a mainstream Primary Academy.

There are 4 areas of SEND that St. Peter's Primary Academy supports children in. They are:

- Communication and Interaction (Autistic Spectrum Condition and related conditions).
- Cognition and Learning (range of learning difficulties including dyslexia and dyslexic tendencies).
- Social Emotional and Mental Health difficulties.
- Sensory and/or Physical difficulties (includes disabled pupils and those with hearing and visual difficulties).
- NB: Looked After Children may not necessarily be children with SEN.

#### **What should I do if I think my child may have special educational needs?**

- If you have concerns then firstly contact your child's class teacher. This may then result in a referral to the school SENDCo (Special Educational Needs and Disabilities Coordinator) who is Mrs. A. Till.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Points you may want to think about before meeting with the SENDCO are:

- Why do you think your child has SEND?
- Does your child learn at the same rate as other children?
- How could school help?
- What you can do to help?
- Please bring any reports or information you have about your child's needs.

#### **How does St. Peter's Primary Academy know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the pupil's previous setting.

- We are informed by nurseries and previous schools about a child's needs. Early Years District SENDCOs also have meetings with school to discuss any children with SEND. You will be invited to that meeting.
- If a child transfers mid-year, the SENDCO will speak with the previous school and information will be passed to us.
- There is lack of progress shown from tracking of attainment. We follow your child's progress through teacher observation, marking and more formal assessment, and if there are concerns teachers will let you know.
- Teachers will refer to the SENDCO after trying some different strategies with your child.
- Concerns may be raised at Parents' evenings once a term or in discussion with the Class Teacher and SENDCO as required.
- School reports may have indicated additional help might be required at home or school.

In the new SEND Code of Practice, section 6, SEND pupils can be characterised by progress which:

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 gap between the child and their peers.

Widens the attainment gap.

Shows there is a change in the pupil's behaviour.

School reports may have indicated additional help might be required at home or school.

### **How does the school support my child?**

The Academy adopts the Graduated Response outlined in the 2014 Special Educational Needs and Disability Code of Practice, which follows an Assess, Plan, Do, Review cycle.

### **The Graduated Response** (Please see Appendix 1)

#### **Step 1:**

- Formal assessments and/or teacher indicates that child not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching. Class teacher will inform parents of the concern verbally.

#### **Step 2:**

- If concern continues over time, further support / adjustments will be made to support the child for minimum of 6 weeks.
- Teacher monitors and reviews the outcome for the additional support / adjustments.
- If no further intervention is required the child will be monitored through normal classroom tracking process.
- If further intervention may be required, class teachers will raise this at Pupil progress meetings and / or with the SENDCO and Teacher referral forms are completed.

### Step 3:

- SENDCO reviews evidence with class teacher / assessment outcomes information and discusses the pupil with the class teacher.
- If the child meets SEND monitoring criteria (no progress after initial class intervention), parents are invited to an initial meeting with the Class Teacher/SENDCO, where the current support required is discussed.
- SENDCO notes provision in place on provision map & the SENDCO adds child to the Monitoring Register, ensuring additional provision is put into place.
- If no further intervention is required the child will be monitored through normal classroom tracking process.
- If lack of progress is still a concern, and the child meets SEND criteria, then the SENDCO will meet with parents to discuss whether the child should be placed on the SEN register/outside agencies involved for further advice and assessment.

### Step 4:

If the child is placed on the SEND register then the following steps will be followed;

- A Plan for Progress (PfP) is used for planning and preparation: It is a working document
- PfP is shared with other staff working with child and support put in place.
- PfP is reviewed 3 times a year with child and parents: October, February and June/July. The PfP will be reviewed mid-cycle if needed.
- Children with ASC may not require a PfP. A Personal Profile will be written for them, which details their needs.

### Step 5:

For a minority of children, who meet County criteria school and/or parents may make an application for an EHCP (Education, Health, Care, Plan). This will involve on-going involvement of external specialists resulting in a detailed assessment of the child's strengths and needs.

### **How will the curriculum be matched to my child's needs?**

- Teachers plan using pupil's achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A Teaching Assistant may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil.

### **How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parent's Evenings.
- 'Keep in Touch' diaries can be used to communicate with school staff.
- Teaching staff accompany children onto the playground at the end of the school day if you need to raise any concerns.

- P.f.P. review meetings are held termly.
- Appointments can be made to speak with class teachers, or the SENDCo – Mrs Till.
- Letter/phone call/email from the SENDCo.
- Minutes of meetings.

### **How can I help support my child's learning?**

- Discuss how to help with the class teacher or SENDCO.
- Know your child's targets and actively encourage your child to work towards them.
- Check homework set regularly and support your child in completing it.
- Encourage your child to attend clubs and activities in and out of school.
- Visit the school website for links and information.
- Follow the advice given by staff and other agencies.
- Attend planning and review meetings.
- Let school know if your child is unhappy or worried about anything.

### **How will I be involved in planning for my child's education?**

- Parents' evenings within school.
- Planning meetings about your child's needs including PEP (Personal Education Plan) meeting for Looked After Children and EHCP Review meetings for those in receipt of an EHCP plan.
- Discussions with external agencies both in and out of school.
- Termly SEND Review meetings to explore if your child's needs are being met.
- Feedback from staff on an informal basis, face to face, by text, telephone or letter.
- Additional meetings where required.

### **How will my child be involved in planning for their education?**

Depending on the age and understanding of your child they will be involved by:

- Talking to their Teacher or another member of staff that they know well about what they find easy and difficult.
- Know what they need to do next to achieve their targets.
- Tell a member of staff if they are having difficulties.
- Have a go at tasks set.
- Complete, with help the "My Views" form with a member of staff before their Annual Review (children with Statements or EHC plans)
- Opportunities for pupils to have greater involvement in their education are always looked for.

### **What training do the staff supporting children and young people with SEND undertake?**

- The SENDCo, Mrs A. Till attends termly meetings held by The Academy Trust.
- The SENDCo has passed the SEN Coordination Award.
- The school has regular contact with specialist teachers.
- Specialist Teachers have provided training for all staff on strategies to aid spelling and reading.
- School has Dyslexia Friendly Status Level 1.
- The Autism Outreach Team provides support for individual teachers and TA's where necessary.
- Some T.A.'s are trained in the Better Reading Partnership.
- All T.A.'s are trained in Precision Teaching techniques.

- Mrs Roskell is trained in 'First Class at Numbers', a Numeracy support program for Key Stage 2.
- Skills audits are completed by staff and training planned for in continuing professional development planning and review meetings

### **What support will there be for my child's overall well-being?**

Our school offers a wide variety of pastoral support, these include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Senior Leadership Team.
- Small group interventions to support emotional difficulties can be led by the Autism Outreach Team or Behaviour Support.
- Our school has completed the Anti-bullying Pledge and is audited regularly for its provision in regard to ensuring pupils safety by external agencies.
- All members of staff, including Lunchtime supervisors, are readily available for pupils who wish to discuss issues or concerns.
- Our school provides a 'Worry Box' for children to communicate their concerns if they feel unable to approach an adult.

### **How will the Academy know that the SEND provision is effective?**

- Your child is happy in school and showing expected progress.
- School will gather information about the progress of your child and this will indicate whether they are making expected progress – this will be shared with you.
- We follow a graduated response, where we Assess, Plan, Do, Review. The review will tell us if an intervention has been successful and what we need to try next.
- Outside Agency reports will show progress against standardised test outcomes.
- The SENDCO will oversee the reviews of PfPS and help adapt practice where required.
- The Senior Leadership Team all hold responsibility to ensure the needs of all learners are met and monitor practice regularly.
- OFSTED/HMI/Academy reviews and reports will determine the success of how effective school is.

### **Pupils with medical needs**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents, the school and if appropriate, the pupil themselves.
- Where necessary and in agreement with parents/carers, medicines are administered in school. Anti-biotics may be given in some circumstances but a medication form must be completed.

## **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- Your child is invited to access extra activities at lunchtimes and after school.
- We will inform you by letter/email about activities running in school.
- School/provider completing relevant risk assessments for out of school activities.
- Planning for and making reasonable adjustments to make sure that all pupils can take part in extra activities and school trips.
- All children are included in the whole curriculum.
- Pupils are actively encouraged to share their views with staff about their own learning.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

## **How will you match the Academy Curriculum to my child's needs?**

- Differentiated planning (different activities to match the child's learning needs).
- Additional in class support from Teaching Assistants.
- Intervention groups.
- Targeted support for individual pupils.
- Use of Plans for Progress for children with SEND.
- Following outside agency recommendations in validated / recognised professional reports.
- Specialist equipment and resources for pupils where required.
- Access Arrangements for SATs.

## **How are the Academy's resources allocated and matched to children's special educational needs?**

- All teachers are teachers of children with SEND and are trained to enable them to meet the variety of needs of pupils in their class through Quality First Teaching.
- In class support is accessible from Teaching Assistants working with identified pupils.
- Small group support is led by teachers and teaching assistants.
- A range of resources and equipment, such as table prompts for literacy and maths, physical support like pencil grips, writing slopes and emotional resources such as social stories.
- Where children have a higher level of need school may, in conjunction with parents and the Educational Psychology Service apply for an Education, Health and Care plan, guided by county criteria. Where a plan is in place, school will allocate resources to meet the objectives of the plan and enable pupil progress as a priority.
- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by outside agencies.
- Funding may be used to buy in specialist support.
- Individual Pupil Premium payments are used to support that pupil's learning.
- For pupils with more complex needs, the school may apply for Additional Educational Needs Funding (AEN).

## **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Advice from outside agency recommendations support school to ensure pupils with SEND access the same curriculum and extended activities as other children, access where possible the same environment as other children and access the same information as other children.

Facilities we have available at present include:

- Ramps where necessary to make the site accessible to all.
- Toilet adapted for disabled users.
- Wide access doors throughout the building.

We have a separate accessibility plan.

## **What outside agencies does the Academy work with to support children?**

- A Special Educational Needs Consultant
- Behaviour Support Service
- Educational Psychologist
- Autism Outreach Team (AOT)
- School Nurse
- Hearing Impairment Team
- Speech and Language
- Visual Impairment Team
- Educational Welfare Officers (EWO)
- Physical and disability support service
- Local Support Team (LST)
- Key Learning Centre
- Occupational Therapist
- Physiotherapist
- CAMHS
- Midlands Psychology

These services are accessible through a range of school referral procedures or via medical access directly through your GP.

## **How is the decision made about how much support my child will receive?**

- For pupils with SEND but without an Education Health Care Plan, the decision regarding support will be taken at a joint meeting with the class teacher and SENDCo (Mrs A. Till).
- For pupils with an EHCP this decision will be reached when the plan is being produced or at the annual review.
- Day to day allocation of priority of need is decided by individual teachers within Quality First Teaching.
- Tracking all pupil's progress every half term including those children with SEND

## **How will the school prepare and support my child when joining St. Peter's Primary Academy or transferring to a new school?**

A number of strategies are in place to enable effective transition. These include:

- On entry:
  - Parents/carers invited to a meeting at the school so that they know what to expect and have a chance to ask questions.
  - Our Reception class teacher will liaise with nursery or preschool settings for information on new intake children. The SENDCo, Mrs A. Till will visit the setting if a pupil is known to have SEND.
  - Pupils invited to a 'moving up session' to meet their new teacher and become familiar with their new setting.
  - The SENDCo, Mrs A. Till will meet with parents of children with SEND to allow concerns to be raised and discuss solutions to any perceived.
- Secondary transition:
  - Transition days are held for the Year 6 pupils to become familiar with their new school.
  - Children with SEND can have extra transition days.
  - The Autism Outreach Team provide extra support for pupils anxious about their transfer and accompanied visits can be arranged.
  - Information is passed on form the SENDCo, Mrs A. Till to the SENDCo at the Secondary School.
  - Teachers from our Secondary feeder school, The Friary visit Year 6 pupils at St. Peter's.
- Mid-year transition:
  - Parents/carers and pupils are given a tour of St. Peter's Academy.
  - Pupils are invited to visit St. Peter's Academy for a day or half a day prior to transfer, or a transfer decision being made.
  - Contact is made with the pupil's current/previous school for their records.

### **Complaints Procedure**

If you are dissatisfied with any procedures or policies relating to this policy please follow these guidelines:

Request a meeting with class teacher and or SENDCo.

Request a meeting with the Head of School, Mr Dean.

Contact the Local Governing Body via SEND Governor (Mrs J. Gilliland) – school office 01543 372060

Contact the Academy Trust 01543 306040

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs or have a query regarding your child's schooling please contact the following:

- Your child's class teacher.
- The SENDCo, Mrs A. Till.
- The Head of School, Mr Dean.
- School Governor for SEND, Mrs J.Gilliland.



## Further Contact details

CAMHS Staffordshire (Children & Adolescent Mental Health Services) – 01785 221665  
CAMHS Walsall (Children & Adolescent Mental Health Services) – 01922 607400

Speech & Language – 01543 414555

Staffordshire County Council Single Point of Access 0300 111 8007

Autism Outreach Team via Single Point of Access

Educational Psychologist Dept via Single Point of Access

ENTRUST: <http://entrust.education/Contacts>

SEND Family Partnership: 01785 356921 [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

School Nurse

Email: [FHSW.east@mpft.nhs.uk](mailto:FHSW.east@mpft.nhs.uk)

0300 303 3924

Hearing Impairment

Manager of the Hearing Impairment Team

01785 356830

Visual Impairment

Manager of the Visual Impairment Team

01785 356830

Local Support Team Lichfield

Email: [lichfield.lst13@staffordshire.gov.uk](mailto:lichfield.lst13@staffordshire.gov.uk)

01543 510100

Follow this link to the Staffordshire Marketplace:

[www.staffordshireconnects.info](http://www.staffordshireconnects.info)

This Policy will be reviewed annually.

Next review due September 2019

**Appendix 1**  
**Graduated Response for SEND – St. Peter’s Academy**

**Graduated Response**

