

Special Educational Needs and Disabilities (SEND) Information Report

Date of review: September 2025

Date of next review: September 2026

What is the SEND Information Report?

The Children and Families Act 2014 states that all schools need to publish a Special Educational Needs (SEND) Information Report every year. This report explains how St. Peter's Primary School meets the needs of children with SEND in partnership with parents and carers. It is published on the school website and is part of West Sussex County Council's 'Local Offer', which gives information about services that are available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. In our SEND information report, we outline how we meet our duties towards pupils with SEND. The governing body have delegated the responsibility for the ongoing implementation of the SEND Policy to Mrs McNamara and Miss Watkins the Special Educational Needs and Disabilities Coordinators (SENCo) who monitor the progress and provision of all disadvantaged learners.

What is Special Educational Needs and Disability (SEND)?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for extra support to be put in place. A child of compulsory school age or a young person has a learning disability if he or she has a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school. 'SEND Code of Practice 2015'.

Who are the best people to talk to at St. Peter's Primary School about my child's difficulties with learning, SEN or disability?

Your child's teacher is the first person to contact. They are regularly available to listen to your concerns and to discuss your child's progress. Mrs McNamara/ Miss Watkins (Special Educational Needs Co-ordinator (SENCo)) is also available to meet with you to discuss your child's needs. They will be happy to meet with you and the class teacher if you wish, and if any outside agencies are involved, they will talk you through reports and discuss the best possible ways to support your child. They can

signpost you to outside support agencies for help and advice at home. To make an appointment email or call the school office:

office@stpetershenfield.org.uk

Tel: 01273 492447

Clare Watkins is the Designated Teacher for Looked After Children and has strategic responsibility for the inclusion of children who are adopted or in local authority care. She can be contacted via the details above

How does St. Peter's Primary School support children with special educational needs?

All staff in school have a responsibility for maximising the achievement of and opportunity for disadvantaged pupils – specifically, all teachers are teachers of pupils with special educational needs and EAL.

Staff are aware of their responsibilities towards all disadvantaged pupils and a positive and sensitive attitude is shown towards all pupils at all times.

At St. Peter's Primary School we recognise that the quality of teaching within the classroom has the greatest influence over children's progress. This includes adapting the activity, arranging and adapting classroom furniture and seating plans; adjusting the format of resources, supplying specialised writing tools and classroom equipment, using visual timetables and a variety of teaching styles to engage and include all pupils. Additional interventions and extra support may also be implemented to help children accelerate their progress and work at, or above the expectations for their age. These are generally taught in a small group and sometimes a one to one situation. Interventions run for six weeks and are reviewed as part of the graduated approach.

A child identified as having SEND receives more personalised and specific interventions. These may be provided individually or in a small group and the support provided is personalised to enable the child to achieve his/ her potential. This support is additional to or different from the everyday curriculum for that class and is detailed in an Individual Learning Plan (ILP). Children with SEN and their parents help to write the ILP to provide details of the child's specific needs and the best way to support them. This is made accessible to all adults who work with the child.

Interventions may include, speech and language, rapid reading, precision teaching, Thrive intervention, SNAP maths and first class for number work to name a few.

The school has experience of meeting the needs of pupils with a range of educational needs including: attention deficit hyperactivity disorder (ADHD). Autistic spectrum (ASD), mental health difficulties (often manifested in behavioural difficulties), cerebral palsy, dyslexia, dyspraxia, emotional and social needs, epilepsy, hearing impairment, learning difficulties and speech and language needs. When a child enters our school with a need that is more unfamiliar, we access training and advice to provide appropriate support.

How are children with special educational needs identified?

Every child in the school has their academic progress tracked and the class teachers have regular meetings with the SENCo and with parents/carers to address any concerns there may be about the social and emotional wellbeing of our children. Our expectation is that the children make at least expected progress and we strive to close the gap in attainment between them and their peers. The SEND Code of Practice (2014) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matching or improving on the child's rate of progress
- Allowing the attainment gap to close between the child and children of the same age

To make sure that every child's needs are met, we use the Assess, Plan, Do, Review

This **Assess, Plan, Do, Review** four-part cycle is as follows:

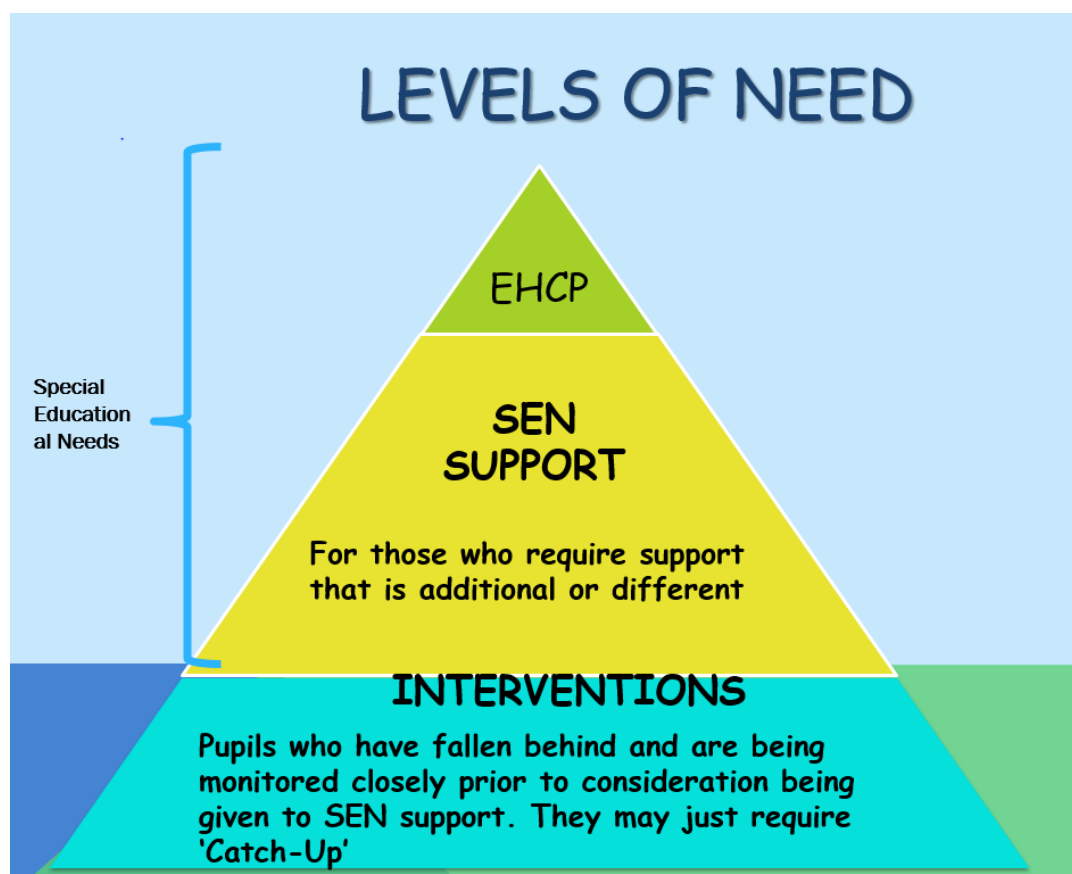
Assess: analyse the child's current performance, with information from teachers, parents and other supporters and professionals.

Plan: the teacher and the SENCo will 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.

Do: the teacher and teaching assistants put the plan in place, with support from the SENCo.

Review: the success of the plan is assessed regularly. If the child also has an EHC plan an annual review will take place every 6 months if the child is under the age of 5 or every 12 months from the age of 5 upwards.

Where appropriate, advice is obtained from outside agencies and professionals such as the Child Development Team, Educational Psychology Service or Speech and Language Therapists.



How will the curriculum be matched to my child's needs?

At St. Peter's, we have a broad, balanced and exciting curriculum and, where possible, we personalise learning to encourage all pupils to make progress. This is an inclusive approach that ensures the children can access the same topics at their level.

Our SENCo works closely with all teachers to ensure that they are provided with the most up to date information on the needs of individual pupils. Teachers' planning will show how different approaches and tasks may be used and adapted to enable all pupils to participate. The school assesses how all pupils are doing in line with National Curriculum expectations on a termly basis. The individual learning plans for

children with SEND are reviewed and evaluated each term to see how well they are doing against the targets set. This approach ensures that the curriculum and learning environment is accessible for all. This is monitored by lesson observations and learning walks by the senior leadership team and the SENCo. An allocated governor also oversees this provision.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Parents are invited to meet with the teacher once a term to see how their child is progressing and to ensure they are involved in the target setting process, this is in addition to parents evenings. Extra meetings can be arranged in between these times should concerns be raised by the child, parents or staff. If there is a concern identified, the SENCo may use specific assessments to see how pupils are progressing. There may also be additional communication or meetings where outside professionals are involved in assessment or support for a child's needs.

Your child's progress will be discussed with you at regular intervals in order to ensure ILPs have agreed personalised targets to support your child's learning. They will also identify ways you can help at home or resources you may find useful.

We regularly offer parent workshops in supporting all children with reading, phonics and maths at different stages in school. We can pass on details of events and information held by the Local Offer website.

What happens if, despite this extra support, my child is still not making adequate progress?

There may come a point where a high level of support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, class teacher, outside agencies involved with your child and the SENCo will meet to discuss whether to undertake an Education, Health and Care needs assessment with a view to requesting an Education, Health and Care Plan (EHCP). As a parent/carer you can make a request for an EHC assessment at any time.

What happens if my child already has an Education, Health and Care Plan (EHCP)?

St. Peter's Primary School has a legal obligation to meet the provision detailed in the documentation. All staff working with the child will be working towards achieving the outcomes defined in the EHC Plan. Parents/carers will have an opportunity to meet

each term with the SENCo and/or class teachers to review progress and will be invited to contribute to and attend an annual review meeting. This meeting will also include reports and/or attendance from the outside agencies currently involved with your child. St. Peter's Primary School currently meets the needs of children with an EHCP.

How are children with significant needs met at St Peter's?

At St Peter's Primary School, we are proud to host a dedicated **SEND Resource Centre**, called the Nest. This provides specialist support for children with significant and complex needs. The Nest is an integral part of our inclusive school community and reflects our commitment to providing high-quality, personalised learning experiences for all pupils.

Purpose and Aims

The SEND Nest is designed to:

- Support children whose needs cannot be fully met through mainstream provision alone.
- Provide an environment where pupils can access highly differentiated, targeted teaching and learning opportunities tailored to their individual needs.
- Promote independence, communication, social development and academic progress in a supportive and nurturing setting.
- Enable successful inclusion into the wider school where appropriate, and facilitate positive transitions both within school and into future settings.

Admission and Placement

Admission to the Nest is managed by the SENCOs in collaboration with class teachers and the senior leadership team. Most children working within the Nest will have an **Education, Health and Care Plan (EHCP)** that identifies the need for specialist provision.

Provision and Staffing

The NEST is staffed by the SENCOs and experienced teaching assistants who are skilled in working with children with a wide range of needs.

Provision includes:

- A highly structured and adapted curriculum
- Individualised learning plans and timetables
- Therapeutic support (e.g., speech and language therapy, occupational therapy), where specified in EHCPs

Where appropriate, pupils from the Nest are supported to integrate into mainstream classes for specific lessons, events and social times, according to their needs and capabilities.

Monitoring and Review

Each child's progress is monitored and reviewed regularly through the **EHCP Annual Review** process, termly pupil progress meetings with the class teacher and Nest team, and ongoing assessments. These assessments will be shared with parents on the Tapestry App. The SEND team works closely with families and external professionals to evaluate and adapt provision, ensuring that the Nest continues to meet each pupil's evolving needs.

Working in Partnership

Strong, open communication with families is central to the ethos of the Nest. Parents/carers are regularly involved in planning, reviewing and celebrating their child's progress. The school works collaboratively with health and social care professionals to ensure a holistic and coordinated approach to support.

The SEND Resource Centre at St Peter's is a place where children with significant needs can thrive, achieve and feel valued, ensuring that they are empowered to fulfil their potential both now and in the future.

What support will there be for my child's overall well-being?

We have rules in school to keep us "safe, happy and learning". We also have our key values and learning powers which are discussed and reflected on in class and whole school assemblies. Pupils are encouraged to talk to staff if the need arises.

Our trained Thrive Practitioner supports individual children who may be experiencing emotional or behavioural barriers to learning as well as working with groups on individual programmes to develop social skills and promote self-esteem. There are various programmes in place, such as Lego Therapy and Thrive action plans. The SENCo can also refer children to outside agencies, such as the mental health liaison service.

What specialist services and expertise are available at or accessed by the school?

All of our teachers hold qualified teacher status and regularly receive training to keep their practice up to date. Some of our staff are trained in specialist areas to support additional needs. We share our knowledge and expertise with other schools in the local network and HET Academy Trust and meet regularly to share best practice. We have access to a range of professionals for support and advice. Services include, but are not limited to: School Nurse, Family Link Worker, Speech and Language Therapy, Inclusion Support Team for Learning and Behaviour, Social Communication Team, Education Psychologist.

What training are the staff supporting children with SEND had or having?

The SENCo keeps up to date through briefings and information meetings held by the local authority regarding legislation for special educational needs. The SENCo accesses the locality SEN Hub for professional advice and up to date information.

Teaching Assistants have been trained in interventions, including speech and language therapy for small groups or one to one targeted support, lego therapy, narrative therapy to name a few.

How will my child be included in activities outside the classroom including school trips?

We aim for all children to access activities outside the school setting and school trips will be planned in advance, taking into consideration the needs of all children. Sometimes we may need to make reasonable adjustments to support specific needs: this may be extra adult support on a trip or may involve inviting a parent or carer to join us. Trained First Aiders accompany classes or groups on trips and are able to administer medicines where necessary. Parental advice may be sought about the suitability of an activity outside of the school setting and what we can do to make it accessible.

How can I communicate if my first language is not English?

The school has links with the English Minority and Traveller Achievement Service (EMTAS) within the local authority who can help with communication needs of parents and children. We use interpreters when necessary to facilitate meetings.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Carefully planned induction and transition meetings are key to helping a child have a happy and settled start in a new setting. Before starting school, EYFS staff in St. Peter's Primary School will visit the major feeder pre-school settings to meet the children and staff who have been working with them. Children are invited to spend time in their new class before starting the school. Information meetings are held for parents to express their views and ask any questions they may have. Each year we have handover meetings between class teachers where key information is shared. There are also welcome meetings for parents each September, which is led by the year group team.

In Year 6 the school prepares pupils to move into their next stage of education through working with staff from the local secondary schools to ensure children are ready for this change. The staff and Year 7 students from the local secondary schools visit our Year 6 class and work with the children. There are meetings held meet with teachers and additional meetings for children with special educational needs who will be joining their school. St. Peter's Primary School will arrange visits to the school they will be moving to. Extra visits can be arranged for a child when necessary to help them gain more familiarity with the new environment. We also pass on each child's special educational needs file which includes all their ILPs, reports from professionals and any relevant meeting notes.

How are parents and carers involved in the school? How can I be involved?

We strongly believe that a partnership approach with parents/ carers achieves the best outcomes. As well as the regular meetings, parents/carers are encouraged to maintain a regular dialogue with the teachers either verbally, through a home/school book or via telephone/email. We have parent helpers in the school and year group assemblies that parents are welcome to attend. Parent/carer views are established through questionnaires, meetings and workshops. Our Governing

Body includes parent Governors we welcome volunteers to assist in the classroom, subject to DBS checks.

Who can I contact for further information?

Your first point of contact would be your child's teacher who will meet with you to discuss any concerns you may have. They are available at the end of the school day, an appointment can be made at a mutually convenient time via the school office. The Thrive Practitioner may also have a role in your child's education, particularly if your child has social or emotional needs. When appropriate, the Head Teacher / SENCo may also be part of the discussion.

If further discussion or action is necessary a date can be arranged to meet again to discuss progress, changes or ways forward. The Headteacher is available on the school gate most days. If you have a concern, or you need further clarification, the Headteacher or SENCo is happy to meet with you, please contact the school office to book an appointment.

Other support services:

The SEND Service aims to help parents communicate with schools and the local authority. It provides impartial advice and information as well as supporting parents during the school application process.

Contact details: 0330 222 8555 or email: localoffer@westsussex.gov.uk

The Local Offer can be accessed via this link:

<https://www.westsussex.gov.uk/local-offer/>

West Sussex County Council also has information about children with disabilities and special educational needs. Their website is www.westsussex.gov.uk

Links with other policies and documents:

- Special educational needs and disability code of practice: 0 to 25 years (2014)
- SEND Policy
- Local Offer
- Safeguarding and Child protection
- Accessibility Plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints Procedure
- Early Help
- Continuum of need

Glossary:

- SEND – Special Educational Needs and/or Disability
- LEA – Local Education Authority
- ILP – Individual Learning Plan
- TA – Teaching Assistant
- SENCo – Special Educational Needs Co-ordinator
- EHCP – Education, Health and Care Plan (which use to be known as statements)
- EAL – English as an additional language