

St.Peter's C.E. Primary School



SEN INFORMATION REPORT

Updated: February 2021

To be reviewed: February 2022

This report was approved by the full governing body on 23rd February 2021

UPDATED TO INCLUDE APPENDIX 1 - COVID-19, school closures and SEND provision

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What kinds of special educational needs are provided for at St Peter's school?

St. Peter's CE Primary School is a mainstream setting. We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children are a unique part of our school community and are treated equally and fairly. We take full account of the rights of everyone to be treated with respect, tolerance, honesty, justice and security. We ensure consistency of approach in a positive, caring and encouraging atmosphere within which all our children can thrive, educationally and emotionally. We support those children who struggle with learning and behaviour and also those for who learning comes easily. We challenge all our children to be the best they can. We are realistic and understand that some children may need extra support to reach these high aspirations.

The school will provide for any child with Special Educational Needs across the four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

Necessary provision is made for any individual who has Special Educational Needs in conjunction with the Additional Needs Team and SEN team at the Local Authority. The school recognises that some children may have needs that are beyond what it can cater for. In these cases, we will work with parents/carers and specialists to facilitate the appropriate provision and resources.

The SENCO is Mrs Katie Cheadle. She can be contacted on 0161 764 2017 or via email senco.stpeters@bury.gov.uk.

How are children with special educational needs identified and assessed at St Peter's School?

Children are identified as having SEND through a variety of ways, including the following:-

- Liaison with nursery/previous school
- Child performing significantly below age related expected outcomes
- Concerns raised by parent
- Concerns raised by teacher, for example, learning difficulties, physical difficulties or social and emotional difficulties are affecting performance.

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- Liaison with external agencies, such as Educational Psychology Service or the Additional Needs Team
- Health diagnosis through paediatrician

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEND List by the SENCO. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

How will I raise concerns if I need to?

- Contact your child's class teacher or the SENCO (Mrs Katie Cheadle)

Links with outside agencies

Once your child has been identified as having SEND issues, the SENCo may decide that further advice or support from an outside agency is appropriate. We work in partnership with the following agencies:-

- School Nurse
- SCIL (Supporting Communities Improving Lives)
- NHS Bury – Occupational Therapy/Speech and Language/Physiotherapy/Paediatrics
- Healthy Young Minds
- Educational Psychology Service
- Additional Needs Team
- CLAS (Curriculum Language Access Service)
- Bury Children's Services

How will school support my child?

Arrangements for assessing and reviewing the progress of pupils with special educational needs

- The SENCO manages all support and monitors the progress of any child requiring additional support across the school using teacher assessments and data input.
- Children with SEND are written an APDR (Assess, Plan, Do, Review) cycle which sets out achievable targets which your child will work towards. A copy of this APDR grid is given to parents.
- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made.

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- A Teaching Assistant (TA) may work with your child, either individually or as part of a group, for an amount of time during the week, if this is seen as appropriate by the class teacher and SENCO. The interventions and timetabling of support will be explained to parents as part of the review system.
- Group and individual support for children with SEN is recorded on a provision map.
- Your child's progress towards the targets on their APDR cycle is evaluated and updated by their class teacher each term and review meetings with parents take place termly. **During the current Coronavirus restrictions this will take place via a phone call.**
- Where the children are part of an intervention group their attainment is measured before and after the intervention so that progress can be monitored.

Supporting Pupils at School with Medical Conditions.

At St. Peter's CE Primary we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education and Health Care Plan which brings together health and social care needs as well as their special educational provision. Where this is the case, the SEND Code of Practice 2014 is followed.

St. Peter's CE Primary School welcomes applications for admission from the parents of children with mobility issues.

See 'Supporting Pupils with Medical Conditions' policy for further information.

How will I be involved in my child's education?

At St. Peter's CE Primary we positively encourage the involvement of parents in our work for all our pupils and recognise the vital role that parents play in supporting their child's education. If a parent/carer thinks that their child has special educational needs they should in the first instance contact the class teacher. If further advice is needed, either for the class teacher or the parent/carer, the SENCO will be involved.

A conversation with the pupil and their parents will take place when identifying whether the child's needs. This will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and we will formally notify parents when it is decided that a pupil will receive SEN support. Class teachers will discuss the child's progress with parents/carers at parent evenings and/or at a meeting in school as part of the process of reviewing the support and involving parents in the next steps. Informal discussions will take place on a regular basis. **During the current Coronavirus restrictions these discussions may be via a phone call.**

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How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council.
- Children with an APDR cycle are invited to discuss their targets with their class teacher and parents at review meetings.
- If your child has a worry or concern they can discuss this with their class teacher or TA.
- The child's voice is presented and discussed TAF and EHC review meetings through 'one page profiles'.

What is our approach to teaching pupils with SEN?

Teachers are responsible for the progress and development of all the pupils in their class. All teachers set suitable learning challenges, respond to pupils diverse learning needs, and as far as possible overcome potential barriers to learning and assessment. High quality teaching, designed to meet the needs of individual pupils, is our first step in responding to pupils who have SEN. We will also provide targeted interventions in the following areas:

- Reading
- Phonics
- Maths
- SEMH (Social, Emotional and Mental Health)

Children also work on activities/targets provided by outside agencies such as speech and language and occupational therapy.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by:
 - providing extra support from a teaching assistant/teacher within the classroom during a lesson,
 - grouping
 - small group or 1:1 work
 - adapting teaching style

- Adapting content of the lesson

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- Adapting our resources and staffing
- Using recommended aids eg. laptops and ipads to assist with recording written work, writing slopes, buff/pastel coloured paper, coloured overlays, visual timetables, larger font, exercise books with buff paper.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school has a duty to make reasonable adjustments for disabled children who are already at the school, or who may be admitted in the future. We have wheelchair access and a disabled toilet with changing facilities. We will always discuss with parents how we can help and improve access for their child. For facilities to help disabled pupils access the school please refer to St Peter's School Accessibility Plan.

What additional support for learning is available to pupils with SEN?

Support is planned and reviewed by the class teacher and the SENCO in collaboration with parents/carers and the pupil (where appropriate). Lessons and subsequent activities will be planned to meet the needs of all of the children to enable them to achieve and be challenged to accelerate their learning. Support will be tailored to suit the individual needs of the child but might include the following:

- Extra support from a Teaching Assistant/Teacher within the classroom during a lesson
- Small group or 1:1 support outside of the lesson.
- 1:1 or small group pastoral support.
- Support for transition times during the school day by a Teaching Assistant.
- Purchased intervention programmes including IDL Literacy and IDL Numeracy.

Decisions about the purchase of additional resources are made in collaboration between the classteachers, the Senco and Headteacher. Access arrangements and support in tests are discussed between class teachers and the Senco and any necessary adjustments are applied for. Parents are informed of our decisions and the reasoning behind them.

How does the school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?

The school has a duty to make reasonable adjustments for disabled children who are already at the school, or who may be admitted in the future. The children have access to a range of extra-curricular activities, such as a school choir, computer club and after school sports, which are available to all our pupils. All children are invited to take part in sports day, school plays, special workshops, swimming and visits. No pupil is ever excluded from taking part in these activities

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because of their SEN or disability. Risk assessments are carried out and pre-visit arrangements made where required to facilitate inclusion. We have wheelchair access and disabled toilet facilities. For facilities to help disabled pupils access the school please refer to St Peter's School Accessibility Plan on our website.

How accessible is the school environment?

- The school is wheelchair accessible and there is a disabled parking space in the car park.
- There are 2 disabled toilets equipped with changing facilities.
- We liaise with Curriculum Language Access Service (CLAS) who assist us in supporting our families with English as an additional language.
- See our Accessibility Plan available on our website: <http://www.stpetersprimarybury.co.uk>

What training is provided for staff supporting children with SEN and how will specialist services be secured?

Our school is committed to providing the best quality support for all pupils with SEND.

- Our SENCO has been awarded the post-graduate NASENCO qualification (National Award for Special Educational Needs Coordination) and attends the local authority SENCO consultation meetings in order to keep up to date with current practice and develop her knowledge of SEN issues. This is passed on to other teaching staff.
- Staff receive regular training around their particular role and any wider needs in school.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs, including: the school nurse, paediatricians, speech and language therapists, occupational therapists, social services and educational psychologists.
- Our TAs receive training, advice and support from the Speech and Language Therapy team. TAs also attend speech therapy appointments together with parents.
- See 'Links with outside agencies' (above).

How is equipment and facilities to support children with SEND secured?

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Schools have an amount identified within their overall budget to provide high quality appropriate support. The Head and Governors consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

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The school is expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. In cases of more expensive special educational provision, the school can apply for SEN Support funding or for an Education, Health and Care Plan. It is then necessary to provide evidence that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. The responsible local authority, usually the authority where the child lives, will review the evidence and decide whether to provide extra funding.

How is the effectiveness of SEND provision evaluated?

The quality of teaching and learning is monitored through lesson observations, learning walks, book scrutinies and learning conversations with children. Interventions are evaluated for their effectiveness by reviewing pupils' individual progress towards their goals at least each term and updating provision maps. Their cost effectiveness is also evaluated through the provision map. Parent and pupil surveys and other feedback are also considered. For children with an EHC plan or extra funding, annual reviews are held involving the Senco, the class teacher, parents and outside agencies.

Progress of SEND reports are given to governors and meetings take place with the SEND governor to monitor the current position of SEND at St. Peter's school.

What support is provided for improving the emotional, mental and social development of pupils?

We provide support for our pupils to improve their emotional and social development in the following ways:

- We have a teaching assistant who works alongside the SENCO to support the pastoral needs of our children. If a child is identified by their teacher, a teaching assistant or a parent/carer, as requiring any emotional support it is discussed between the SENCO and the pastoral lead. Support will be individualised to meet the needs of the child and may include:
- Opportunity for a 1:1 informal chat/drop-in when required
- Work in a small group to improve social interaction, identify and find ways of dealing with emotions, provide support with friendships
- Pupils with SEN are encouraged to be part of the school council and we have a zero tolerance approach to bullying

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- For children identified as having social, emotional and mental health needs, the support will be recorded on the provision maps and will be reviewed in line with the Assess, Plan, Do and Review Cycle.

How will school prepare and support my child when joining the school and when transferring to a new school?

- Before any child starts at St. Peter's, a visit to the school to meet their new teacher and class mates is welcomed. For a child with special educational needs or a disability, additional sessions will be offered. Our Senco will also liaise with the Senco from the previous school or setting to ensure we have all the necessary information. **This has been affected in 2020/21 by Coronavirus restrictions and any visits to school by prospective parents now take place when no children are in school to reduce the risk of infection.**
- Parents of all children joining the Reception class are invited to a "New Parents' Meeting" in the summer term. Children who have not been in the Nursery receive a home visit from the Reception teacher and another member of staff. Opportunities to 'stay and play' are also provided for these children. Additional meetings with the Senco will be arranged as necessary. **This was affected in 2020 by Coronavirus restrictions and parents with children entering EYFS were provided with a video giving and virtual tour of our EYFS provision and introducing staff.**
- The smooth transition for a child from one class to another is very important and in the summer term there are 'moving up' sessions for all classes to support children transferring to their new year group. Where a child needs support that is additional to and different from the general transition programme, activities will be put into place tailored to the child's individual needs. **This was affected in 2020 by Coronavirus restrictions. Children and parents were able to meet their new teacher, see their new classroom and have the opportunity to raise any concerns through live zoom meetings instead.**
- Once a high school place has been allocated, our transition programme begins. Our Senco will liaise with the high school's Senco to plan a series of sessions both at our school and the high school. At the end of the summer term, attainment and progress data and information on behaviour, attendance, health needs and social care is passed to Senco at the receiving school.

What steps should I take if I have a concern about the school's SEND provision?

- Any concern is initially dealt with by the class teacher. We hope that the parent feels that they have been listened to and that all of the points that they raised have been addressed.
- If this is not the case the concern is dealt with by the Senco (Mrs Cheadle).

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- If the issue is still unresolved, the Head Teacher (Mr Wedgeworth) will become involved and the school's general complaints procedure should be followed.
- If the matter is still unresolved the complaint must be put in writing to the Chair of Governors.
- The final stage is to the Governing body, Complaint Committee, who will deal with the matter through the school's agreed complaint procedures.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- The SEND Code of Practice for Special Educational Needs 2014 can be found at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Who should I contact if I am considering whether my child should join the school?

Prospective parents should arrange a visit to the school through Mrs Haworth or Mrs Calvert in the school office on 0161 764 2017 or email stpeters@bury.gov.uk.

Where can I get further information about support services for parents of pupils with SEN?

Bury SENDIASS

Sendiass (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents and carers. Young people aged 16+ can have support in their own right.

Contact details : <https://b.barnardos.org.uk/burysendiass>

Tel : 01706 769634

BURY2GETHER

BURY2GETHER is a Forum for Parents/Carers of Children/Young People (aged 0-25) who have SEND and access services in Bury.

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Contact details: The Blue Building, 375A Brandlesholme Road, Bury BL8 1HS

Email: bury2gether@gmail.com

Website: www.bury2gether.co.uk

Facebook: @BURY2GETHER

Twitter: @BURY2GETHER

The Local Authority Local Offer

Our local authority's local offer is published here: www.sendlocalofferbury.com

Monitoring arrangements

The SEN information report will be reviewed by Mrs Katie Cheadle every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN Policy

COVID-19, school closures and SEND provision

What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay at home unless they have a social worker or a parent/carer who is a key worker.

Do I have to send my child to school?

Despite schools staying open for some children, the guidance is quite clear:

'If it is at all possible for children to be at home, then they should be.'

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?

From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan.

The Government have passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

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Disapplying the duty to undertake annual reviews of EHC plans.

Again, if there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with your school and Local Authority without delay.

What is the advice from the Secretary of State for Children?

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

My child was due to have an annual review. What will happen now?

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be *'appropriate and proportionate.'* However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and your school should speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

My child is still attending school. How will my child's learning be supported at school?

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

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How can I support my child's learning at home?

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

School has a number of resources available to help you support your child at home during this period:

- MyOn (online reading programme)
- IXL (online numeracy programme)
- IDL Literacy
- IDL Numeracy
- Mathseeds
- LBQ
- Purple Mash

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share.

Coronavirus and your wellbeing

How can I cope with changes to school / college?

Who can I contact?

We realise that these are difficult times for everyone. If you have any concerns or queries please contact the school office in the first instance on 0161 764 2017.

Other links:

[Open letter from Secretary of State for Children 24.03.2020](#)

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