

ST. PETER'S CE PRIMARY SCHOOL, HESWALL

SEND Information Report



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

ST. PETER'S CE PRIMARY SCHOOL

firm foundations, shining bright

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.



St. Peter's CE Primary School is a mainstream school and we embrace the fact that every child is different and, therefore, that the educational needs of every child are different – this is certainly the case for children with Special Educational Needs. In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that. As much as possible, this provision is designed by the relevant St Peter's CE Primary staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist.) Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Children may be considered to have a learning difficulty if;

- They have significantly greater difficulty in learning than the majority of children of a similar age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning, for example, dyslexia, dyspraxia.
- Sensory, Medical and Physical, for example, visual impairments, hearing impairments and sensory processing difficulties.
- Communication and Interaction, for example, autistic spectrum condition and speech and language difficulties.
- Social, Emotional and Mental Health, for example, attention deficit hyperactivity disorder (ADD/ADHD)

Our SENDCo is Mrs Emma Buckle who can be contacted through the school office: 0151 342 2556
schooloffice@stpeters-heswall.wirral.sch.uk.

Our nominated governor for SEND is Mrs. Natalie Childs-Fielding.

How do you know if my child needs extra help and what should I do if I think my child has special educational needs?

All pupils are assessed as they progress through the school, so that we can build upon their prior learning. We recognise that pupil's needs should be identified and met as early as possible. During each school term pupil progress meetings are held in which the progress of each pupil is reviewed. The SENDCo works closely with the teaching staff using our school tracking data as an early identification indicator. Intervention is triggered where pupils:-

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional or behavioural difficulties which are not affected by behaviour management strategies
- Have sensory or physical impairment and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make limited or no progress despite accessing a differentiated curriculum

The class teacher is the first point of contact for parents who think their child has additional needs. They would also inform parents at the earliest opportunity to alert them of any concerns. Following this the class teacher may liaise with the Special Educational Needs Co-ordinator (SENDCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required. School will put in place intervention that is different from or additional to those provided as part of the school's usual work practice. Additionally, the SENDCo will look to put the parents in contact with any services that may support families with difficulties arising at home such as the Wirral Local Offer or the CAMHS Primary Mental Health Team (PMHT).

What arrangements does the school make for consulting with the parents & carers of children with special educational needs and disabilities and involving them in their child's education?

At St. Peter's, parental partnership is seen as an integral part of school life. St. Peter's school community believes that parents and carers have a vital role in the education of their child/children. All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher

- Parents evenings
- During discussions with other professionals
- Secondary and FS2 New Parents transition meetings
- Questionnaires
- Annual reviews
- Parent workshops
- Parent coffee mornings (not currently possible due to COVID restrictions)
- Work celebration afternoon
- IEP meetings

If we think that a child might have a special education need (SEN) then a meeting will be arranged between the child's class teacher, parents and the school SENDCo. During this meeting any concerns relating to the child will be discussed, along with support currently in place, and actions to be taken will be determined. These actions may include additional support in school and/or at home, or seeking additional advice from outside specialists (e.g. referring for assessment). The progress of the child will be monitored through ongoing assessments of work and/or observation and discussions with the child, and regular meetings with parents will be arranged to discuss this progress and the next steps for the child. The views of the child will also be considered when planning their provision as there is no point in putting support in place that a child does not engage with. These views will be collected through discussion with the child and through observations of the child in class and evaluations of interventions.

All children on the SEN register will have a person centred (one page) profile. This is a summary of what matters to the young person and how to support them well. The child's teachers, peers and parents will contribute to this profile. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils, and allows parents/carers to share their knowledge and expertise on how best to support their child. We also encourage the child to contribute to their profile and in this way give them the opportunity to have a voice in how they are supported in school, and to have their strengths and what is important to them as an individual acknowledged.

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

All children have an entitlement to a broad and balanced curriculum and St. Peter's pupils benefit from a range of teaching and learning styles; a carefully differentiated curriculum with clear learning objectives; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements which is used to inform the next stage of learning; access to ICT; and a broad range of extra-curricular activities (including our 3 residential visits in Years 2, 4 and 6).

Children make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, resilience and independence through our Key Skills curriculum. The children are offered opportunities to use these skills across the whole school.

The first step in SEND support is through Quality First Teaching. Within the class the curriculum will be adapted to reflect the needs of the class. This may be done via differentiated questioning, activities and resources, or through additional teacher or teaching assistant support. Additionally, consideration will be given to seating positions, lighting, use of displays, including visual timetables etc. in order to make the learning environment as comfortable and conducive to learning as possible for all children and to promote independence in pupils. In conjunction with any assessments carried out, the use of person centered profiles for SEND pupils, which are contributed to by teachers, teaching assistants, parents, peers and the pupil themselves help us to better identify the strengths, interests and needs of the child. These profiles also mean that teaching and the learning environment can be better tailored to the needs of the children in the class and will therefore help to make learning more effective and provide a consistent approach to the teaching of these children.

If following Quality First Teaching a child is not making the expected progress or if other concerns are raised, the class teacher will discuss these concerns with the school SENDCo and the child's parents/carers. Following these discussions further support may be put in place in the form of small group interventions and advice on how parents can support their child at home will be given. At St. Peter's we have a wide range of intervention programmes to support teaching and learning and our teaching staff are skilled at adapting these interventions to meet the needs of specific groups of pupils.

The progress of the child will be monitored closely and if following this additional support/intervention they are not progressing the SENDCo may suggest that the child is moved into Wave 3. At this point the child will be added to the SEN register and the SENDCo may ask your permission to seek additional advice from outside specialists. Children on the SEND register will have a Person Centred Profile, as mentioned above, and an individual plan to support their area of need. This plan will be shared with parents, and the child, and will be reviewed on a termly basis or sooner if necessary.

How does the school support children with SEND?

At St Peter's CE Primary we offer many different forms of additional provision. This can include additional in- class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENDCo and is designed and implemented by the teachers, supported by our Teaching Assistants.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine motor control) or speech and language (e.g. stammers and lisps). The most important point for success is that additional provision depends on the needs of the child.

The class teacher plans for all the pupils in their class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups, or sometimes individually by both the class teacher and the teaching assistants.

Pupil progress meetings are held at the beginning of each term to discuss the progress of pupils with the Head teacher. The shared discussions will highlight what further support or intervention may be needed to increase progress and narrow or close the gap between the child and his/her peers in order to meet end of year targets.

A formal review is held at least once a year if a child has an Education Health Care Plan (EHCP) or a Pupil Funding (PFA) to discuss your child's progress, their current areas of special needs and any additional needs which have been identified. The additional needs are met through daily intervention groups and are recorded on class provision maps. Examples of intervention groups are; Social stories, fine motor skills, co-ordination, memory, speech and language programmes. Where necessary, Individual Education Plans outline targets and strategies planned for your child's intervention groups and copies of these sent home. Your child's view is valued and an important part of the process. If your child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made through the school nurse, with your consent.

The Governors at St Peter's CE Primary School are responsible for the overseeing of all procedures in school, have termly meetings with the SENDCos and are regularly in school.

How accessible is the school environment?

St Peter's CE Primary School is a two story building that has classrooms on a range of different levels. Despite the challenges this can present for accessibility, steps have been taken over recent years to improve access arrangements. These include the installation of an external and internal lift providing access to the main entrance and classrooms on the lower ground floor. Further plans are in place, when funding becomes available, to improve access to other parts of the school building and to install toilets with disabled access. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure.

Specific equipment for children with SEN is sourced and used as required following consultation with parents and other professionals. This may include different writing materials, sloped writing surfaces, specific classroom furniture and specific sensory equipment. All possible steps will be taken to ensure that children with disabilities can fully access the school curriculum and can participate fully in school life.

Parents can view the school accessibility policy and plan on the school website.

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

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCo to manage and monitor the support.

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been 'looked after' continuously for more than six months, and the children of service personnel.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most. In most cases the Pupil premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

Schools are held accountable for the spending of Pupil Premium and the decisions they make through;

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new OFSTED Framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Parents can find information about St. Peter's Pupil Premium on the school website.

How is the decision made about the type and quantity of support my child/young person receives?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

How will both you and I know how my child is doing and how will you help me to support their learning?

We highly value the support of parents and carers and believe that all children benefit from a strong home-school partnership. Typically, a child with Special Educational Needs and/or Disabilities will have an IEP (Individual Education Plan) which sets out targets that are currently being worked on and outlines what additional provision is being put in place for that child. The content of the IEP is negotiated, as appropriate, with the child and the child's family. Copies of your child's IEPs will be sent home when they are reviewed and new targets set. Your child's class teacher will also discuss with you anything that you can do to support your child's learning at home. Each year we run parent workshops to share with parents the teaching approaches that we take in school and to support them in helping their child with their education at home.

Parents Evenings are held twice a year for teachers to discuss your child's progress and assessment data. At the end of each year you will receive a written report outlining progress made over the year and targets for your child to aim for the following year.

Often, children may need additional support within a specific area and this may be monitored and tracked using a provision map.

What training have the staff supporting children/young people with SEND had or may they have?

Different members of staff have received training related to SEND including sessions on:

- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- Anxiety
- First Aid
- Anaphylaxis and EpiPen awareness training
- Asthma awareness training
- Epilepsy
- Team Teach (positive behaviour management)
- Deescalation strategies
- Attachment and Trauma Informed practice
- ELSA (Emotional Literacy Support Assistants)
- Precision teaching
- Kids Skills

Professional Development is ongoing and our staff receive regular training to support our pupils. When a child attends our school who has needs that we have not previously supported, we will seek advice from the relevant external professionals and aim for staff to be appropriately trained and any necessary resources to be in place as soon as possible.

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

Senior leaders, teachers and teaching assistants are skilled in meeting the individual learning, emotional, behavioural and social needs of our children. We have two ELSA (Emotional Literacy Support Assistants) trained teaching assistants who provide support to pupils in school and attend regular supervision sessions with an educational psychologist.

We also have teaching assistants who have been trained in the Orrets Meadow outreach programme for literacy and numeracy. The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapy

- Occupational Therapy
- Educational Psychologists
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Mental Health Team (PMHT).
- Vision and Hearing Support
- Paediatricians – accessed via school nurse and/or GPs
- Local Authority SEN Team
- Thumbs Up (cognitive behavioural therapy)
- Autism Together
- Educational Welfare Officer
- Social services – Wirral Gateway
- Social Care Family Support Worker
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Adoption in Merseyside
- Dyslexia screens
- Dyscalculia screens
- Enhanced transition into Secondary (Ana Stokes for Rhonda Psychology)

Relevant external agencies/professionals are consulted prior to and invited to any review meetings for the child. These contributions are then used to improve the provision/support for the child in school.

How will the school prepare and support my child when joining St Peter's CE Primary School or transferring to a new school?

Parents and children are welcome to look around St Peter's CE Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.

If your child is particularly worried or anxious, they will be offered some transition visits and an opportunity to meet their new class teacher and classmates. Often we find a short transition is most successful.

Transition to secondary school can be a worrying time for both parents and the child so at St. Peter's we do additional transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally. We begin discussions with the secondary school as soon as the school place has been confirmed.

How will my child/young person be included in activities outside the classroom, including school trips?

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that all of our extra-curricular activities are adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residential trips, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our School Council).

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. Prior to any school trips or activities the class teacher will discuss with the parents of children with SEN, where appropriate/necessary, about the suitability of the trip or activity and any necessary amendments/adaptations will be made to ensure that each child is able to participate and to ensure the safety of all children.

For children who find break times difficult, support is provided by teaching assistants and games are organised and facilitated by our Year 5/6 play leaders (supervised by a member of staff). Additionally, there is a designated quiet area where children can sit and read, colour or participate in other quiet activities. Across the school, lunch time clubs are organized; these are matched to the interests of the children, for example Minecraft or Lego clubs, and are used to provide further support for children who find lunch time break difficult and to support and encourage social interaction with others in a quieter environment.

There are several children currently in school who receive briefing and/or debriefing sessions at the start and/or end of the school day. These sessions are conducted on a one-to-one basis. The briefing session helps prepare the child for the school day and involves running through the daily timetable, highlighting any changes to the normal routine and discussing any concerns that the child might have about the day ahead. The debriefing session takes place at the end of the school day and is an opportunity for the child to discuss anything that has worried or upset them during the day, identify things that have gone well that day and think about something that they are looking forward to the next day. We have found these sessions to be highly useful for children with social communication difficulties and for children struggling with anxiety.

What support will there be for my child/young person's overall well-being?

Your child's well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Individual behaviour plans are used should there be the additional need.

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties, including:

- Teachers and teaching assistants readily available to discuss issues and concerns
- ELSA sessions with trained teaching assistants
- The use of Person Centred Profiles

- Additional small group support programmes; eg. Time to Talk, Socially Speaking, Social Skills, Friends Resilience, Jed Baker Social Skills Programme
- Individual briefing and debriefing sessions.
- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse, in consultation with parents/carers. This is reviewed annually or earlier if necessary.
- Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member.
- Key First Aiders and other First Aid trained staff are also trained in how to use a defibrillator and the school has one on the premises.
- For children who find break times difficult, support is provided by teaching assistants and games are organised and facilitated by our Year 5/6 play leaders (supervised by a member of staff). During the year we will be looking to implement some lunch time clubs, for example Minecraft or Lego clubs, to provide further support for children who find lunch time break challenging.
- We run the Thumbs Up intervention in school. Thumbs Up are an experienced team of Cognitive Behavioural Therapists working in schools throughout Wirral, teaching essential life skills to children such as resilience, positive thinking, mindfulness and raising self-esteem.

St. Peter's school adopts a unified, whole school approach to bullying. Bullying is not tolerated at St. Peter's and any suspicion or allegation of bullying is investigated and is treated seriously. All pupils are encouraged to report any bullying suffered personally, or witnessed by a member of staff. The school Behaviour and Anti-Bullying Policy can be viewed on our school website.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Pupil progress meetings are held at the beginning of each term to discuss the progress of pupils with the Head teacher. The shared discussions will highlight what further support or intervention may be needed to increase progress and narrow or close the gap between the child and his/her peers in order to meet end of year targets. There is a whole school provision map in place which details the support in place for each child on the SEN register. During pupil progress meetings this support will be looked at alongside the teacher assessments and provision will be adapted as necessary. Interventions are evaluated at the end of the allocated time (usually 6-8 weeks). These evaluations are then used to determine the ongoing provision for the child and also to determine the effectiveness of the intervention. If an intervention is not deemed to have been effective it may be adapted or replaced with a different form of support. A part of these evaluations is the engagement and views of the children who have participated in them. If a child or children have not enjoyed or engaged in this form of support then it would be pointless for them to

continue in it. Pupil engagement is monitored throughout the intervention and adaptations will be made in response to this (rather than wait until the end of the 6 or 8 week period).

A termly report is produced by the SENDCo which is shared with the school governors and actions for the coming term are identified. An annual report including data analysis (relating to SEN pupil progress) is written at the end of the academic year and shared with the senior leadership team and governors at the start of the next academic year. The findings of this report then contribute to the SEN action plan for the coming academic year. Meetings are held between the SENDCos and the SEND governor, Mrs. Nicola Griffiths during the academic year, where SEN provision is discussed.

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

The first point of contact for anything related to your child's education is the class teacher. Pupils and parents are encouraged to speak to the teacher about anything that is concerning them. Home school books can be used for communication or staff are available to talk outside of teaching hours and an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an on-going basis.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.

Where can I find the contact details of support services for the parents of children/young people with SEND?

The Wirral Local Offer can be viewed online: <http://localofferwirral.org/>. The Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local support services. Knowing what is out there gives you more choice and therefore more control over what support is right for you and your child.

The Wirral SEND Partnership also provides information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities. Their contact details are as follows:

Phone: 0844 880 1500 / 0151 522 7990. Email: contact@wired.me.uk Website: <http://www.wired.me.uk/Parent-Partnership.asp>

If your child has behavioural or emotional difficulties support there is a CAMHS (Child and Adolescent Mental Health Service) advice line which schools and parents/carers can contact. The number of this service is: 0151 488 8453. Support can also be found via MindEd (<https://www.minded.org.uk/>).