



# SEN INFORMATION REPORT

(Special Educational Needs and Disability (SEND) Information Report)

September 2024

**For the purpose of this document, our SENCo is Mrs Vinyard**

The Children and Families Bill requires Local Authorities to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25, this will be known as "The Local Offer". The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

The Council for disabled children have produced "A briefing note on the Local Offer"

## **What is the Special Educational Needs Information Report?**

Our Special Educational Needs Information Report is for parents/carers of children who have a Special Educational Need or a disability (SEN/SEND), and for all of those who support children with additional needs. The information contained outlines the support and provision they can expect to receive whilst attending St Peter's.

## **Support for your child at St Peter's.**

At St Peter's Primary School our primary aim is to help every child achieve the very best they can. Sometimes a child may need additional support for some or all of their time at school.

## **St Peter's response to frequently asked questions:**

How are Special Educational Needs defined?

The Education Act 1996 states that: Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



Special education provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

### **How will the school know if my child needs extra help?**

We believe that all children are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition to adulthood.

At St Peter's, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others of the same age, or who have a disability which prevents them from making use of educational facilities. Each pupil's current skills and levels of attainment are judged on entry. Regular assessments of progress are made and where pupils are falling behind or making limited progress, despite high quality teaching targeted at their areas of weakness, the teacher, SENCo work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN support / provision that is required if any. Identification includes the use of high-quality assessment and where necessary, may include more specialised assessments from external agencies and professionals.

Parent/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

### **Who are the best people to talk to in school about my child's difficulties with learning?**

Class Teacher: Your child's teacher would be the first person with whom to discuss any concerns with.

They are responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need and informing the SENCo as necessary
- Writing children's Provision Maps/ Learning Support Plans and keeping them up to date
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND



Special Educational Needs Co-ordinator (SENCo): Mrs Vinyard

The SENCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Ensuring that you are: -Involved in supporting your child's learning -Kept informed about the support your child is getting -Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEN register ( a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs
- Providing specialist support for teachers and support staff in the school so they can help children with SEN in the school achieve the best progress possible
- Monitoring the impact of policies and the effectiveness of provision in the school
- Working with the Local Authority and External Consultants to implement and monitor our provision

St Peter's Primary School's Head Teacher, Mr Robinson, and can be contacted via the school office. He is responsible for

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

The SEND Governor at St Peter's Primary School the governors with special responsibility for Special Educational Needs is Sue Hutton. SEND Governors can be contacted via the school. Responsible for: Making sure that the necessary support is made for any child who attends the school who has SEND and monitoring the effectiveness of SEND provision in the school.

### **How will I know how the school will support my child?**

Support is planned and reviewed by the SENCo, and class teacher, in collaboration with parents/carers and the pupil themselves. Additional support may take the form of additional support from within school, for example Learning Support Assistants or the Pastoral Team. It may require the involvement of specialist staff or support services. School may involve specialists at any point to advise them on SEN and effective support. Parents/carers are always involved in this decision.

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

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan home-learning effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map



records a graduated response to individual needs and tracks interventions in place to support these children.

The range of provision includes:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA or an additional teacher
- individual class support / individual withdrawal
- further differentiation of resources
- a variety of interventions tailored to meet year group needs
- deployment of extra staff to work with SEN pupils
- provision of alternative learning materials/ special equipment
- group support
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service – opportunities for one-to-one drop-in sessions to seek advice on concerns, plus access and point of contact for a variety of other support services for advice on strategies, equipment, or staff training.

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

We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child's class teacher or the SENCo to discuss your child's provision and progress and get advice on how you can support your child at home. Parents and carers will always be informed if we begin to make SEN provision. The involvement of children, parents/carers is very important to us. We provide an annual report for parents/carers on your child's progress. You will be given an up-to-date copy and be offered a chance to talk to the SENCO about your child's provision and progress. Your child may have an Education, Health and Care Plan (EHCP), which is formally reviewed at least annually in addition to the arrangements above.

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

#### **The Rainbow Team**

We use a range of approaches, interventions and strategies to support the emotional and social development of all of our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority. Class teachers have responsibility for the pastoral care of every child in their class and deliver a programme of Personal Social and Health Education and Citizenship through the curriculum. We have a nurture team who are able to support our children, aged all the way through school. We provide support for classes, groups and individual children through our Nurture Groups and a host of other support packages.

Our Rainbow Team are always available to discuss any behaviour, attendance or other associated problems concerns that you have. Our school Personal Development and Behaviour Policy details our school based approach and can be found on the website. Should the behaviour of a child become a greater cause for concern then a support plan will be initiated in partnership with parents. When serious concerns remain about a pupil's behaviour then the SENCo and Behaviour Lead will initiate support for a child in school. The support offers the pupil a chance to work through agreed targets in order that they can remain within their current school.



### **What happens if my child has a high level of need?**

We have many children with special educational needs and disabilities. Many children access mainstream primary school with additional needs, throughout their primary years and into secondary school. If mainstream school is the best place to meet a child's needs, then St Peter's C.E. is able to seek funded support from the Local Authority. If a funding application is successful, your child's SEN Support Plan document will identify their specific targets. These will be reviewed annually in partnership with parents and include the voice of the child. Parents should carefully consider whether the school is able to meet the needs of a child with severe disabilities or high needs, or whether a specialist educational provision would be more suitable.

### **What specialist services and expertise are available at this school?**

All staff receive ongoing continuing professional development, and many are trained in the use of social stories, support for EAL children, TEAM Teach approach, plus a wide range of other tools and strategies. We regularly review staff training needs and ongoing training is provided, informed by the needs of the children who attend our school. The SENCo meets regularly with staff from the Local Authority such as the Educational Psychology Service (EPS), LASC, BIT and the School Nurse.

All these professionals work with the school to ensure pupils' needs are met. They may also complete additional observations and assessments of pupils, with parental consent. School can assist with onward referrals to a number of Local Authority Support, Care and Medical provisions if these are considered appropriate in discussion with Parents/Carers. These may include: Speech and Language Therapy, Occupational Therapy, Paediatrics, School Nurse, Mental Health services (CAMHS/Barnardo's), Hearing and Vision Support Services, Social Care, Behaviour Improvement Team, etc. There are many services available to children and families at St Helens SEN&D Services Directory <https://secure.sthelens.net/Website/SEND.nsf/Home.xsp>

At times, parents may require impartial advice and support. IASS is a service for families and parents are able to self-refer <https://cyp.iassnetwork.org.uk/service/st-helens-iass/>

An IASS representative is able to attend any school-based meetings to support parents/carers.

### **Are the staff who support children with SEND in this school, provided with appropriate training?**

The SENCO's job is to support the class teacher in planning for children with SEND. The school has a School Improvement Plan and an annual CPD calendar for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as those children with Attention Deficit Hyperactivity Disorder (ADHD), Autism and Dyslexia. We have whole staff training and training for small groups and individual staff members to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their care.



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

We make sure activities outside the classroom and school trips are available to all.

- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

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

We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible when planning activities:

- The school is wheelchair accessible. There are a number of access points to the building which are all wheelchair accessible.
- There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability including a SMART toilet
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- The school has carpets within learning areas and lower ceilings which promote a better auditory and visual environment in which to learn. There is plenty of natural light in each classroom and soft furnishings are used to reduce the amount of reverberation and noise disturbance.
- Alternative coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads and iPods are readily available.
- We have equipment and a room where children can experience different types of sensory stimulation; lights, sounds, touch.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily from occupational therapy and physiotherapy.

### **How does the school communicate with parent carers whose first language is not English?**

Within school we will endeavour to support all our parents whatever their communication needs. At present we have no parents who are unable to speak fluent English, however, where parents do not have English as a spoken language, we will encourage them to bring friends, family or representatives from the local community to assist in meetings.

We can also access the Local Authority EAL support service or commission translators from recognised agencies. Information for new or prospective parents relating to school uniform, etc. is printed with the addition of photographs and/or images to assist them. Where further clarification is needed staff will use a suitable translation app on a tablet to assist with two way communication.



For further information please refer to our Accessibility Plan via the school's website. The Governing Body regularly review the accessibility plan and make improvements to the environment and resources based on these investigations.

### **How will the school help my child to manage the transition into the school, into a new class or on to a different school?**

We recognise that change can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Transition meetings are held between teachers and all information will be passed on to the new class teacher in advance. Provision plans and any support programmes/interventions are shared with the new teacher. If your children have received any 1:1 support from a Teaching Assistant, they will ensure those familiar resources and strategies are in place before your child moves classes.

Transition visits to their new classroom are provided to help your child become familiar with their new surroundings and transition books can be provided to take home over the summer holidays. These books contain photographs of the new teacher, classroom, cloakrooms, etc.

### **Moving into St Peter's C.E. Primary School during the academic year.**

We will meet with you and your child to discuss their needs and decide how to best transition into our school. We will liaise with previous school SENCo to discuss the provision and obtain records from external agencies. We will update their learning plan to reflect their current needs and we will maintain an ongoing dialogue with you to ensure your child's needs are met.

### **Year 6 Transition**

We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3. The SENCo will discuss the specific needs of your child with the SENCo of their chosen secondary school. A tailored transition programme will be agreed, and we will support your child to learn about aspects of transition to support their understanding of the changes ahead. We invite secondary support workers and staff into school to see your child in a familiar environment. Many of the schools we feed into offer a summer holiday scheme and we would advise that you accept the offer of a place if this is provided. Where a pupil with SEND has an EHCP, the receiving Secondary School will be invited to the transition review, usually held in the term prior to transition.

### **What if my child needs transport to and from school?**

Parents would need to request support from the Local Authority. The school is unable to make transport arrangements for children.

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

The budget, including the allocation for special educational needs is considered annually and formally approved by the Governing Body. The majority of the SEN budget is spent on Learning Support Assistants, interventions and other physical resources, which supports children to access the curriculum and aid their development and progress.



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

School will follow the “graduated approach” recommended in the SEN Code of Practice when identifying the needs of pupils. Additional support requirements will be discussed by the class teacher, SENCo and Parent/Carer should such support be felt necessary. Where recommendations are received from an external support service all suggestions will be fully considered.

The SENCO, in discussion with the parent and class teacher, will decide on support requirements from within the school budget. Should additional resources or staffing be required this will be discussed with the Headteacher, who will make a final decision based on identified needs and

budget considerations. Where it is felt that resources additional to school allocations may be required, the SENCo will liaise with the Local Authority and may apply for additional funding.

Parental views will always be considered, however the final decision about support and funding will be made by the school.

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

The involvement of parents and carers in their children’s education is very important to us. We encourage parents/carers to contribute their views through:

- Discussions with the class teacher
- Discussions during parents’ evenings/consultations
- During discussions with the SENCo and other professionals
- During discussions with the Senior Leadership Team

### **How will my child be able to contribute their views?**

The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child’s views will be sought when identifying need and planning and reviewing provision. Your child can express their views at any time, by speaking to a TA, the class teacher or SENCo.

Where can I get information on what provision is made through the local authority?

More information on what is available to children with SEN and their parents/carers in St Helens is on the Local Offer site [SEND \(sthelens.gov.uk\)](http://SEND.sthelens.gov.uk)

Where can I get advice and support?

St Helens Additional Needs Team Telephone: 01744 671104 / 01744 671106

### **Local Autism and social Communication Service**

Telephone: 01744 673135





### **St Helens Neurodevelopmental Pathway:**

<https://new.sthelens.gov.uk/send/support-services/neurodevelopmental-pathway>

### **St Helens Information Advice and Support Service (IASS)**

St Helens Information Advice and Support Service (IASS) is a statutory service that was formally known as the Parent Partnership Service. St Helens IASS provides impartial and confidential information, advice and support to children and young people with special educational needs and disabilities (SEND) and their parents. The service covers all aspects of Education, Social Care and Health related to SEND.

Telephone: 01744 822160

[SEND \(sthelens.gov.uk\)](https://www.sthelens.gov.uk)

### **St Helens Carers Centre**

Telephone: 01744 675615

### **Contact a family**

For parents and carers of children with disabilities

Free helpline: 0808 808 3555

### **What is the procedure for a complaint of my child's additional needs provision?**

Any parent who has any concerns about any aspect of their child's additional needs provision, should first approach the class teacher who will be happy to discuss the work that is taking place. If clarification is needed the SENCo, Mrs Vinyard will discuss the matter further. A meeting may be requested with Mr Robinson, the Head Teacher, or the Chair of Governors if the situation remains unresolved. The school complaints procedure is on the website.

Review date: September 2024