



# **SEND INFORMATION REPORT 2018**

## **SEND Information Report**

### **1. What is our approach to teaching children with Special Educational Needs or Disabilities (SEND), and what sorts of SEND do we provide for?**

St Peter's Community Primary school is an inclusive primary school and seeks to provide the best opportunities for learning whatever the child's background, ability or family circumstances. We welcome children with special educational needs and disabilities and are able to access support for wide ranging needs, including cognition and learning, communication and interaction, physical, medical, sensory, social, emotional and mental health.

All members of staff accept responsibility for pupils with SEND and are committed to meeting their needs by delivering high quality teaching and appropriate learning opportunities.

As with every child in our care, children with SEND are valued, respected and are entitled to develop to their full potential, irrespective of need. We aim to make learning a happy and successful experience for all children who have difficulties and to encourage a sense of achievement and self-worth.

At St Peter's we are committed to making appropriate and effective provision for all our children, whatever their special need. All staff are trained in the use of *Makaton* and *Cued Articulation* to support language and communication, and *Communicate In Print* is used throughout the school. Soundfield systems are fitted in every classroom to help children with hearing and/or speech and language difficulties. We work closely with Speech and Language advisers and therapists, a Literacy Support Service teacher, the Autistic Spectrum Condition Support Service, an Educational Psychologist, the Pre-School Special Educational Needs Service (PRESENS), the Social Emotional and Mental Health Team, and the School Nurse Team – all of whom help us to provide for children's short and long term needs. We recognise that a child's mental health can often form a significant part of their additional

needs, and provide a School Counsellor to work with a wide range of children and families across the school to support with their mental, social and emotional wellbeing.

## **2. How do we identify and assess pupils with SEND?**

At St Peter's we firmly believe that early identification is the key.

The school will make every effort to respond appropriately if concerns are raised by parents or carers. We listen to any concerns from teaching staff, specialists or other services involved, and any information from the child's previous school or pre-school. We also listen to the children themselves.

We observe and monitor any changes in a child's behaviour. Regular Pupil Progress Meetings allow class teachers, senior leaders and the Special Educational Needs and Disabilities Co-ordinator (SENDCO) to monitor and discuss the children's attainment and progress, alongside any available evidence about a child, and to consider how best to offer them support. Standardised test scores are often a good indicator of whether a child needs extra support. External professionals are often called upon to carry out specific assessments, which we combine with a wide range of our assessments, alongside observation and discussion over time.

## **3. What provision do we make for pupils with SEND?**

Every teacher delivers high quality teaching to every child. The SENDCO works closely with teachers to identify needs, and agree appropriate provision. In some cases, other agencies, such as the Educational Psychologist will be consulted, with parents' consent and involvement.

The SENDCO and Senior Leadership Team (SLT) oversee the support given to children with Special Educational Needs or Disabilities – and monitor its impact. Class teachers work with the SENDCO to plan support for children with SEND, sometimes in small groups. Teachers have high expectations of progress for **all** children, including those with additional needs. If a child has an Education, Health and Care Plan Key targets are agreed twice yearly and out into an Individual Learning Plan, along with specific strategies to be used and forms of support to be provided, either from school staff and external agencies. This information is

shared with families, and with the children themselves in regular meetings. These meetings are in addition to parent's evenings where the teacher will meet with the parents to discuss the child's needs, support and progress.

We organise our staff creatively and effectively to support our children, especially those who need extra support. There may be a teaching assistant, in addition to the class teacher, working with the child, either individually or in a group. The focus and regularity of these sessions will be explained to parents when the support starts. The impact of any intervention delivered is monitored and evaluated.

Ms Ward, Mrs Stafford, Miss Foster, Mrs McNeil and Miss Wiszniewska work as Individual Needs Assistants (INAs), supporting key children in their learning at different times during the week.

Deborah Topp is the School Counsellor whose role is to help children and their families manage their emotional and mental health and wellbeing.

Resources, including IT equipment and software, are purchased whenever required to address children's particular needs: for example, puzzles and games designed to help children improve their fine motor skills and problem-solving skills. Children with handwriting difficulties are given the opportunity to work on the computer. Recently iPads have been purchased, along with educational apps, with the specific aim of supporting children with SEND.

Tracy Bennett, our SENDCO, works with the specialists who come into school – some on a weekly basis, some less frequently – to prioritise children's needs, monitor the support they are receiving and evaluate the effectiveness of intervention work.

As well as the termly parent consultation meetings, separate meetings are called between teachers, specialists, SENDCO and families when necessary, to explain the support being given and to explore other options. These meetings are also good opportunities to discuss how parents and carers can help their children at home. We can connect families to key organisations or named professionals where appropriate.

Mrs Bennett is readily available for informal discussions about a child's provision, progress and wellbeing, either face-to-face, on the telephone, or she can be contacted directly by email.

#### **4. How do we evaluate the effectiveness of our SEND provision and review the progress of pupils with SEND?**

We use *Target Tracker* software to monitor all our children closely, analysing their progress and attainment in key areas of learning. This software allows us to highlight individual children, but also groups e.g. SEND, Pupil Premium, girls/boys and assess their progress. This information is discussed in detail at Pupil Progress Meetings, at which the support we are providing can be changed or added. Along with feedback from teaching staff, marked work, assessment tasks and general observations, we are able to build up a detailed picture for each child, and a clear sense of which strategies are having the greatest impact. We report on the progress of SEND children to the Governing Body. The Governors also use local and national data to evaluate the achievement of children with SEND.

#### **5. How do we adapt our curriculum and learning environment for pupils with SEND?**

Class teachers plan how children's different needs, interests and abilities will be catered for. This differentiation can be achieved by providing different activities, varying the degree of challenge or controlling the amount and type of support given.

Lessons are planned to allow members of staff to support individuals and groups as appropriate, to ensure that they are engaging with all areas of the curriculum, whatever their challenges or needs.

Where necessary, specialist equipment is provided to help the children in their learning – like pencil grips, concentration cushions, writing slopes or left-handed scissors. Children are given the opportunity to type their work if handwriting is a difficulty.

Some support interventions may be facilitated by specialist services, such as the Literacy Support Service or the school counsellor. These interventions may be carried out as small

groups, paired or 1:1 sessions. Parents will be involved in the decision to access these services and receive feedback during, and/or at the end of the series of sessions.

## **6. What expertise and training do our members of staff have for working with children with SEND?**

All staff have received the following training:

Safeguarding, Prevent Training, Makaton Signing, Cued Articulation, Letters and Sounds, Talk for Writing (supports SEND and non-SEND pupils), ICT including hardware interactive smart boards, digital devices etc and software, Peer Massage, Disability Awareness, Racial Awareness, Assessment for Learning, Philosophy and Thinking skills, E safety, Anti-Bullying SEND, Communicate in Print, Maths No Problem.

One or more members of staff have received the following training:

Social Use of Language (SULP), LSS training 'in house', Clicker, Bare Necessities and Fresh Start Literacy programmes, Narrative Programme, Social Stories, Comic Strips, Talking Maths (EAL and SEN programme), Epipen use, First Aid, Paediatric First Aid, Risk Assessment, First Class at Number 1 and 2, Success @ Arithmetic Number Sense, Success @ Arithmetic Calculation, Introduction to ASC, Autism by Simon Smith, Lego Therapy, Challenging Behaviour, MAYBO.

The SENDCO is working towards achieving the masters-level NASENCO qualification at Chichester University. The SENDCO supports the staff with strategies to use with children with SEND.

All staff receive training to support them in the particular work they are doing, from professionals visiting school and by attending courses elsewhere. The school subscribes to the National Association for Special Education Needs (NASEN) for the latest information and resources. Members of our Governing Body also attend training to be able to offer challenge and support to the work going on in school.

## **7. How do the Governors treat complaints from parents of pupils with SEND?**

Full details of the complaints procedure relating to SEND provision, including opportunities for mediation, are explained in the SEND Policy. There is also a general Complaints Policy published on the school website.

## **8. How do we help pupils with SEND to make the transition to other schools?**

### Starting school:

An invitation is sent to new parents and children to attend two Welcome Meetings to visit their new classroom and meet teachers and new staff, and any questions can be answered.

Our Reception teacher and TA organise home visits before new children start with us in September. This has proved to be a very effective way of establishing links between home and school and getting to know the children and their individual needs.

Information about the children is passed to us by nurseries and pre-schools, giving us important details about their development so far, and any particular needs or concerns. The SENDCO is also given any relevant information from agencies or specialists. PRESENS are particularly helpful in this and transition meetings are held with them and new families where appropriate. The SENDCO and early years teacher visits the child known to have special educational needs in the feeder pre-school. Additional opportunities are made available for these children to visit their new class and meet their new teacher, and a photo book is sent home to show the child what will happen when they start.

Children starting in the Reception Class are 'phased in' to school with four days of half-days, with only half the class, before starting full time. Once the children start school, staff will continue to monitor how the children are settling in to the setting and, if necessary, a personalised transition timetable may be implemented.

### Moving school:

We liaise closely with other schools when children move during the academic year, ensuring that all the relevant information is passed on. Visits are encouraged and meetings can be held with families as necessary.

### Leaving for secondary school:

Year 6 attend a Transition Day to spend time with their new peers and will meet secondary school staff prior to them joining their new school. There will also be additional visits arranged by the SENDCO, for pupils who need extra time in their new school. The SENDCO will liaise closely with the Secondary SENCO to ensure all relevant information is passed on.

## **9. What is the Brighton and Hove 'Local Offer' and where is it published?**

The Local Offer is an online resource compiled to provide clear and accessible information about the provision that Brighton & Hove expects to be locally available for our children and young people from birth to 25 who have special educational needs and/or disability.

The Local Offer is designed to help parents and carers to understand what services they can expect from a range of local agencies, including statutory entitlements, eligibility & referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

*Our aim is that the Local Offer will enable us to build stronger relationships and help us to understand the needs of you and your family, and in turn help us to provide more effective support.*

Pinaki Ghoshal

Executive Director of Children's Services

The Brighton and Hove Local Offer is available online at:

<http://www.brighton-hove.gov.uk/content/children-and-education/local-offer/st-peters-community-primary>

More information on how St Peter's Community Primary School meet the needs of children can be found here:

<http://www.brighton-hove.gov.uk/content/children-and-education/local-offer/st-peters-community-primary-school-how-we-meet-sen-needs>