

St. Peter's C of E Primary School

School Road, Heysham, Lancashire, LA3 2RF

Special Educational Needs Information Report 2020/2021

(This report is in line with the SEND Code of Practice p106, Section 6.79)

Head teacher: Mrs N Gomersall **SENDCo:** Mrs D Parker **SEN Governor:** Mrs Caroline Whittingham

St. Peter's is an inclusive, Mainstream, Primary School

The questions below highlight information from the School's local offer and informs you of what and how we provide support for children with special educational needs.

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Before any child joins St. Peter's, our staff liaise with their previous setting. Therefore, some children join our school with their SEND (Special Educational Needs and Disabilities) already identified. Every summer, our EYFS staff aim to visit all of the Nurseries and Pre-Schools that our new children attend in order to discuss any specific needs individual children may have. If a child has not attended a nursery a home visit is arranged. This enables us to provide appropriate support for pupils from the moment they join us. Once a child has joined our school, there are a variety of ways in which we would identify children as having SEND (Special Educational Needs and Disabilities). This may include some of the following:

- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance or there are perceived barriers to learning
- Child performing below 'age expected' expectations
- Concerns raised by a parent
- Concerns raised by a medical professional
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

Upon entry to our school, we carry out a baseline assessment of all our children. Where specific needs may become apparent, we have a range of assessments which can be used to explore a child's strengths and difficulties in more depth. Such as the Welcom Speech and Language assessment

What types of SEND does our school currently need to provide for?

Special Educational Needs and Disabilities provision can be considered as falling under four broad areas. Since September 2014, these areas as defined in the revised SEND Code of Practice are to be referred to as:

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

Currently, we provide support to children who have needs ranging across the 4 areas of SEND. These include:

- Children on the Autistic Spectrum
- Physical Needs
- Speech and Language difficulties
- Emotional and Behavioural needs
- Hearing impairment
- Learning needs (including dyslexia and MLD)

How do I raise Concerns about my child?

Please do come and speak to us if you have concerns about your child. Initially, contact your child's class teacher to raise your concerns. If you would like to speak to the Headteacher, a senior member of staff or the SENDCo, please contact the office to make an appointment using the contact details at the top of this report.

How will the school support my child?

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers oversee, plan and work with every child in their class, including those with SEND. They make regular assessments of the children in their class to ensure progress is being made by all pupils. This then seeks to identify pupils making less than expected progress given their age and individual circumstances. Where it becomes evident that a child has additional needs, this will be supported using a graduated approach. Parents/carers will be informed at all stages:

- You will first be invited to attend a meeting with the class teacher and SENCo to discuss your child's need. Together we will create an IEP (Individual Education Plan) SEN Plan or Pupil Passport which will identify specific targets that your child will be working towards and strategies that have been put in place to support your child.
- We will agree on a date for the plan to be reviewed and evaluated. The class teacher will send you an evaluated copy of the plan along with a copy of a new IEP/SEN Plan. You will be able to annotate the plan as necessary before returning it to the class teacher.
- The additional support that your child will receive may be delivered by a teaching assistant or a teacher. This support might be 1:1 or small group teaching and may take place outside the classroom.

- SEN Code of Practice 2014: School Support (SS) means a pupil has been identified by the SENCo/Class teacher as needing some extra specialist support in school from a professional outside the school. Specialist groups run by outside agencies, e.g. Speech and Language, Specialist teachers and Educational Psychologist services are commissioned by the school to provide additional support for children with specific needs. Assessments can be carried out, recommendations are given and programmes of work can be provided for individual children.

Specified Individual Support

- If it is felt that a child's needs are severe and complex, school (or parents) can consider applying for 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 Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language Therapy (SALT) Service.
- The request for an EHCP is made to the Local Authority Services. It involves you and all professionals involved with your child writing a report outlining the child's needs. After the request has been made to the Local Authority, a panel of professionals will review the application and decide whether they think your child's needs, seem complex enough to need a statutory assessment.
- If they feel that your child would benefit from additional support, they will write an Education Health Care Plan (EHCP). The plan may outline the additional funding that may be allocated to school. It will inform school of the number of hours of individual/small group support your child should receive when appropriate, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.
- If the LA panel feel that an EHCP is not required, they will ask the school to continue to provide the level of support currently in place.
- The SENCo and head teacher will oversee the progress of any child identified as having a SEND.

How is extra support allocated to children with SEND?

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for SEND. This funding is used to assess the children's needs and support their learning through:

- Extra TA hours to support individuals and small groups.
- Resources.
- Support and advice from outside agencies.
- CPD for all staff.
- Educational Psychology assessments.
- Specialist teachers
- Specialist assessment tools

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

- The progress of all children, including those with SEND, is tracked and analysed against national and age-related expectations on an annual basis. Class teachers continually assess their pupils progress and are able to identify areas where further support and intervention is required.
- Pupil progress meetings are held termly with the Head Teacher and Assessment Co-ordinator to identify the children who are not making expected progress. Further actions and interventions are discussed.
- The Head Teacher reports annual data to the Governing Body.

How will the school inform me about my child's progress?

- All support plans which include targets and evaluations, are shared with parents/carers and meetings are offered on a termly basis.
- All families are offered two parents' evenings each year where any SEND issues can be discussed. Families are also offered a further consultation if they have questions about their annual report in the summer term.
- An annual report is sent by the class teacher in the summer term and a report card, detailing current 'levels', are sent out at the end of both the Autumn and Spring terms.
- There is an annual review meeting for any child with an EHCP (Education, Health and Care Plan), at which the objectives are reviewed, and any additional needs are discussed.

How will my child's thoughts and opinions be taken into account?

Children with SEND have the same opportunities to be involved in their learning as all the other children in school – discussing their work, responding to targets and being involved in setting next step goals.

- Children with an EHCP are encouraged to be involved in their Annual Reviews
- All children are given the opportunity to stand for the school council from Year 2 upwards

How will the school support my child's overall wellbeing?

At St. Peter's the emotional health of all our children is a priority.

- Our Learning Mentor, Mrs. Holmes, provides a variety of interventions to support our children who have social and emotional needs. This includes Lego therapy, social stories and Kidsafe lessons. Other staff may support our children under her direction.
- Our Behaviour Policy is applied consistently by all members of staff. If a child needs any adaptations to be made due to their needs, this is done through a consultation with parents and staff.
- All classes follow the 'Jigsaw' PSHE programme (Personal, Social, Health and Economic education) to support this development.

How do we deal with bullying and supporting SEN children?

We recognise that children with SEND are often more vulnerable to bullying both in and out of the school environment.

- The school Anti-Bullying Policy clearly sets out school's position on dealing with all forms of bullying, including online bullying. The policy is explained to all children in a child friendly way.
- Our Learning Mentor is skilled in providing our SEND children with support on friendships, teamwork, emotions etc.
- Parents are always informed when bullying incidents occur.

How will my child be included in all activities that are available at school?

In line with our Single Equality Policy, all children are included in all parts of the school curriculum. At St. Peter's, we aim for all children to be included on school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and if necessary, discuss this with parents/carers in advance.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.
- At times, it might be appropriate for a parent/carer to accompany a child on the trip depending on the child's needs.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment wherever possible.
- We aim for our after school/lunchtime clubs to be as inclusive as possible.

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

We work very closely with the families and carers of children who are in the care of the local authority. Lancashire has a Virtual Headteacher who has overall care for 'Children Looked After'

Who should I contact if I have a concern or complaint about the provision for my child?

- In the first instance, please speak to your child's class teacher and or the SENDCo.
- Further discussions can then be had with the Head Teacher, Deputy Head Teacher (Miss Joanne Mather), our SENDCo or our SEND Governor, Mrs Caroline Whittingham.
- The school's complaints policy is available on the policy page of the website.

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

Click on the following link to find out details about the LA's Local Offer: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

St.Peter's school local offer can be found on the school website: [St Peters Heysham \(010156\) Local Offer November 2019.pdf](#)