

Excellence in all we do - Excellence in who we are - Excellence in our service with others.

St Peter's Church of England Primary School is a welcoming, inclusive family with a strong Christian ethos, a vibrant community, and a commitment to excellence for staff and children.

We are a school with a nurturing environment, that is committed to the '6 Principles of Nurture' our children, and staff, feel secure and develop enthusiasm and confidence to learn and achieve.

Our learning environment is exciting and encourages all to participate.

Our curriculum is stimulating, broad, creative and relevant, and focused on the whole child so that they are well prepared and equipped for the future.

The term Special Educational Needs and Disability (SEND) is a legal definition. Children with SEND have difficulties or disabilities that make it harder for them to learn than other children of the same age. As a result, these children may need extra or different help from that given to other children.

What kinds of needs do we support at St. Peter's?

The DfE broadly identifies four different areas of need. Our school currently provides additional and/ or different provision for a range of needs including:

- Communication and Interaction (Speech language and communication difficulties, including Autism)
- Cognition and Learning (Specific learning difficulties, including Dyslexia)
- Sensory and Physical difficulties/ disabilities (Hearing and Vision)
- Social, emotional and mental health difficulties (ADHD)

At St. Peter's Primary School children are identified as having SEND through a variety of ways including:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stage, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify:

- Children performing significantly below age expected levels and interventions have not had impact
- Concerns raised by parent
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies or health professionals i.e. physical, speech, paediatricians
- Liaison with nursery school/previous school

Teachers will discuss any concerns with parents and explore what can be done to assist children in getting back on track.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parents can find advice and information about how they can support their child on the school's website. It can be found at <https://www.st-peters.n-somerset.sch.uk/>

How will school support my child? Who will oversee, plan, work with my child and how often?

- Our SENCO oversees the support and progress of any child requiring additional support across the school. The SENCO (Special Educational Needs Co-ordinator) for our school is **Mrs. Lynne McCullough** and can be contacted on lynnemccullough@spps.school.uk or by telephone on (01275 843142)
- **Miss. Luce** is our Deputy SENCO working alongside Mrs. McCullough.
- Mrs McCullough is responsible for the strategic leadership of SEND provision for pupils with special educational needs and disability at the school and updating the SEND register, a system for ensuring all the SEND needs of pupils in school are known. The SENCO works closely with the Head teacher, Governors, Senior Leadership Team (SLT), Deputy SENCO, class teachers and fellow support staff.
- The class teacher has responsibility for the children SEND in their classroom and will oversee, plan, work with and assess each child to ensure that progress in every area is made.

How do we assess the effectiveness of our SEND provision?

- The Governor with responsibility for SEND is, **Mrs Rebecca Fuller**.
- The Governor with responsibility for SEND meets regularly with the SENCO to discuss the needs of the children in school and to evaluate the provision. They also report to the Governors.
- The SENCO meets regularly with the Head teacher to monitor provision and progress in place for children with SEND as well as assessing the impact of provision and next steps.

What expertise and training do our staff have to support children with SEND?

- As a school we are passionate about CPD for all staff. This includes training through INSET training, regular staff meetings dedicated to SEND and nurture, weekly support staff sessions & bespoke 1:1 coaching through our developmental drop ins programme
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASC, Attachment, Trauma, Dyslexia and Speech and Language difficulties.
- Recent training for Teachers, Teaching Assistants and Learning Support Assistants has included:
 - Nurture UK
 - Boxall
 - Unlocking Letters and Sounds -Phonics Training
 - Autism Champions including Good Autism Practice
- Learning Support Assistants receive weekly SEN training from the SENCO/DHT or outside professionals. This training has covered:
 - Unlocking Letters and Sounds -Phonics Training
 - Reading: Ambition For All

- Lego Therapy
- Zones of Regulation
- Word Aware
- Nurture UK
- Boxall
- Sensory Processing
- Widgit Online

What is our approach to the teaching and monitoring of children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and personalised for individual pupils.

Quality first teaching in a whole class, including:

- Small group work with teachers or TAs to meet the needs of individual children e.g. daily reading, phonics interventions
- Small group intervention work led by teachers or TAs to fill specific gaps in children's learning e.g. pre-teaching, post-teaching.
- Longer term interventions led by TAs or LSAs e.g. Zones of regulation, Language for Behaviour and Emotions, Touch Typing, Emotional Literacy sessions.

If your child requires further support, additional to the above, where they require the support of a Learning support assistant (LSA) and may require support for usually more than 20 hours, you or the school may request that the Local Authority carry out a statutory assessment of your child's needs through the North Somerset EHC Hub. This is a legal process; you can find out more from the Local Authorities (LA) 'Local Offer' (or speak to our SENCO/ Deputy SENCO). After the school has shared information about your child on the EHC Hub, including some from you, the LA will decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The LA will then review the case again and decide if an EHCP (Educational, Health, Care Plan) needs to be written.

- The EHCP will outline the support your child will receive from the LA and how that support should be used and what strategies must be put in place. It will have long and short-term outcomes for your child to achieve.
- If a child has an EHCP, the school will be allocated Top Up Funding based on a funding matrix established by the LA to ensure that the school can provide the provision as set out with section F of a child's EHCP.
- If required, the child may also attend support off school site at a specialist unit or be part of a dual placement with a Special School. This would be agreed with the LA and can only be requested through a child's EHCP and annual review.

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

- Special Educational Needs Learning Support Assistants work as part of the Learning Support Teams within each year group. Members of the Learning Support Teams support children in class to access the curriculum and out of class and in small groups with specific training.
- At St. Peter's children are not allocated a 1:1 adult but may receive 1:1 support where there is additional funding provided through an EHCP.

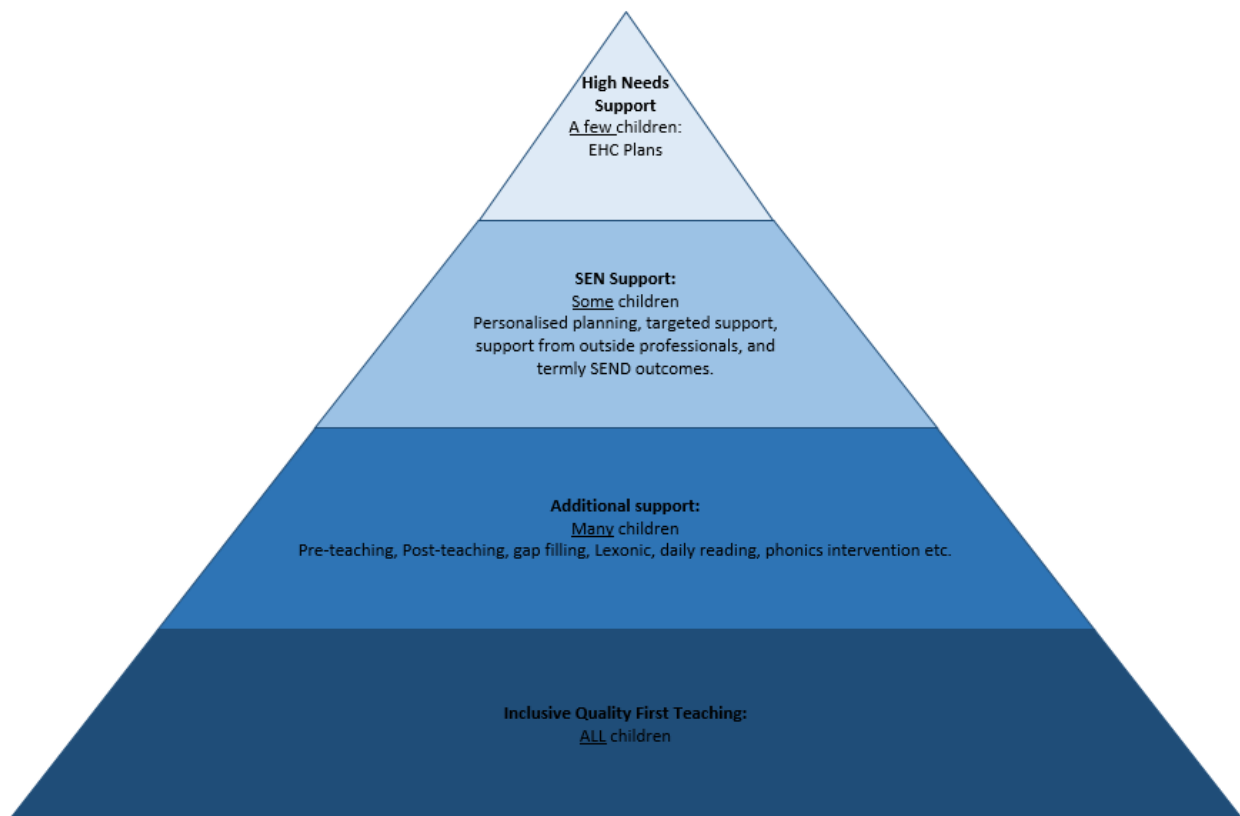
- We work with a wide range of health professionals including Speech and Language, CAMHS, School nursing team, Occupational Therapists and Paediatricians.
- The school also has access to Traded Services such as: Advisory Teachers, Talk Speech and Language Therapy and Educational Psychologists when a child's needs require greater support.

Where specialist support is required, the professional will work with your child to assess your child's needs and will make recommendations, which may include:

- Making changes to the provision they need
- Set targets which will include their specific needs
- Suggest group or individual programmes under the guidance of the professional

How will I know how well my child is doing and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



- We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO/ Deputy SENCO (where available) and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In addition to the normal reporting systems: parents evening, twice a year (November and March) and through mid-year (February) and end of year (July) reports.
- If your child is on the SEND register, their teacher will set individual targets on a 'Pupil Passport', stored on Provision Map, which are monitored by the SENCO/ Deputy SENCO as well as being monitored within Pupil Progress Meetings. Teachers are required to meet with senior

leaders three times a year to discuss the progress of all children. The targets within a child's Pupil Passport are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) and it is expected that they will be met by the time they are reviewed.

- Where children have an EHCP their EHCP outcomes will be broken down into smaller steps using a 'Learning Plan'. These are set by the class teacher and are monitored by the SENCO/ Deputy SENCO.
- Parents are invited to a meeting (three times a year) to discuss the progress that their child has made. These typically take place in terms 2, 4, and 6.

How is extra support allocated to children and how do they move between the different categories in the Code of Practice?

- The Head Teacher decides on the budget for special education needs in consultation with the SENCO and school governors, on the basis on needs within the school.
- The Head Teacher and the SENCO/ Deputy SENCO discuss all the information they have about SEND in the school including children who need or are getting support and children which are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly.

It will also depend on your child's level of need and how they manage in school. Also, strategies, interventions will be monitored for their impact and effectiveness. We may need to refer to get outside support and their perspective on how best to meet your child's needs and how to help them reach their full potential. For some higher level of needs, additional funding will be needed due to extra costs involved in supporting your child.

What support will there be for my child's overall wellbeing?

We will support the overall wellbeing of your child by:

- Involving all children in 'Jigsaw' lessons which bring together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development programme.
- All pupils take part in Democracy Day and are encouraged to apply for Pupil Leadership roles. These roles include Mental Health Ambassadors.
- Ensure we follow procedures set out by the 'Administering of medication' policy are followed. If your child has medical needs, they may have a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need.
- Zones of Regulation
- Nurture Support
- Working with the Learning Mentor, **Mrs Carla Evans. (Wednesday – Friday)**

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Where your child is supported by a member of the Learning Support Team, they will continue to have this support whilst out of school on a trip or working outside the classroom.
- Where appropriate, social stories can be written to prepare your child for a change in routine, an out of school activity or a trip.

How accessible is the school environment?

- The school site is wheelchair accessible with three disabled toilets large enough to accommodate changing.
- The Harbour building is all on one level and the Pier building is over two levels. Where your child will be in Key Stage 2 and located in the Pier building, they will be allocated a downstairs classroom.
- Within the Harbour Building we have set up 'The Cocoon' a learning environment that supports children with high levels of social communication needs to access an environment that is less stimulating and quieter than they can continue their learning alongside support.
- We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child to join the school, transfer to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and to be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children contribute to their end of year reports.
- Children who have SEND Outcomes will review their learning termly with their Class Teacher/TA or LSA.
- If your child has an EHC Plan their views will be sought before any review meetings.

How are parents involved in the school? How can I be involved?

- Parents are invited to attend SEND Outcome reviews (three times per year) and coffee mornings. These meetings are for any parents to attend, not just those with children who have SEND – we consider parents' concerns.
- Where a child has an EHC Plan their views will be sought before attending any review meetings.
- We have an active PSA who always welcomes new members. They arrange many events throughout the year to build community and raise funds for the school.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet **Mrs Lynne McCullough** (SENCO) **Miss Luce** (Deputy SENCO)
- Look at the LSP SEND policy on our website

How will I raise concerns if I need to?

Educating your child is about developing strong relationships, which need to be honest and as open as possible. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

The best person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENCO/ Deputy SENCO or Phase leader.

If you are still concerned, as a parent or carer you have the right to use the school's complaint process.

Who should I contact if I am considering my child joining the school?

- Contact the school Admin office (01275 843142) to arrange to meet the Head Teacher **Mrs Catrin Battista or Mrs Angela Hunt** (Deputy Head Teacher) who would willingly discuss how the school could meet your child's needs.

Who can I contact for additional support?

- North Somerset Supportive Parents - <http://www.supportiveparents.org.uk/services-in-n-somerset/>
- National Autistic Society – North Somerset Branch - www.nas-northsomerset.co.uk
- Click on link below to view North Somerset's Local Offer for Special Educational Needs and Disability (SEND Hub). <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>
- I can (communication) <https://ican.org.uk/>
- Dyspraxia Foundation - <https://dyspraxiafoundation.org.uk/dyspraxia-children/parents-family/>
- BDA – British Dyslexia Association - <https://www.bdadyslexia.org.uk/advice/children>

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To be reviewed and updated annually.

St. Peter's C of E Primary School

Universal Provision

High Quality Teaching

- A broad and balanced curriculum set within inclusive environments with policies in place for identifying and supporting children across the school
- Teachers and support staff delivering learning use explicit instruction with clear explanations, modelling before pupils move to independent learning.
- Teachers and support staff are aware of cognitive load theory and apply this theory within their classes.
- Teachers / support staff model metacognition strategies e.g., Guided writing, modelled writing, reading in the moment
- Teaching strategies that consider difficulties with language and communication needs as well as social understanding
- Scaffolds are used within learning until pupils are able to learn without them. E.g., sentence stems, writing frames, word banks etc.
- Flexible groups within the class are created in response to AFL so that the teacher can pitch learning for each pupil.
- Technology is used to support pupils, where needed to learn well E.g., use of alternative recording devices. Or used for modelling learning.
- Carefully planned support - Where appropriate the teacher / TAs use supportive strategies for pupils with poor executive function.
- Visuals support learning e.g., checklists, now and next tasks, chunking/ blocking of information
- Discussion through talk partners used effectively so all pupils are supported
- Strong CPD and training offer for all staff

Physical adaption

- Careful seating plans taking into account lighting etc.
- Uncluttered and well organised learning environment
- Clearly organised learning environment
- Coloured overlays/backgrounds/ coloured paper to reduce visual stress
- Use of visual timetables and social stories
- Widgit online

Pastoral/ Student Support

- Teachers / support staff use PACE and trauma informed strategies for supporting pupils
- Clear whole school behaviour policy
- Consistent use of rewards and sanctions, including restorative conversations and scrips
- Zones of regulation
- Access to regulation stations across the school
- A range of opportunities for social and emotional development E.g., buddy systems, friendship strategies, circle time, Lego Therapy
- Learning Mentor Support
- Lunch club
- Enhanced transition opportunities