



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

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## **St Peter's Community Primary and Nursery School Special Educational Needs and Disabilities Policy**

**Please also see our SEN Information Report.**

### **Introduction**

St Peters is an inclusive school which follows the LA policy on inclusion. It is our aim to provide fully for the needs of **all** children including those with Special Educational Needs and Disabilities (to be referred to as SEND from here on).

We recognise that it is our corporate responsibility to meet the needs of all children. This will begin with high quality teaching from the class teacher through planned, appropriate, class organisation, teaching materials, teaching style and differentiation. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having a Special Educational Need. Early identification is key.

### **Definition of a child with SEND**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 schools or mainstream post-16 institutions.

Some pupils find work challenging because their first language is not English. They do not have Special Educational Needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

### **There are 4 areas of need:**

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people who are on the autistic spectrum (ASC) are likely to have particular difficulties

with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a significantly slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD). It also covers Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

## Guiding Principles

Our guiding principle is one of Inclusion; we strive to set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessments.

St Peters staff, pupils, parents and carers will have due regard for the **Disability Equality Scheme General and Specific Duties (See Disability Equality Policy)**

## Objectives in making provision for pupils with SEN

- To ensure the SEND and Disability Act Codes of Practice are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- To continually monitor progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide specific input, matched to individual needs, in addition to classroom differentiation, for those pupils having SEN Support.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to progress to KS2 well equipped in the basic skills of Literacy, Numeracy and Social Independence to meet the demands of Years 3,4,5 and 6 and indeed, lifelong learning.
- To involve parents/carers and, where appropriate, the children themselves in decision making that affects them.
- To meet the needs of all pupils and adapt the environment accordingly.

## The Graduated Response

When we have concerns there are several stages in our 'Graduated Approach'. This is a continuous cycle of 'Assess, Plan, Do, Review' and starts as soon as we have concerns.

Assess – First concerns and differentiated teaching strategies

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

If a teacher is concerned about a child, they will contact the parents to discuss the child and also put a range of strategies in place.

After a short period of time (usually about half a term), the class teacher will assess whether the high quality teaching and differentiation that has been put in place is meeting the needs of the child or whether we need to move to the next stage.

Plan and Do –

A short evidence-based booster intervention will be put in place if appropriate\* and will run for about 6 weeks. Parents will be informed. The impact will be reviewed.

*\* If our interventions are not suitable for an individual we will make other arrangements to support in the short term and assess the impact of that.*

Review

Progress over this period will be reviewed and there will be 3 possible outcomes:

\* No further concerns

\* Progress has been made - continue with high quality differentiated teaching

\* Further action required. The child will be placed on the SEN register. The Parent will be informed.

The 'Assess, Plan, Do, Review' cycle continues:  
SEN Support

## Assess

The school will carry out further investigations and assessments and, for some children, more specialised assessments from external agencies may be needed. The child will receive one or more quality interventions detailed on the class provision map.

## Plan

If the child has a diagnosable specific need, the parents, the pupil, the class teacher and the SENDCo will be involved in creating a learning plan. The desired outcomes, short term targets, and provision will be agreed.

## Do

The class teacher remains responsible for working with the child on a daily basis. Where any interventions or programmes are put in place, they will still work closely with any teaching assistants or specialist staff involved.

The SENDCo will continue to co-ordinate any specialist support and provide advice where necessary.

## Review

The provision map/learning plan will be reviewed each term by the parents, class teacher and SENDCo. Progress and impact will be assessed and next steps agreed. There are three possible next steps

> Accelerated progress has been made – Discussions will be had as to whether the pupil is removed from SEN register or not.

> Progress has been made but interventions/in class support should continue – with updated outcomes, targets and provision on a provision map/learning plan – pupil remains on the SEN register. It is possible that a child will remain at SEN Support throughout their education.

> At least two cycles of support on a class provision map or two learning plans have been put in place with little or no progress made and increasing concerns. Additional services are highly involved. A request for an Education Health Care Plan should be made to the local authority – pupil remains on the SEN register.

## Roles and Responsibilities

Provision for pupils with Special Educational Needs is the shared responsibility of the whole school staff and governors.

## Governing Body

The school governors have a specific responsibility to

- Do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have Special Educational Needs

- Ensure that the necessary provision is made for any pupil who has special educational needs and that, where the Headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- Ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Consult the LA, the Funding Authority and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- Ensure that extra funding, such as Pupil Premium, will be used according to national directives.

In so doing the Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their SEND policy.

The Governing body will evaluate the success of the education provided for SEN pupils by using the principles and objectives set out at the beginning of the policy. (Also see Appendix 5)

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCO). The Headteacher seeks out and shares best practice with the LA and other schools

The Headteacher and the SENDCO decide on the SEND inclusion in the School Improvement Plan (SIP).

### **The School Staff**

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet all levels of need. They monitor and review the child's progress with the SENDCO every term. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND. They meet with the SENDCO and Headteacher each term for the Pupil Progress meeting to review progress and consider continuing or introducing new interventions or first wave teaching strategies where deemed appropriate.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." (Code of Practice, 2015)

### **The Special Needs Co-ordinator**

The SENDCO is Mrs Tracy Bennett. She can be contacted on Tuesdays, Wednesdays and Thursdays within the school or through the school office. Responsibilities include:

- Co-ordinating provision for pupils with SEND

- Ensuring pupils eligible for Pupil Premium have the best possible chance of making progress by allocating their entitlement fairly and appropriately, reporting to the governors and publishing outcomes.
- Liaising with and advising fellow teachers
- Managing learning support assistants/individual needs assistants
- Maintaining the school's SEND register and overseeing the records of all pupils with SEND
- Liaising with parents of pupils with SEND
- Liaising with pre schools and secondary schools
- Liaising with other educational and health specialists such as the Educational Psychologist, School Nurse, Speech and Language Therapist, Social Emotional and Mental Health team.
- Assessing and observing pupils to inform learning plans and support strategies
- Setting up interventions and strategies to support groups and individuals through Provision Mapping.

The SENDCO meets regularly with SENDCOs from other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out best practice. The SENDCO is working towards the National Award for SEN Co-ordination.

## **Admissions and Inclusion**

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the Local Authority admissions criteria.

St Peter's Primary School adopts a 'whole school approach' to special educational needs which involves all the staff. All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with an Education, Health and Care Plan and those others with less significant special educational needs.

## **Specialist Provision/Facilities**

St Peters does not have a special unit but does have access to a wide range of specialist advice and services to support individual learning.

- The school has experience in supporting children with a variety of needs
- The school has a 'Soundfield' system, which enhances the quality of sound of the adult's spoken word. This benefits not only children with hearing difficulties, but also those with attention and listening, organisational and behavioural difficulties.
- A resource base is equipped with additional materials and small groups of children are able to use this quiet room at special times if appropriate
- All staff have had basic Makaton and Cued Articulation training to support our pupils with Communication and Social Interaction difficulties. Other training needs are agreed according to the SIP or current concerns e.g. attachment, trauma and loss.

The school welcomes applications for admission from parents, or carers, of pupils with mobility difficulties and has not yet complete wheelchair access. The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities. The school has a responsibility to meet the needs of all pupils and will adapt the environment accordingly.

### **Allocation of resources**

The LA provides money in addition to money in the school's budget allocated to meet the needs of SEN pupils. The costs of the SENDCO are set against the core or base budget of the school.

The school spends money on:

- Learning Support Assistants (LSAs) Individual Needs Assistants (INAs)
- Training teaching and support staff to meet pupil's needs more effectively
- Special equipment/resources

### **Identification and Assessment of Pupils with Special Educational Needs**

All pupils are entitled to a balanced and broadly based curriculum including the Foundation and National Curriculum stages. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through high quality teaching and appropriate differentiation, which may include short term support such as Early Literacy Support (ELS). We use Provision Mapping to determine the most appropriate form of support (see appendix 3)

The school's system for regularly observing, assessing and monitoring all children who are not progressing satisfactorily and who may have additional needs will be informed by the following:

- Baseline assessment results
- Progress monitored
- 'Age related expectations' for end of a key stage
- Standardised screening and assessment tools eg Renfrew Picture Action test, Phonics Screening
- Observations of behaviour, social and emotional development
- An assessment of an additional service identifying additional needs eg Educational Psychologist
- Another school or LA identifying a need

Based on consideration of evidence from the above and discussion with the class teacher the pupil may then be recorded as requiring:

- Support through high quality teaching
- SEN Support
- Statutory assessment

(See Appendix 2 and 3)

The governing body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision, and those eligible for Pupil Premium. The Headteacher and governing body will set targets and specific criteria for the success of the SEN policy. This will be reviewed annually.

## **Progress Review Meetings**

Pupil Progress meetings are held each term to review the effectiveness of interventions, support for PP pupils and those raising concerns across all areas of learning or their emotional well being. The Headteacher, SENDCO and class teacher attend. Learning support assistants and INAs give the SENDCO feedback prior to the meeting. Decisions are then made to continue, change or end interventions. Where a child continues to fail to make expected progress, a multi agency meeting or a specific service can be invited to discuss individual concerns, carry out assessments or give advice or training.

## **High Quality Teaching and Differentiation**

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils progress at different rates; not all pupils learn in the same way and need to be taught from a different approach. (Multisensory and Growth Mindset approaches are found to be particularly effective at St Peter's. See Learning and Teaching Policy).

All pupils will receive high quality teaching, but if the pupil does not make adequate progress, the school will need to provide more to help. All staff are responsible for identifying pupils with SEN. At St Peters the SENDCO works with staff to ensure that pupils who may need additional support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only registered SEN if additional or different action is taken. See appendix I showing St Peters graduated response to SEN. (See Appendix I)

## **SEN Support**

Through SEN Support, the pupil will get help that is either extra and/or different from help provided by differentiation. If the pupil is not making progress they will be discussed by the class teacher and SENDCO. The pupil will be provided with specific targets to be achieved with the details of how and when this will be carried out and reviewed outlined on a class provision map. The delivery and recording of progress is the responsibility of the class teacher with her teaching assistant. The provisions will be reviewed termly and the outcomes recorded.

If the pupil does not make adequate progress receiving evidence-based interventions, St Peters will seek further advice and support from other specialists such as the Educational Psychologist or Literacy Support Service.

Pupils and parents will be fully involved and kept informed of any proposed interventions and additional services. Advice from outside agencies will be incorporated into a learning plan.

If a pupil demonstrates continued concern, in consultation with parents and supporting agencies, Statutory Assessment may be requested which may lead to a pupil being awarded an Education, Health and Care Plan (EHCP). This will state the provision required in greater detail and name the most appropriate setting for it to be carried out. It will be subject to an Annual Review. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority. (See Appendix I)

## **Safeguarding Pupils**

In the instance of a Child Protection issue, the SEN policy bears due regard to the Safeguarding Pupils/Child Protection Policy, particularly in the case of children with Social, Emotional and Mental Health needs. We recognise that SEND children can be vulnerable to Child Protection issues and bullying, especially if Speech

and Language difficulties are evident. It is expected that vigilance, the VPR and other safeguarding strategies will act as indicators of these issues.

### **Arrangements for training and development of all staff including Support Assistants and Midday Supervisors.**

St Peter's School identifies training needs through its School Improvement Plan (SIP) and Performance Management process. Special Educational Needs and Disabilities is included within all school training.

### **Partnership with Parents**

The school will always tell parents and carers when their child is being supported when registered on the Special Needs Register.

At St Peters, partnership plays a key role in enabling pupils with SEND to achieve their potential. We recognise that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents and carers of pupils are considered as partners and have a valued role in their child's education.

Parents and carers at St Peter's can be supported in a number of ways including our school counsellor, AMAZE, Community CAMHS or the Family Support Service. Parents and carers have access to courses provided by partner agencies. The school has information regarding this and other services available. The Headteacher, class teachers and SENDCO are the first 'port of call' and endeavour to be approachable easily and accessible to all parents and carers.

### **Pupil Participation**

It is recognised that pupils with SEND at St Peter's have their own views about their own needs and are encouraged to participate in their own target setting through self evaluation, interviews, making choices, surveys etc. This gives them a sense of 'ownership' and will help targets to be more meaningful and achievable.

### **Links with other Schools**

St Peter's has a close relationship with all Portslade schools. The schools are working together around issues such as transition and motivating boys; it is hoped this will be extended to local pre schools. The Headteacher attends regular meetings with other Portslade Headteachers to discuss shared support strategies for the future, particularly around behaviour. The expertise that can be offered by Special School teachers is also currently being explored.

The SENDCO meets termly with other SENDCOs to discuss and share good practice. Records are passed on to appropriate schools and in some cases parent meetings are set up prior to transition.

### **Links with other Agencies and Voluntary Organisations**

External support services play a vital part in the success of creating confident, independent pupils at St Peters through helping the school identify, assess and make provision for pupils with SEN.  
(see appendix 4)

The school receives regular visits from the Educational Psychologist, School Nurse and has weekly input from the Literacy Support Service (LSS). In addition, St Peters reviews Speech and Language concerns with the school's Speech Therapist and Speech and Language specialist teacher every term.

The success of the education offered to children at St Peters with SEN will be judged against the aims set out above. The policy will be reviewed biannually and the Governing Body's Annual Report will report on the implementation of the policy.

**Please also see our Local Offer at <http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/st-peters-community-primary>**

## Complaints Procedures

The school's complaints procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements through the LA or Independent Mediation Service. The school will make further information about this process available on request.

## Appendix I

Area of need	Wave 1 HQT	Wave 2 catch up	Wave 3 (SEN/ 1:1 specialist)
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids/ modelling Visual timetables Use of writing frames Team teach/ modelling Access to whole school homework clubs Soundfield system I	Catch up programmes- Literacy and Numeracy eg ELS Reading booster Booster lessons In class support from TAs Reduced/ individualised timetable	Small group or 1:1 literacy or numeracy support eg use of reading/ writing/ Mathematics. Learning challenges, spelling groups. Advice from EP/ specialist teacher
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome eg simplified language, key words Increased visual aids/ modelling Visual timetables Use of symbols Structured school and class routines Environmental clues eg location systems Classroom quiet corner	In class support with focus on supporting speech and language ICT- Clicker 4, Wordbar	Small group or 1:1 support for language Social skills group Speech and language support advice Makaton Individual work stations Visual organiser ICT- writing with symbols Advice from EP/ Specialist teacher
Social, Emotional and	Whole school behaviour policy	Group Circle Time Work-related learning	Small group or 1:1 support for social skills

<b>Mental Health</b>	Whole school rules Whole school reward and sanctions systems Circle time Lunchtime club PSHE focused work Peer buddy Peer mediation Social and Emotional Aspects of Learning Soundfield system	In class support for supporting behaviour targets, access, safety Additional tutor group support	Individual counselling Individual support or mentoring CAMHS support Individual reward system Social skills training Anger management Re-intergration programme Peer mentoring Advice from EP/ specialist teacher Pastoral support plan Time-Out Parent behaviour groups
<b>Sensory and Physical</b>	Flexible teaching arrangements Staff aware of implications of physical impairment Soundfield system Deaf-friendly initiative Writing slopes Pencil grips Brain gym Improved accessibility of building Access lifts Moving and handling training	Additional keyboard skills training Additional fine motor skills practice In class supporting access, safety	Individual support in class during appropriate subjects eg Science, PE and lunch time Physiotherapy programme Access to PC with switch Use of appropriate resources eg radio aids Advice from EP/ specialist teacher Signage

## Appendix 2

### Assessments to Support Identification of SEN at St Peters

Name of Test/Strategy/intervention	What is it?	Who delivers it?	Who receives it/typical duration
On entry (baseline) scores	Series of activities and observations to score ability across early learning goals	Class teacher	All Reception children within 3 weeks of entry
Phonics Screening	An assessment to identify if a child can read by using phonic knowledge.	Class teacher SENDCO	All Year 1 pupils and any Year 2 pupils who failed the year before.
Sandwell	A mathematical assessment.	SENDCO/Learning support assistant	To be used pre and post maths intervention, or to get a maths age for an EHCP request.
Letters and Sounds ongoing Assessment	Recognition/reading of Phonemes, HFWs (tricky words) and phonologically soundable words (c-v-c, cc-v-c etc) as learned in a	Class teacher/Teacher Assistant (SENDCO to support assessment where appropriate)	All Reception, Y1 and Y2 pupils Pupils are assessed on a rolling programme according to Phase

	progressive format.		levels
Target Tracker	Progress against Development matters stage bands and Early Learning goals, and steps and statements in KSI and 2.	All teachers	All children throughout the year
Observations	A format for noting, over a given period, the degree of participation and general behaviour of the pupil.	SENDCO	Those showing concerns agreed by class teacher and SENDCO

### Appendix 3

#### Provision Mapping Strategies/Interventions to Support identified SEN concerns at St Peters

Strategy name	Focus of strategy	Facilitator	Targeted pupils
ELS (Early Literacy Skills Programme)	Literacy skills 'booster' sessions focusing particularly on phonics	Y1 TA	6 low average Y1 pupils during Autumn and Spring term
Phonemes Group	Letters and Sounds consolidation and repetition	Nursery Nurse/TAs	Yr R , Y1, Y2, Y3, Y4
SALT	Programmes from SALT implemented	Learning Support Assistant TA/INA	Children with SALT programmes
LSS (Literacy Support Service)	1:1 literacy skills support	LSS teacher	Up to 4 identified Y2 pupils
Ratty's Readers	1:1 reading using 'Read, Write Inc' resources	TA	Up to 6 identified Y2 pupils
Bear Necessities	Reading and writing phonically regular patterns	TA/Learning Support Assistant	Year 2 pupils working below expected level in reading and writing
First Class @ Number	Maths	TA/Learning Support Assistant	Three times weekly
Golden Group	Nurture group	TA/Learning Support Assistant	6 weekly sessions as need is highlighted within any year group
Handwriting Heroes	Motor co-ordination skills	TA/Learning Support Assistant	6 weekly sessions as need is highlighted within any year group
Social Use of Language (SULP)	Social Skills	TA/Learning Support Assistant	Children in Ys R,1&2 with immature social skills
Writing Sequences	Thinking up and ordering sentences.	TA/Learning Support Assistant	Children who find structuring their work difficult.

Word Wizards	LSS follow-up. Reading and spelling	TA/Learning Support Assistant	Children who need a reading and spelling boost.
Counselling	Therapy	Deborah Topp	1-1 sessions
Success @ Arithmetic-Number Sense	Maths	TA/Learning Support Assistant	1:3 Year 4 children who need a boost with number facts
Success @ Arithmetic-Calculation	Maths	TA/Learning Support Assistant	1:3 Year 5 who need a boost with mathematical calculations.

Speech and Language specialists (SALT) and Pre School SEN service (PRESENS) provide small group support when able and appropriate

#### Appendix 4 Agencies/Services and Contacts Supporting SEN at St Peters

Agency	Contact Name
Educational Psychologist	Rebecca Chatfield
School Nurse	Hili Pate
EWO	Sue Fears
Speech and Language Therapy (SALT)	tbc
Language Support Service	Zoe Mylchreest
Literacy Support Service	Alison Muir
Seaside View Child Development Centre	Dr Sian Bennett ~ Brighton General Hospital Louise Taylor ~ Occupational Therapist Hayley Bush ~ Physiotherapist
EMAS	Sophie Sheehan
Pre School Special Needs Service (PRESENS)	Teresa Darby ~ Jeanne Saunders Centre
Childhood and Adolescent Mental Health Service (CAMHS)	Karin Anjos
Sensory Needs Advice	Maria Halmos
School Counsellor	Deborah Topp
Complex Needs Outreach Service	Claire Langhorne ~ Downs Park School
Family Support	Tracey Holder
Social Emotional and Mental Health	Maria Dimitriou
Education Other Than at School (EOTAS)	Gavin Thomas <a href="mailto:eotas@brighton-hove.gov.uk">eotas@brighton-hove.gov.uk</a>
Healthy Schools/Social and Emotional Learning	Sam Beal Healthy Schools Team

## Pastoral Care at St Peters

Nurturing environment  
Open door policy  
Nurture groups  
One to one individual support if assessed as high level needs  
Front Door for Families assessment and referral  
Counsellor  
CAMHS  
Social Emotional and Mental Health team  
Inetgrated Team for Families  
Team Around the Family meetings  
Education Health and Care Plans  
Meet and greet “check-in” adults

### Appendix 5 Success Criteria

It is good practice to set specific targets against which progress can be measured eg:

- All children will have demonstrated measurable progress, including Pupil Premium pupils.
- In evaluating the effectiveness of its SEN policy, governors can set additional targets e.g. all pupils with an EHCP will be invited to contribute to the planning and review of their learning plan and their views will be recorded.
- The % of parents attending parent consultations/learning plan reviews will be increased in terms of agreed percentage
- An agreed per cent of LSAs will have attended SEN training
- All teaching staff will have attended SEN training in Phonics or an area related to the SIP