



The Special Educational Needs Information Report (SIR) for St Peter's Church of England School



SEN Information Report 2017 - 2018

URN	8123059	Head Teacher	Mr M. Smedley
Local Authority	North East Lincolnshire	Deputy Head Teacher	Mr L. Dolphin
Type of School	Primary	SENDCO	Mr D. Grest
School Category	Maintained	PO	Mrs S. Salter
Age Range	4 - 11	Chair of Governors	Mr J. Broddle
Number On Roll	196	SEND Governor	Mrs E. Cook

Glossary of Terms

ASD	Autistic Spectrum Disorder
AfL	Assessment for Learning
SPP Assessment Grids	St. Peter's Primary's Assessment Grids
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CIN	Child in Need
Code of Practice	This is the code in which all teachers work within with children with Special Educational Needs.
CP	Child Protection
EYFS	Early Years & Foundation Stage
HLTA	Higher Level Teaching Assistant
IEP	Individualised Education Plan
MAP	Multi-Agency Pathway
PO	Pastoral Officer
SENDCO	Special Educational Needs & Disability Coordinator
Single Assessment	Single Assessment Process identifies additional needs of a child that one service cannot address alone.
SLT	Senior Leadership Team
TA	Teaching Assistant
Questions referenced to the SEN (Information) Regulations (Clause 65)	
DECISIONS ABOUT WHETHER A STUDENT HAS SPECIAL EDUCATIONAL NEED (SEN)	

How does the school know if children need extra help and what should parents do if they think their child may have Special Educational Needs (SEN)?



How the school identifies pupils with Special Educational Needs:

At St. Peter's Primary School children are identified as having Special Educational Needs through a variety of ways including the following:

- Liaison with previous school/setting
- Early Years Foundation Stage Baseline Assessments
- Conversations with parent following concerns - via our open door policy
- Conversations with staff following concerns raised regarding academic progress and/or other progress.
- SPP Assessment Grids and P Scales - monitored carefully
- Pupil progress is measured and tracked for each child on a termly basis by Headteacher and vulnerable groups (Special Educational Needs, English as an Special Language, Free School Meal & Ever6 Free School Meals, Pupils who are in receipt of Pupil Premium and Mastery Level Pupils) are also monitored by Special Educational Needs and/or Disability Coordinator (SENDCO) on a termly basis.
- Liaison with External agencies and other professionals
- Identification through involvement with Single Assessment/CAF/CIN/MAP meetings

How parents can raise any concerns they may have:

- First point of contact would be the class teacher who would in turn signpost as necessary to an appropriate member of staff
- SENDCO available on Tuesdays & Wednesdays, if parents feel it necessary
- SEND Governor is available to discuss any concerns you wish to raise
- Head teacher available if concerns need to be taken further

How is the decision made about how much individual support pupils will receive?



The decision making process:

- The decision regarding in-class support is usually made with the Class Teacher and Teaching Assistant; decisions regarding additional support are usually made in collaboration with the SENDCO, Class Teacher, Intervention Teacher, Learning Mentor, Higher Level Teaching Assistant and Teaching Assistant.
- Each term there is a pupil progress meeting which involves the Class Teacher, Class TA, Headteacher, SENDCO, Pastoral Officer and Intervention Teachers. The aim of this meeting is to obtain a comprehensive view of all children, their individualised and holistic needs and to ensure they are making good academic progress. Results of this review inform planned intervention.
- The advice, support and recommendations of any other professionals involved with the child



are included and addressed within additional support or intervention the child is receiving.

Parental involvement:

- Parents are invited into school to meet with the Learning & Pastoral Teams at the beginning of Autumn Term 2, Spring Term 2 and Summer Term 2 in order to discuss the support and/or programmes of work their child will be accessing over the coming term.
- Advice is given to parents as to how best they can support their child at home via discussions with parents and specific workshops aimed at helping parents to support their child's learning.
- Parents receive a letter outlining the focus of their child's additional support (Pastoral and Learning) every term and they also receive copies of their child's Individual Education Plan (IEP), Provision Maps and any reports from other professionals.

SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with Special Educational Needs?

How the school oversees and plans education programmes for pupils with SEN

- Initially the school will map out the individual child's needs and then identify an appropriate programme of support/intervention.

Who supports pupils with SEN - what are their roles?

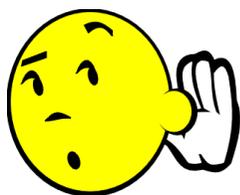
- Our teaching team includes the equivalent of a full time, qualified teacher who supports and implements interventions across EYFS and Key Stage 1, a part-time teacher who supports and implements interventions across Key Stage 2, a full time Learning Mentor and a team of eight highly skilled Teaching Assistants. The majority of our TAs are also qualified HLTAs.
- Any of the above Teaching Team can work with individual children and/or small groups and can support the pupils and/or Class Teacher within the classroom setting and within the wider community.
- The interventions that focus on learning are overseen by the SENDCO. Mrs Salter leads the Pastoral Team and ensures the needs of the holistic child are addressed.

How is information communicated to parents?

- Letters are sent home on a termly basis to inform parents if their child is receiving additional support for their learning and/or pastoral issues. The letter informs parents of the focus and/or specific target of the intervention and encourages them to contact either the SENDCO or the PO if they have any questions or concerns.
- If parents are concerned about learning or any aspect of Special Educational Needs then parents can text or telephone the school to speak to someone or make an appointment to



	<p>come into school to share their concerns.</p> <p><i>How are governors/trustees, management committees involved and what are their responsibilities?</i></p> <ul style="list-style-type: none"> • Governors are involved on a termly basis when they consider reports on SEND. Also through the consideration of personnel, finance and standards reports. • Our SEND Governor, Mrs Cook, meets with the SENDCO on a half termly basis to address anything and everything related to SEND.
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p> 	<p><i>What are the pastoral and social support systems available for pupils?</i></p> <ul style="list-style-type: none"> • Our specifically trained Pastoral Team work with children on an individual and group basis. All children are considered in terms of their individual needs. In this way children are provided either with specific 1:1 support or small group support. • School staff also maintain pastoral records in which teachers, teaching assistants and lunchtime supervisors can comment each week. These records are then read by the Pastoral Officer, who can identify any children who may require additional pastoral support or just someone to talk issues over with. Concerns are raised with the Head teacher for further guidance and support. <p><i>How does the school manage the administration of medicines?</i></p> <ul style="list-style-type: none"> • School manages the administration of medicines by means of a specifically locked resource. • School will only administer prescribed medication and parents are requested to complete a consent form. • All of our teaching assistants and lunchtime supervisors are qualified first aiders. • First Aiders are trained in Administering Medicines. • Training is provided and continually updated. • For more details please refer to our Supporting Pupils with Medical Conditions Policy: LINK <p><i>What support systems are in place for addressing behaviour, avoiding exclusions and increasing attendance?</i></p> <ul style="list-style-type: none"> • We have a zero tolerance behaviour system, which is used with Reception Class through to Year 6. Our system is clear, extremely visual and made known to all pupils. This system is used by all stakeholders within the school ensuring a consistent approach. • First day contact is in place for pupils who are absent from school. • Half termly register trawls are conducted; home visits and invitations to attend face-to-face meetings with the Pastoral Officer are in place. Where necessary further support is



sought from the Education Welfare Service (EWS) and School Attendance Targets are set for pupils and parents where attendance is an ongoing issue.

- Half termly Persistent Absence monitoring highlights pupils of concern and results in intervention and support from the Pastoral Officer and where necessary other agencies, e.g. EWS.

How are the views of pupils taken into account?

- The views of the pupils are obtained by the school council, which has two representatives from each class; the school council meets weekly with the Deputy Headteacher to discuss ongoing issues.
- The Pastoral Team complete a pupil questionnaire with every child in school on a 1:1 basis to gain their feelings and views about school life, routines and their own well-being. Pupil surveys are conducted termly and outcomes shared with class teachers, the Pastoral Team and SENDCO to ensure that any issues arising can be addressed promptly.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?



In addition to normal reporting arrangements, what opportunities are there for parents to discuss their child's progress with staff?

- We have an Open Door Policy so parents are welcome to make an appointment to discuss any concerns at end of the day with any member of our teaching team.
- Termly face-to-face parent consultations are held with Class Teachers and if children are working with our Intervention Team, parent consultations are held with the Intervention Teachers.
- Every academic year a written report is sent home to parents during the **Spring** term.
- Every pupil on the SEND Register has a School Passport which is written with the pupil, a follow up meeting with parents is then planned to ensure parents contribute to their child's Passport. School Passports are reviewed on a termly basis.
- Additional meetings are arranged regarding individual pupils, depending on need.

How does the school know how well any individual pupil is doing?

- Termly progress is tracked for **all** pupils by the Headteacher and the SENDCO tracks specific children e.g. who experience Special Educational Needs, English as an Additional Language, Free School Meal & Ever6 Free School Meals, Pupils who are in receipt of Pupil Premium and Mastery Level Pupils.

How do parents know what progress their child should be making?

	<ul style="list-style-type: none"> This information is outlined in every parent consultations meeting or on their IEP so parents are aware of what the Age Related Expectations their child should be working at. These documents are distributed termly. <p>What opportunities are there for regular contact between home and school?</p> <ul style="list-style-type: none"> If required, regular contact between school and home can be maintained through the use of a home/school book which can be used for a variety of reasons
<p>How are parents involved in discussions about planning for their child's education?</p> <p>How are children able to contribute their views?</p> 	<p>How and when are parents involved in planning their child's education?</p> <ul style="list-style-type: none"> Parents are involved as much as possible with their child's education through face-to-face consultation meetings, receipt of termly targets via the IEP and Annual Report and ongoing informal discussions made possible by our fifteen minutes sharing time implemented at the start of every day. When reporting to parents, their child's progress is compared with the national Age Related Expectations with regard to attainment. <p>How are children's views taken into account?</p> <ul style="list-style-type: none"> IEPs are written on a termly basis for pupils accessing additional intervention and next step targets are discussed and decided by the class teachers and the pupils together. At the end of all intervention sessions the pupils record how they feel they have achieved the learning objective of the session and they are given the opportunity to reflect on how, and what they can do to develop their skills further. Termly pupil surveys conducted on an individual basis give pupils an opportunity to voice their feelings and thoughts.
PROVISIONS, RESOURCES & SERVICES	
<p>How is learning and development provision matched to individual pupils' needs?</p>	<p>What are the school's approaches to differentiation?</p> <ul style="list-style-type: none"> All teachers differentiate within their class to ensure that all teaching and learning is accessible and appropriate for all pupils regardless of their academic level and preferred learning style.
<p>How are the school's resources allocated and</p>	<p>The schools SEN budget:</p>

<p>matched to pupils' SEN?</p> 	<ul style="list-style-type: none"> • The school's SEN budget is allocated for resources, staffing, training and is used to support the specific needs of pupils with Education and Health Care Plans (EHCP). • The Head teacher has overall responsibility of the SEN budget. • Delegated management of the SEN budget is given to the SENDCO.
<p>What specialist services and expertise are available at the school or accessed by the school?</p> 	<ul style="list-style-type: none"> • Behaviour within the school is led by Mr L. Dolphin, our Deputy Head teacher, who has a wealth of experience working with pupils who may present challenging behaviour. • Our Pastoral Team is led by Mrs S. Salter who is a qualified teacher and has an extensive knowledge of issues that can impact on a child's holistic growth. She has considerable experience of working with and supporting vulnerable pupils and their families. • Our SEND Team is led by Mr D. Grest, who formerly worked for the Special Educational Needs Support Service. • School accesses support and advice from external services as appropriate, e.g. Educational Psychology Service, Specialist Advisory Service, Barnardo's Outreach Support Service (for Autism and Physical Difficulties), Occupational Therapists, Physiotherapists, Educational Team for Hearing and Vision and the Child and Adolescent Mental Health Service (CAMHS). • We access weekly support from a qualified Speech and Language Therapist. • All of our teaching assistants and lunchtime supervisors are qualified paediatric first aiders. • School access other specialist services such as health and social care as required and through its involvement in Single Assessment, CAF, CIN and Child Protection meetings.
<p>How accessible is the school environment?</p> <p>(N.B. Every school must have an up to date Accessibility Plan - LINK, which is reviewed periodically by Governors).</p> 	<p><i>Is the building wheelchair accessible?</i></p> <ul style="list-style-type: none"> • Our building is fully wheelchair accessible. • Personal Emergency Evacuation Plans are written for any individual who experience mobility issues, whether permanent or temporary. <p><i>Have there been improvements in the auditory and/or visual environment?</i></p> <ul style="list-style-type: none"> • All classrooms have visual daily timetables in place. • Our behaviour system is highly visual. • We have ear defenders in school for pupils who may be sensitive to high levels of noise. • Privacy boards are also available for children to use during lessons. <p><i>Are there disabled changing and toilet facilities?</i></p>



- We have fully equipped disabled toilet facilities that are accessible for pupils, visitors and staff.

How does the school communicate with parents whose first language is not English?

- We work closely with the English as an Additional Language (EAL) consultant to ensure we support both the pupils and their families whose first language is not English.
- We also have a Bengali speaking Teaching Assistant on our teaching team who translates written information and will act as a translator when required.

How are pupils included in activities outside the classroom including trips?



(N.B. DDA Reasonable Adjustments legislation expects schools to be anticipatory in respect of school activities and trips)

Are all pupils with SEN able to access all of the school's activities?

- The school assists pupils in accessing all of the school's activities and ensures appropriate supervision, training and support according to individual needs.
- Additional advice, support and resources are utilised to support pupils on the Autistic Spectrum, or anxious regarding change, to prepare them for activities and school trips.

How are parents involved in planning activities and trips?

- Parents are consulted, if necessary, on all activities and trips.
- Parents are invited and welcome to accompany their child on any activity or trip.

STAFF TRAINING

What training have the staff supporting pupils with SEN had, or what are they expected to have?

(N.B. under the SEN Code of Practice legislation, schools need to offer high quality professional development and training to the work force)



- All staff are trained in TEAM TEACH; this is updated annually.
- Our SENDCO regularly attends a wide range of training and the information gained from this training is then disseminated to all members of the teaching team via staff training sessions led by the SENDCO. All members of the teaching team access regular (half termly) training on a wide range of Special needs that may impact on pupils learning.
 - Autistic Spectrum Disorder
 - Brain Gym / Fine Motor Skills
 - Attention Deficit (Hyperactivity) Disorder
 - Dyslexia
 - Learning Styles
 - Spelling Workshop
 - SEND Update
 - Graduated Response to Concerns, IEPs, Intervention Support

TRANSITIONS

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?



What preparation is offered to pupils and parents before a pupil joins the school?

- Detailed transition plans are offered to pupils and parents before a pupil joins the school and the length and amount of contact is decided in direct relation to the pupil's individual needs.
- A member of our Pastoral Team welcomes every new pupil into school on their first day and discusses St Peter's expectations and systems in school.

Describe how pupils are prepared to move on to the next stage

- The school has full transition plans for moving from Foundation Stage to Year 1, Year 1 to Year 2, Year 2 to Year 3, Year 3 to Year 4, Year 4 to Year 5 and Year 5 to Year 6
- The Pupil Progress Meeting during the summer term includes the child's current class teacher and the class teacher for the following year. This ensures the new class teacher has a secure and extensive knowledge of each child and their individual academic and pastoral needs prior to working with the child.
- This involves pupils spending a minimum of two days with their new class teacher at the end of the previous summer term.
- If necessary, pupils are provided with a transition booklet (photos) to take home and refer to during the summer holidays.

Describe what information is passed on to a new school and when it is passed on

- Information passed onto a new school includes the pupil's file, which contains all annual reports to parents, all copies of IEPs and/or Learning Meetings including reviews, pastoral records and other relevant information.
- If a pupil has SEND/Single Assessment/CAF/CIN/CP information the SENDCO visits the feeder school to discuss the pupil's individual needs and to personally pass on the child's paperwork.

How does the school work in partnership with a new school or provider to prepare a pupil for the change?

- To help prepare a pupil for a change in school, Year 5 pupils are involved in feeder school participation visits.
- These are followed by planning in Year 6 and further visits to the feeder school.
- School staff accompany parents and pupils where appropriate to support transition visits.
- Mr Foxon (Y6 Teacher), and where necessary, Mr Grest (SENDCO) and Mrs Salter

	(Pastoral Officer - Safeguarding Lead) work closely with the feeder school to ensure a smooth and successful transition into secondary school.
FURTHER INFORMATION	
<p>Who can parents contact for further information?</p> 	<p><i>Describe who would be the first point of contact for a parent if they want to discuss something about their child?</i></p> <ul style="list-style-type: none"> • The first point of contact for a parent would be the class teacher who would in turn signpost as necessary to an appropriate member of staff. If the class teacher is not available please contact the school office to make an appointment. • The SENDCO is available on Tuesdays & Wednesdays, if parents would like to discuss their child's Special Educational Needs. • Enquiries about school admissions should be made initially to the Administrative Team - Mrs Gallivan. <p><i>Who can parents talk to if they are unhappy?</i></p> <ul style="list-style-type: none"> • Complaints about the school should be directed to the Deputy Head or Headteacher depending on the nature of the complaint. • Complaints about the Head teacher should be directed to the chair of Governors <p><i>Describe the way the school promotes the local Information, Advice and Support Service - IASS.</i></p> <ul style="list-style-type: none"> • The school welcomes the involvement of SENDIASS where necessary. This Information, Advice and Support Service - IASS - is freely available to all parents/carers of children and young people living in North East Lincolnshire who have a special educational need. <p>AND FINALLY...</p> <ul style="list-style-type: none"> • If you require further details please refer to our SEND Policy - LINK