

SEN (Special Educational Needs) Information Report

What is The Local Offer?

- Wiltshire County Council provides a local offer for families of children with additional needs.
- This can be found on Wiltshire Council's website or accessed through the link on the school website, or via this link www.wiltshirelocaloffer.org.uk
- As part of the Children and Families Bill 2014, all schools in Chippenham are required to make available their SEN information report to families. This details how they can support children and young people with a special educational need and/or disability (SEND).
- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of SEND

A child 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 educational facilities of a kind generally provided for others of the same age in a mainstream school.
Code of Practice (Summer 2014)

Overview of the school

- St Peter's Academy is a primary school with 165 children on roll across six classes.
- Early Years Foundation Stage has a pure reception class of 22
- Key stage I has a Y1/2 class of 23 and a Y2 class of 28 children
- Key stage 2 has 2 mixed year groups with average class sizes of 30 and a Y6 class of 31.
- Fewer pupils are known to be eligible for the pupil premium than the national average.
- 31 pupils are identified with special educational needs.
- 9 pupils are identified with an Education, Health, and Care Plan.
- All areas of the school are accessible to children with physical needs.

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

- St Peter's Academy ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and "quality first teaching". This includes children who are very able or have a special educational need.
- Some children may require more focused support, and additional adults may be used to provide support where appropriate.

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- Children who are more able will be challenged through effective differentiation in class and invited to attend external workshops.
- Some children with additional needs may require a personalised and targeted intervention to support their learning and enable them to access the curriculum.
- Children with additional needs may be offered targeted interventions, group or 1:1 support for periods of time, but are always encouraged to participate fully in the life of the school.
- A Nurture room is available to all pupils who may need social or emotional support and some "Time out" from a classroom environment. This room is called "The Nest."
- We offer pupils support through sessions with our ELSA (emotional literacy support) TA, Relate counsellor (Time to Talk), and mentoring.
- St Peter's Academy offers an inclusive approach to learning putting the child first and considering the well-being and safety of all children.

Who can I talk to about my child's needs?

The first point of contact for parents or carers is always your child's class teacher. Some parents and carers speak informally to teachers after the school day, or request a formal appointment. Class teachers also hold Parent Consultation Evenings twice a year. Parents of children with additional needs have a third meeting in term 6 to review transition targets for the next year.

Who else can support my child's needs?

Claire Cursiter is the SEND Coordinator and supports families, staff and children with additional needs. You can make an appointment in the office to discuss your child's needs.

Additional points of contact are: Mr Everett - Head teacher and SEND Advocate; Parent Support Advisor Lisa Foster (Monday only); and the Local Board member Sue Flavin who has responsibility for SEND provision.

How are the school's resources allocated and matched to my child's needs?

- St Peter's Academy considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching that matches the child's needs.
- Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the SENCO to develop a personalised programme of support for your child. All intervention programmes are evidence based, and used to narrow the gap between your child's attainment and the attainment of their peers and remove any barriers to learning.
- St Peter's employs an ELSA TA who is available to support children with pupil premium entitlements and pupils with additional needs.

What specialist services and expertise are available to my child?

When appropriate, St Peter's Academy is able to access or purchase a range of external professional support. The following list offers a guide to these services.

- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAHMS)
- Educational Psychologists
- The Rise Services
- Specialist Special Educational Needs Service (SSENS).
- Behaviour Support Service
- Ethnic Minority Advisory Service (EMAS)
- Relate Time to Talk Counselling Service for children
- Links with a School Nurse
- Parent Support Advisor (PSA)
- Access to Equine Assisted Learning
- Outdoor learning
- Access to parenting classes (through RISE)
- Link to RISE Pre-School and RISE Family Support
- Access to SWAPP courses (Support in Wiltshire: Autism Parent Programme)

St Peter's Academy has staff that have trained or specialised in the following areas:

- Special Educational needs/ social, emotional needs (SENCO)
- Better Reading Partners
- Wesford Dyslexia screening
- Emotional Literacy Support (ELSA)
- Narrative Therapy (Delivery of specialist Speech and Language support)
- Playground Buddies
- Mentoring Service
- Forest Schools
- The Nest -A nurture room - led by the ELSA TA

How is the decision made about the support my child will receive?

- St Peter's Academy strives to identify any additional needs as early as possible in order to provide the appropriate support.
- Pupils who have additional needs are monitored through progress meetings and the SENCO will keep a register of these children. Parents are consulted throughout this process.
- Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENCO when appropriate.
- If a class teacher, in consultation with the SENCO, considers it appropriate to involve outside agencies to support your child, the parents/ carers will be involved with the decision making process and asked to fill in the necessary referral forms.

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- Parental consent is required for any referrals and all paperwork is treated confidentially and copied to the parents.

How are parents and young people involved in the assessment and review of needs?

- At St Peter's Academy, children play an active part in target setting and reviewing their progress, along with parents and carers.
- Through Parent Consultation Evenings and SEN Review Meetings, parents are involved in the assessment and review of their child's needs.

How will the school keep me informed about my child's progress?

At St Peter's Academy, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate their children's success. Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN Review Meetings, Annual Reports and a Mid-Year Report. Communication also takes place through the reading journals and both formal and informal discussions with your child's teacher and SENCO.

How will the school keep me informed about issues and problems with my child at school?

Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion: in person, over the phone, or by letter.

How will I know what the school's expectations are for my child's progress?

Through Parent Consultation Evenings and SEN Review Meetings, your child's teacher and/or the SENCO will inform you about your child's progress. Your child will also receive an Annual Report detailing their progress in each curriculum area.

Who should I talk to if I have a concern about my child in school?

- The first point of contact for parents or carers is always your child's class teacher.
- Additional points of contact are Mr Everett-Head teacher or Mrs Cursiter-Special Educational Needs Coordinator (SENCO).
- The Parent Support Advisor, Lisa is available for parents to speak to confidentially (Tuesday only).
- The school has a Complaints Policy available on the school website.

Wiltshire's Local Offer provides information to support parents/carers who are following a complaints procedure. www.wiltshirelocaloffer.org.uk

- The school has an Anti - Bullying Policy which is available to parents on the school website.
- The school will provide contact details for County and other organisations that can assist parents if they wish to follow through with any complaint.

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How will my child's voice be heard?

- St Peter's Academy actively listens to all children and puts their needs at the centre of all that we do.
- Your child will be involved in the setting and reviewing of learning outcomes.
- St Peter's Academy also provides a Mentoring Service and Relate Time to Talk Counselling Service.
- Person Centred My Plan meetings.
- One Page Profiles to reflect Pupil Voice.
- Pastoral support for pupils with SEN to listen to their concerns and views.

What are the transition arrangements from pre-school to St Peter's Academy and from St Peter's Academy to a secondary school?

- St Peter's Academy has very close links with a number of pre-schools in Chippenham, in particular Lordsmead Pre-school Playgroup.
- Foundation Stage teachers visit the children's pre-school settings to ensure a smooth transition.
- St Peter's Academy has close links with each of the three secondary schools in Chippenham and we work in collaboration to ensure a smooth transition from the end of primary school to the beginning of secondary school.
- We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school.
- We actively collaborate with all three secondary schools supporting children in their turnaround days / weeks.

How could I arrange a visit before my child starts at the school?

- Visits to the school are warmly welcomed. You will be given a personal tour of the school by the Headteacher, Mr Everett.

Useful Links

National Autistic Society	http://www.autism.org.uk/
Dyslexia Action	www.dyslexiaaction.org.uk/
Rise Trust	http://www.risetrust.org.uk/
SEN Local Offer	www.wiltshirelocaloffer.org.uk

For more information please see our web site www.st-peters.wilts.sch.uk where a copy of the school prospectus can be downloaded.