



## **Special Educational Needs and Disabilities (SEND) Information Report**

All six mainstream schools in the Chanctonbury Locality have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority, the SEND Hub and other agencies to ensure pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of the pupils with Special Educational Needs and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This report aims to inform you of the information you need to support your child to make the best possible progress during their time at St Peter's.

### **The SEND Team consist of:**

Mrs Annabelle Payne (Pupil Support Manager) – incorporates the Special Educational Needs Coordinator (SENCO) role.

Mrs Miriam Patrick (Learning Support Teacher)

### **How does the school know if children need extra help?**

We know when pupils need extra help if:

- concerns are raised by parents/carers/teachers or the pupil's previous school.
- there is a lack of progress.
- Pupil Progress meetings show lack of attainment or progress
- assessments are below national expectation.
- a pupil's behaviour gives cause for concern.
- a pupil asks for help.
- an outside agency identifies concerns
- concerns have been raised by the Pupil Support Manager

### **What should I do if I think my child may have special needs?**

- You should first contact your child's class teacher to discuss your concerns.
- The class teacher will then discuss it with the Pupil Support Manager.

## **How will St Peter's CE Primary School support my child?**

- A baseline assessment of need will be made so that appropriate support can be put in place. The support is reviewed at half termly pupil progress meetings and fed back to parent/carers at termly review meetings.
- Class lessons will be differentiated to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Pupils may be included in classroom interventions in a specific area such as regular reading or spelling, handwriting or number facts. This can take place individually or in groups. Extra help will be regularly reviewed by the class teacher and teaching assistant and by the Pupil Support Manager.
- Sometimes this help is not enough to move a child on. In these cases, the child will be assessed in order to take part in a more specialist intervention
- All interventions are recorded on the year group provision map, which is a record of what is happening, how often, for whom and the impact. This shared document is discussed and amended at half termly pupil progress meetings. It helps us to highlight any potential issues or successes in order for further support to be planned.
- The school holds half termly progress/provision meetings that include the class teacher, Pupil Support Manager and teacher. At these meetings each child's progress is discussed and interventions are adjusted as required.
- Occasionally, a pupil may need more expert support from an outside agency such as a speech and language therapist. A discussion with parents/carers will take place before the referral is made. Following this, assessment by an outside agency would take place and a programme of work or advice will be provided for the school or parents to implement if necessary.
- The Governor with responsibility for SEN will meet with the Pupil Support Manager termly to keep

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

Class work is differentiated by the class teacher to enable every child to access learning. This may include:

- changing the task to make it easier for the child.
- keeping the level of the task the same but providing extra support so that children can access it e.g. a list of spellings or key words, a sentence starter, a chance to talk through work with a partner before recording it, an opportunity to choose a different way of presenting their work, enlarged text or different coloured paper.
- making 'reasonable adjustments' such as providing equipment that enables a child to participate in learning e.g. pen or pencil grips, easy to use scissors, writing slopes, number squares, times table squares and many other appropriate resources.

### **How will I know how my child is doing?**

We always welcome discussions with parents/carers.

- You will be able to discuss your child's progress with their class teacher at our family parents' evenings.
- You are also welcome to make an appointment with the Pupil Support Manager.
- interventions are measured termly for impact on pupil outcomes
- some children may have a home/school book in place to address some specific support needs.
- Children with very specific needs may have an individual learning plan (Steps to Success).
- Children with a statement/Education and Health Care Plan have a formal annual review meeting that includes everyone involved in the child's education and development.
- If your child is participating in a specialist intervention that is not part of our usual school curriculum you will be informed by letter, meeting or phone call.
- You may also make an appointment to speak to your child's class teacher at any time.
- meetings can be requested with the Headteacher.
- End of year reports will give parents an overview of progress and attainment through the year.

### **How will you help me to support my child's learning?**

- The class teacher will suggest ways of supporting your child's learning through homework, different ways to support your child at home and through discussions at parents' evening and meetings.
- The Pupil Support Manager is available to meet with parents to discuss how to best support children at home.
- Adaptations of the curriculum/learning environment to meet needs.
- The class teacher or a member of the Special Educational Needs Team can meet to discuss behaviour strategies where home and school need to be consistent.
- If outside agencies or the Educational Psychologist have been involved, the advice received by school is also available for parents.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. This may include:

- Members of staff such as the class teacher, teaching assistants, the Pupil Support Manager and learning mentor are available for pupils who wish to discuss issues and concerns. As a school it is essential that we know all the children as individuals.
- For those children that struggle with playtimes we have our Learning Mentor and TAs on the playground structuring games and/or working with children to support socialisation where necessary.
- When necessary, we run social skills groups.
- For children with more specific needs an individual behaviour plan is put into place.
- Seeing a counsellor from Your Space Therapies who visits school to work with the children and their families on more complex issues.
- Encouraging the children to become more active members of the school community by becoming leaders on school council.
- The school is committed to providing all children with the opportunity to attend a residential visit in Year 6.

### **Pupils with Medical Needs**

- If a pupil has a medical need, then a care plan is compiled using advice from parents and relevant agencies where necessary. These are discussed with all staff involved with the pupil.
- Staff receive Epipen training regularly.
- A Medical Needs policy is in place.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- The Inclusion Team
- The Educational Psychologist
- CAMHS (Child and Adolescent mental Health Service)
- The CDC (Child Development Centre at Worthing Hospital)
- Speech and Language Therapy Services
- The School Nursing Service
- Occupational Therapy
- Physiotherapy
- Family Link Workers
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Child and Social Caring Services
- Educational Welfare Office
- Early Help

Please see the West Sussex County Council Local offer page for further information - [www.westsussex.local-offer.org](http://www.westsussex.local-offer.org)

### **What training do the staff supporting pupils with SEND have?**

All staff receive some training related to SEN. These have included sessions on how to support children on the Autistic Spectrum, how to support children who have difficulty with Maths, Reading and Writing, Attachment Disorder, de-escalation and behaviour management. Other members of staff have received more specialist training in:

- First Class@Number and First Class@Number 2
- Speech and Language (Universal Speech and Language Training, Robust Vocabulary and Narrative Therapy)
- Team Teach
- Social Stories and Comic Strip Conversations.
- TACCH approach
- Social Communication training (Social Communication Team)
- The National Award for SENCOs.

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

Activities and school trips are available to all and reasonable adjustments made to ensure all pupils are comfortable taking part.

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all.
- a toilet that is adapted for disabled users.
- A lift to access classrooms on the first floor
- All correspondence can be provided in larger format.

Please see Accessibility Policy.

## **How will the school prepare and support my child when starting school or transferring to secondary school?**

Many strategies are put in place to ensure that a pupil's transition is as smooth as possible. These include:

- meetings for new reception parents to help them prepare their children for school.
- visits from St Peter's CE staff to the pre-school settings.
- home visits
- meetings between the previous and receiving schools prior to the pupil joining/leaving.
- Children starting in Reception are invited to transition afternoons in the Summer Term before joining St Peter's.
- transition days/afternoons within school when moving between year groups.
- transition days to local secondary schools . Extra visits can be set up for those children that need them. Where a pupil has more specialised needs, a separate meeting is arranged with parents and any agencies and an individual transition plan can be put into place.
- photo books for children who need it to familiarise themselves with their new environment and staff in their new year group

## **How are the school's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support and resources.
- The additional provision may be allocated after assessments, progress review meetings with staff and parents/carers and discussion with the class teacher, Pupil Support Manager or outside agencies.
- See the Pupil Premium Policy for information on how the school's pupil premium is spent.

## **How is the decision made about how much support my child will receive?**

- When the children first join the school, support is allocated using the information provided by the child's previous school or setting.
- During the school year provision is regularly adjusted and we will allocate extra provision in consultation with the class teacher, parent/carer, Pupil Support Manager and outside agencies.

## **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. We believe this is central to all children being well supported and making good progress. This may be through:

- Early meetings or home visits with the Early Year staff.
- discussions with the class teacher.
- parents' evenings/Steps to Success parents' evenings.
- meetings with the Pupil Support Manager
- Team Around the Family (TAF) meetings with outside agencies.
- Annual review meetings where children have an Education and Health and Care Plan/Statement of special educational needs.
- Steps to Success children with complex or specific needs will have their provision co-produced and recorded on a Steps to Success sheet. This will be available for parents to discuss with their child's class teacher during Steps to Success parents' evenings. A copy will then be sent home following this meeting when the child, parents and class teacher have agreed the review and outcomes.

#### **Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact your child's class teacher in the first instance or the Pupil Support Manager via the school office.

#### **What do I do if I am unhappy with the support my child is getting?**

In the first instance, speak to your child's class teacher. If you still have concerns please see the School Complaints Policy for Parents.

Date: March 2016

Review Date: March 2017