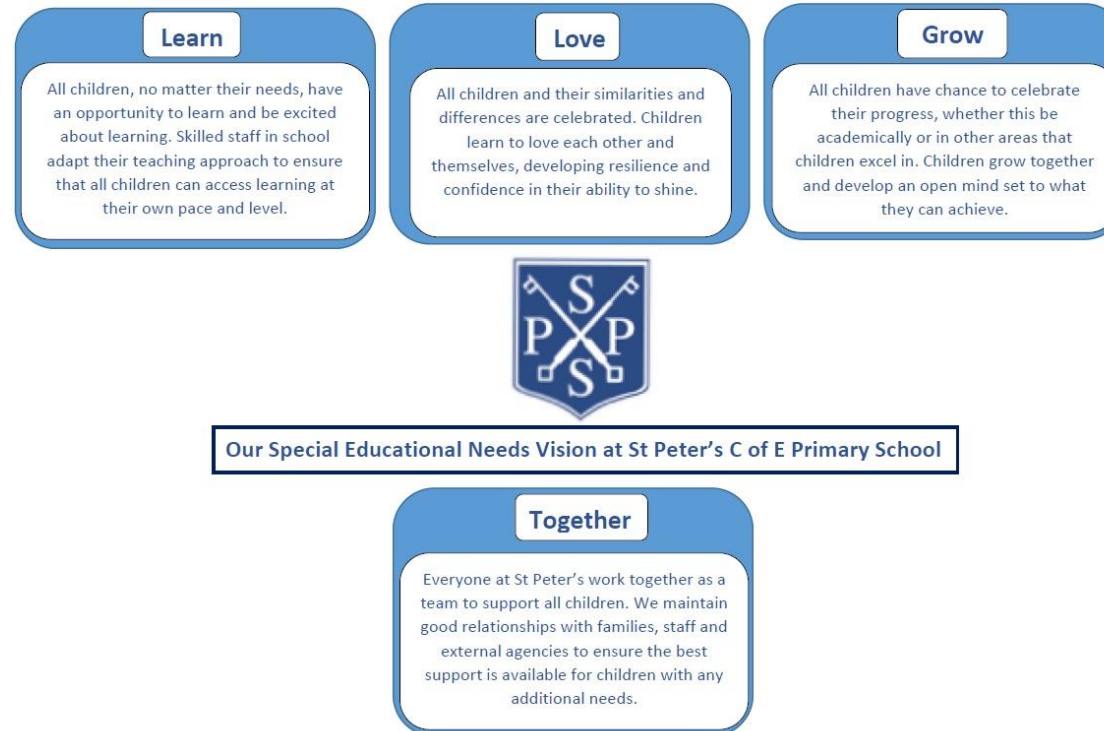




## St. Peter's Church of England Primary School - SEN Information Report Reviewed September 2022

St. Peter's is a fully inclusive mainstream nursery and primary school. We welcome all children and believe that every child is unique, made in the image of God, and deserves an education which ensures that they reach their full potential socially, emotionally and academically. "And whoever welcomes one such child in my name welcomes me."— Matthew 18:1-5. This report gives you information about the ways in which we support all of our pupils with Special Educational Needs and Disabilities (SEND) so that they enjoy and achieve. We regularly consult with pupils, parents, staff and governors so provision may change and develop over time.



Regulations	Question	School response
1. The kinds of special educational needs for which provision is made at the school	What kinds of SEND do children have in our school?	<p><i>'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'</i> (SEN Code of Practice 2014)</p> <p>We support a wide range of children with SEND in our school who have difficulties with communication and interaction; cognition and learning; social, emotional and mental health and sensory or physical difficulties.</p>
2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN	How do you know if a pupil has SEND and how will they be supported?	<p>Our staff monitor closely the progress made by all children and ask for advice as soon as they have concerns about any pupil.</p> <p>Where a pupil is identified as having SEN, we aim to remove barriers to learning and put effective provision in place. This is known as the graduated approach:  <i>Assess → Plan → Do → Review</i></p> <p>Diagnostic assessment may be carried out by our SENDCo to pinpoint areas for development and to inform target setting, or we may refer for specialist advice and/or assessment by our Educational Psychologist or other outside agency.</p> <p>Targeted activities are then implemented to support the child which may involve small group work or 1:1 intervention. The progress made is very closely monitored and evaluated in order to decide what the next steps are. This is a continual cycle and is</p>



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		<p>recorded in an IEP (Individual Education Plan).</p> <p>If it is decided to provide a pupil with SEN support then parents/carers will be formally notified although we aim to engage in an earlier discussion to discuss concerns whenever appropriate. The teacher should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.</p> <p>If we have taken relevant and purposeful action to identify, assess and meet the SEN of the pupil and they have not made expected progress, we may request an Education, Health and Care needs assessment (replacement for Statements of Educational Need).</p>
<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on our school website or from the school office. If you would like to discuss our SEND provision or find out more, please contact the school SENDCo who would be more than happy to meet with you - Mrs Leanne Stubbs on 01706 648195</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p>	<p>Children are continuously monitored and assessed. However every 8 weeks teachers formally review children's progress and attainment in 'Pupil Progress' meetings. Any child causing concern is discussed and a plan is put in place to address these concerns. The impact of intervention is very closely monitored and evaluated to ensure that the child is making progress. Teachers meet with parents/carers to discuss concerns, involve them in the plan for intervention and to review progress at regular intervals. Parents/carers receive a formal written report at the end of the year.</p> <p>The school's SEN Governor regularly monitors and evaluates the effectiveness of our SEND provision.</p>
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<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>We believe that parents are the first educators of their children and we aim to work together so that children reach their full potential. As part of this, there is at least a termly meeting with parents of SEND pupils so that progress and provision can be discussed and reviewed.</p> <p>Parents are fully involved in the Assess, Plan, Do, Review process.</p> <p>The progress of children with speech, language and communication needs is assessed and reviewed regularly throughout the year by individual children's Speech &amp; Language Therapists in consultation with staff and parents.</p> <p>A cycle of consultation; meetings, target setting and reviews takes place for children with Educational Psychology involvement.</p> <p>For children with EHC plans an annual review takes place.</p>
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<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do staff help pupils with SEND?</p>	<p>Our staff have the highest possible expectations for all pupils including those with SEND. All teaching is based on building on what children already know, can do and understand, and moving this on to the next stage. Our teachers implement a variety of different teaching methods which aim to remove barriers to learning so that children enjoy learning and achieve well. This may involve using practical materials or adapting resources so that they can access the curriculum. If children require additional support, specific interventions will be put in place and progress monitored closely. These interventions will be delivered by teachers or skilled teaching assistants.</p> <p>Staff engage in regular professional development to ensure they are fully skilled to support children with SEND effectively.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>What adjustments are made so children can learn and achieve?</p>	<p>Our school is safe and we do our best to make it welcoming to the whole community. We have a broad and balanced curriculum which is accessible to all our pupils including those with SEND. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We implement many different strategies to help SEND children progress in school which may include a differentiated curriculum, practical resources and different degrees of adult support. We have accessible ramps to doors and a disabled toilet. An Accessibility Plan is in place and available from our school website which details our statutory duties in line with the Equality Act 2010.</p>

<p>3e. Additional support for learning that is available to pupils with SEN</p>	<p>Is there any extra support available to help pupils with SEND with their learning?</p>	<p>We have a range of skilled staff to support pupils and address any additional needs they have. We support children in the classroom through quality first teaching and also implement a wide range of personalised interventions delivered by highly trained teachers and teaching assistants. The professional development of all our staff is an ongoing process. Members of staff across the school are trained in the following areas: Speech and Language, Precision Teaching, BRSP, First Class at Number 1 and 2, Success @ Arithmetic, Talk Boost and Early Talk Boost.</p> <p>We also call on the expertise of Rochdale Additional Needs Service who has a team of highly skilled staff that support the school in meeting the needs of children with specific needs eg. Autism, the hearing impaired and visually impaired.</p> <p>The school SENDCo coordinates and monitors the effectiveness of this provision.</p>
<p>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</p>	<p>What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<p>St. Peter's is a fully inclusive school and thus everything we offer can be accessed by <i>all</i> pupils including those with SEND. We offer a wide range of extra-curricular activities including sports clubs, craft club, cookery club, science club and many others. We also offer regular school trips to enrich our curriculum and these trips are fully accessible for pupils with SEND. Details of these are sent home throughout the year.</p> <p>Pupils that have a disability are supported effectively before/after school, and at break/lunch times if necessary.</p>



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<p>3g. Support that is available for improving the emotional and social development of pupils with SEN</p>	<p>What support will there be for my child's overall well being?</p>	<p>We aim to meet the holistic needs of our pupils which includes their social and emotional development so they are able to reach their full potential. Children with specific social, mental or emotional health needs are supported by our Pastoral Officer who offers a wide range of support including group sessions, 1:1 mentoring and parent support sessions. We also engage, if necessary, with other support services such as the Educational Psychology Service, Healthy Young Minds (CAMHS) and other agencies.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN Coordinator</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>The SEN Coordinator (SENDCo) is Mrs Leanne Stubbs. Please contact school to arrange an appointment or call the school number if you have any questions or concerns.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured</p>	<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p>	<p>Our school provides high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of learners, such as pupils with autism, dyslexia, etc. Teachers and support staff regularly attend training courses run by experienced school staff including the SENDCo as well as Rochdale REAL Trust and other outside agencies that are relevant to the needs of specific children e.g .Rochdale Additional Needs Service (RANS) or medical /health training delivered by the School Health Team, Specialist Epilepsy</p>



		<p>Nurse, etc. Staff work closely with these specialists who provide advice or direct support as appropriate.</p>
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<p>6. Information about how equipment and facilities to support children with SEN will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>All day to day teaching areas are fully accessible to all learners including those with SEND. School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority/Health Services provide specialist equipment such as wheelchairs /standing frames / laptops etc when recommended by a relevant specialist.</p> <p>When necessary, the School Health Team support us in writing Care Plans for pupils with additional needs. Parents/carers are fully involved in this process by attending these meetings and providing vital information.</p> <p>Please see school's Accessibility Plan for further information.</p>
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<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</p>	<p>How will I be involved with planning for and supporting my child's learning?</p>	<p>We actively encourage parents to be fully engaged and involved in their child's education and meet to discuss any concerns that arise as early as possible. We hold routine parents' evenings each term and offer new parents' meetings. We also invite parents in to watch class assemblies and they are invited to a 'Good News' assembly if their child has received a certificate.</p> <p>There will be at least a termly meeting with parents of SEND pupils to discuss targets and review progress.</p> <p>A school report is sent home every Summer Term and we encourage and appreciate any feedback from parents.</p> <p>For those pupils that have an Education, Health and Care Plan, an annual review will be held, or for those who are in Early Years Foundation Stage, a review every 6 months. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupils' education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.</p> <p>We encourage any parent/carer who has any concerns about their child to speak to school staff as early as possible.</p> <p>For any further information about any of the above, please contact school.</p>
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<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<p>Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment. Children are encouraged to reflect on their own learning and identify next steps and personal targets. We regularly collect and reflect upon pupil views and use this to support the children in their learning. Pupils with SEND take part in pupil voice activities throughout the year, and contribute towards their 'All About Me'.</p>
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9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.

Who should I contact if I have concerns about my child's learning and / or progress?



**Parent Flow Chart**

At St Peter's we have a dedicated staff team who are committed to keeping your child at the centre of everything we do, especially when discussing your child.

I have concerns about my child's progress or I think they may have an additional need.



I can discuss my concerns with my child's class teacher



I can discuss my child with the school Special Educational Needs Coordinator (SENCo), Mrs Stubbs – I can contact her on the school number 01706 648195 or arrange a time to meet (this may be virtually during COVID-19)



I can contact my child's GP, Health visitor or Paediatrician to share my concerns.



I can speak with other members of the leadership team in school, such as Mr Wood or Mr Whelan.

SENDIASS are an independent advice service who are also available to speak with to share your concerns. School can also support you with this if needed.

		<p>Your first step should be to talk with your child's class teacher. If you continue to have concerns, you should contact Leanne Stubbs, SENDCo. If this still doesn't resolve your concerns, you should make an appointment to see the Headteacher. If the matter is not resolved you should follow the school's complaints procedure which is available on the school website or from the school office.</p>
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<p>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p>Who else provides services in school for children with SEN or disabilities?</p>	<p>The range of agencies and support services school work with include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Educational Psychology Service</li> <li>The Acute and Ongoing Needs team (CAONS) - including key services such as Speech and Language Therapy (SALT), Occupational Therapy, Physiotherapy, Child Development Team.</li> <li>Rochdale Additional Needs Service (RANS) - Team for Autism and Communication (TASC), Talk to Learn Team (TTL), Visually Impaired Team, Hearing Impaired Team, Physical Disabilities team.</li> <li>Healthy Young Minds (previously known as CAMHS)</li> <li>School Health Team/ School Nursing Team .</li> <li>Early Help Team</li> </ul>
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<p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Contact Mrs Leanne Stubbs, Special Educational Needs and Disabilities Coordinator (SENDCo), look on the Rochdale Local Offer Website, look on our school website under the 'SEND' section.</p> <p><a href="https://www.ourrochdale.org.uk/kb5/rochdale/directory/results.page?">https://www.ourrochdale.org.uk/kb5/rochdale/directory/results.page?</a></p> <p><a href="http://www.stpetersce.rochdale.sch.uk/page/special-educational-needs/10610">http://www.stpetersce.rochdale.sch.uk/page/special-educational-needs/10610</a></p>
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<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p>Transition arrangements are in place for all children. All classes have opportunities to spend time in their new class in the Summer Term. Where appropriate additional transition programmes are implemented, particularly for our Year 6 pupils. Our staff have transition meetings each Summer term to pass on important information about all pupils, but with a particular focus on the needs of children with SEND. This is to ensure that strategies and resources that have proven to be successful for those pupils are ready to be implemented in September. Our pupils on the autistic spectrum have a transition booklet made with them in the Summer Term to help them get ready for the change in class in September. A copy is also sent home for parents/carers to look through with their child over the Summer break. We liaise closely with our receiving High Schools to ensure a smooth and successful transition for our pupils with SEND. We try to arrange additional visits wherever possible.</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Rochdale Council website has information about the services that are available. This can be accessed at:  <a href="https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page">https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page</a></p>