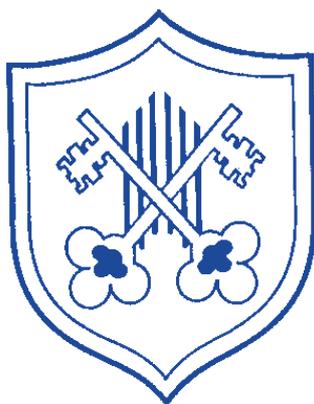




Mid-Trent
Multi Academy Trust



St. Peter's Church of England Primary School

'Opening Doors with Learning, Faith and Care'

SEND Information Report
2020-2021

Acting SENCo: Mrs Charlotte Pilkington

The template is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

What types of SEN do we provide for?

In line with the SEN Code of Practice, we recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

This means that for children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or by relevant early years providers.

At St. Peter's we provide SEN support for learners with the difficulties in the following key areas:

- Cognition and Learning
- Communication and Interaction
- Physical and/or sensory
- Social, Emotional, Mental Health

How do we identify and assess pupils with SEN?

There are two usual ways in which the need for additional support is identified, these are a concern raised by a parent/carer or a concern raised by a teacher/learning mentor.

Where a child appears behind expected levels, or where their progress gives cause for concern, teachers will observe and monitor the child's learning and we will talk to parents/carers and the child (as appropriate) to gather information.

Initially we will make simple adjustments to the quality first teaching the child receives, to target their areas of need in the classroom.

If a child's progress continues to be less than expected we will review their needs and begin to look at completing a more formal assessment of the pupils needs. This may include accessing outside agencies, such as the Educational Psychologist to assess learners if we do not have the skills to assess their needs in house; this could also mean that the child completes some formal assessments to help us understand the extent of the difficulties faced by the pupil.

Who is our Special Educational Needs Coordinator and how can they be contacted?

Our acting SENCOs are Mrs Charlotte Pilkington and Miss Georgina Coady. They can be contacted through the school office by calling (01889) 270233 or emailing office@st-peters-hixon.staffs.sch.uk (please mark emails FAO: SENCO).

What is our approach to teaching pupils with SEN?

Our approach to SEN at St. Peter's is guided by our vision:

Opening doors with learning, faith and care.

This means that we believe in creating opportunities for all our learners to grow and excel, whatever difficulties or barriers they may face in learning and life.

We value every child as an individual. As such, we make every effort to include all of our learners in every activity. We have high-expectations for all, including those with Special Educational Needs (SEN), and pride ourselves in supporting our learners in the best way that we can.

We use the assess, plan, do, review cycle to ensure that our provision is always impacting positively on outcomes for pupils and that we do not waste a minute on interventions/provision which is not working.

How do we adapt the curriculum and learning environment to meet the needs of SEN learners?

Curriculum: We ensure that all learners able to access the whole-curriculum through differentiating activities, providing additional small-group and 1:1 support, planning interventions and pre-teaching opportunities, utilising access arrangements for statutory testing and modifying the curriculum content where appropriate.

How do we enable pupils with SEN to engage in activities with other pupils?

Extra-Curricular Activities: All children are welcome to attend lunchtime and after school activities, including clubs and events. For some children, a specific risk assessment may have to be undertaken to ensure that all participants are kept safe, and all reasonable adjustments are made to make sure that every child can make the most of every opportunity school-life presents them.

How do we consult parents of pupils with SEN and involve them in their child's education?

St. Peter's Church of England Primary School has an open door policy for parents and we actively encourage all parents to be fully involved in their children's learning and the wider school community. Family meetings are held at least once per term to discuss the provision in place for learners with additional needs, and this includes the opportunity to regularly feedback on the effectiveness of the provision in place and discuss any plans for changing/ adapting provision moving forwards.

Personal Learning Plans will be shared with parents following these meetings and will always include ideas and suggestions as to how parents and carers can support their child in meeting the targets set for them.

For learners with an EHCP, parents and carers are invited to attend the EHCP Annual Review meeting with all of the professionals involved in supporting their child. Here progress is reviewed externally and formally with your child's SEN co-ordinator from the SENSS service.

How do we consult pupils with SEN and involve them in their education?

We believe it is important to include the child in all of the decisions made about their education and provision.

As soon as children are able to they will be involved in family SEN meetings to talk about their hopes and dreams for the future. Learners will contribute to the target setting and review process and be encouraged to reflect upon the progress they have made. Within the PLP there are specific actions which the child is responsible for, this may be completing homework tasks, bringing equipment or asking for help, but it is clear that they have a role to play in meeting the targets set for them.

Learners with a Statement of Special Educational Needs or an Education Health Care Plan will be invited to annual review meetings to review their provision with all of the professionals involved.

How do we assess and review pupils' progress towards their planned outcomes?

Pupils' progress towards the targets set for them within their PLP are reviewed informally on a day to day basis by the team of professionals working with them. They are reviewed formally a minimum of once every half-term to enable changes to provision to be made quickly if they are not having the desired impact. A formal review of PLPs, involving parents and carers in a family meeting takes place once per term.

Success criteria for each target set within a PLP are identified when the target set and progress is reviewed against this end goal and supported with key assessments and data gathered during the PLP period.

How do we support pupils with SEN at key transition points?

Learners with SEN are supported throughout the key transitions to and from St. Peter's, knowing that a smooth transition sets our learners up to achieve great things. We hold meetings with parents and the sending/ receiving school when pupils start in Reception and when they leave in Year 6.

On entry:

- A planned programme of visits are provided in the summer/autumn term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and the SENCo liaises frequently with the feeder high schools SEN teams in order that transition runs as smoothly as possible. Opportunities for transition visits with supporting outside agencies can be arranged to alleviate any concerns for parents and pupils.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

How do we support pupils with SEN to improve their emotional and social development?

The well-being of all our pupils is taken very seriously and as such we have a wealth of support in place to help our learners in times of need. These include the HOPE project, Time to Talk individual and small group sessions as well as a thriving Nurture group.

What expertise and training do our staff have to support pupils with SEN?

Our MAT SENCo has completed the National SENCo award and keeps regularly updated with key information and new developments through attending SEND Hub meetings and working closely with SENCos from other schools.

In school, our Learning mentors are trained to become experts in specific programmes and barriers to learning. All receive in-house and external training opportunities throughout the year to develop the range of expertise within the school.

The school's SEN Local Academy Committee member has completed SEND Governor training and brings a wealth of relevant and current experience in working with learners with SEND to the role.

How will we secure specialist support and expertise for our learners with SEN?

In school specialist support: SENCo, experienced Teachers and Learning Mentors

External specialist support accessed as necessary: Parent Partnership; Special Educational Needs Support Service (SENS); Educational Psychology Service; Hearing/Visual impairment team; Autism Outreach Team; Local Support Team and Family Support Worker; Education Welfare Officer; School Nurse/GP; Child and Adolescent Mental Health Service (CAMHS); Action for Children; Speech and Language Therapists; MPFT.

How will we allocate resources to support pupils with SEN?

The school development plan is reviewed each year and identifies whole-school priorities for SEN learners. Items within this plan are allocated appropriate resources and funding from the school's main budget to improve the provision and outcomes of learners with SEN.

The SEND budget and resources are allocated through each child's personalised learning plan (PLPs) which identifies the provision needed for each individual learner in the school. Resources from the main budget (including teacher and learning mentor time to complete planned activities) are then provided to ensure planned opportunities are able to be completed in the time-frame planned.

Learners with an Education Health and Care Plan may have additional resources, funded by the Local Authority to meet specific learning and medical needs. This resource is reviewed annually through the EHCP annual review process.

How do we evaluate the effectiveness of our SEN provision?

The effectiveness of our SEN provision is kept under constant review. We evaluate the effectiveness of our provision in the following ways:

- Our learners are happy in school and are making progress.
- Reviewing the assessment outcomes of our SEN learners to ensure provision is having the desired impact on pupil outcomes and engagement in school experiences.
- Evaluating interventions and provision regularly against the success criteria set at the start of the intervention.
- External reviews of provision through Ofsted and SIAMs.
- Regular review and reports to Governors about the effectiveness of SEN provision.
- Annual internal self-evaluation by MAT SENCo which leads to continual improvement planning for SEN provision.

Who can parents and carers contact if they have concerns?

The first port of call with any concern about their child should always be the class teacher. Teachers can be contacted through Class Dojo, on the gates at the start and end of school or by making an appointment through the school office.

For specific SEN concerns, parents and carers are invited to contact the school's acting SENCo Mrs Charlotte Pilkington or Miss Georgina Coady. Both can be contacted through the school office by calling 01889 270233 or emailing office@st-peters-hixon.staffs.sch.uk (please mark email FAO SENCo).

What support services are available to parents?

The school and all its staff are here to support our children and their families, we kindly ask that any parent/carer gets in touch with us in times of need and we will do all we can to help and support.

For external advice and support, Staffordshire operates a Family Partnership Service for learners with SEND. Information regarding the partnership service can be accessed here: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM>

Where is the LA's local offer?

Staffordshire's Local Offer can be accessed here: <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>