

SEN Information Report

St. Peter's CE Primary School, Darwen

September 2021

Welcome to St Peter's C of E Primary School



As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow

Matthew 13:1-23

1 Kinds of Special Educational Needs that are provided for at St Peter's C of E Primary School

The inclusive, Christian nature of our school means that we seek to provide the best opportunities for learning whatever the child's background, ability or family circumstances. We welcome children with any form of SEND across the 4 areas of need as laid out in the SEND code of practice 2015: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

All provision and identification is discussed through the terms of our SEND policy as found on the school website

<http://www.stpeterscep.co.uk/>

The community of St Peter's named: Dyslexia, ASD, Speech and language, hearing impairment, SEMH, physical needs, global development delays, dyspraxia, medical conditions, behavioural issues, sensory

<p>2 Information about the school's Policies for identification and assessment of pupils with SEN</p>	<p>Pupils are identified as having SEND, and their needs assessed, through :</p> <ul style="list-style-type: none"> • Information passed on from Nursery or previous schools; • KS1 results, baseline testing and half termly progress data; • Discussions with teaching staff and observations; • Interventions and their impact; • Concerns raised by parents/carers; • Concerns raised by the pupil themselves • Concerns from senior leaders • Discussions with the school nurse • Discussions with other professionals • Internal safeguarding system CPOMS
<p>3a Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>Impact tracking is completed termly and adaptations to provision made in light of these findings. Individual targets (children who are on a Learning Plan) are evaluated termly in discussion with class teacher and outside services; which are then shared with parents. Twice yearly SEND focused parents meetings are held with the SENDCo alongside SEN review/annual review meetings. These are in line with regular meetings with parents and outside agencies on the occasions that these are needed. The SEN Information Report is posted on Web site. Individual children may also have daily home school books; behaviour charts or weekly meetings with class teacher in order for parents to be kept fully informed of their child's needs and progress. Children are individually planned for to ensure that they receive a rich curriculum tailored to their needs which shows through the happiness of our children.</p>
<p>3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>These arrangements include :</p> <ul style="list-style-type: none"> • Graduated approach Assess Plan Do Review; • Data tracking for pupil progress; • Individualised Learning plans - Record of Progress; • SEND review meetings and ECHP reviews; • Observations and follow up; • SEMH lead interventions; • Professional quantifiable assessment including visual stress, dyslexic screening, ROSCOE, BPVS & Ready for sounds as a few options. • Parents meetings; • Behaviour charts; • Weekly team meeting with class room based staff • Home school behaviour logs for specific children.

<p>3c The school's approach to teaching pupils with SEN</p>	<p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation in place; • Extra adult support in classrooms where appropriate; • All staff are ACE trained and use this in their management of challenging and concerning behaviours; • Personalised provision through time limited programmes; • Personalised provision through adapted resources, interventions and timetables • Creative, stimulating topics accessible to all children; • Children's input on the learning that takes place in topic is planned • Forest school sessions on a termly basis; • Nurture provision applied throughout the day; • A supportive playtime environment, structured with adult led activities. • Specialist equipment is provided to help the children in their learning like writing slopes, computer programmes, coloured overlays or easy-to-use scissors. • Individualised visual resource systems within classrooms. • Use of a Peace Room • SEMH lead in school to support behaviour and run specific interventions. • Sensory tent to be used by pupils as and when needed.
<p>3d & e How adaptations are made to the curriculum and the learning environment of pupils with SEN (additional support for learning that is available to pupils with special educational needs)</p>	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress; • Differentiated resources and teaching styles; • Appropriate choices of texts and topics to suit the learner; • Overlays and coloured paper for those in need; • Access arrangements for tests and or examinations e.g. the use of scribes, prompters, modified papers and readers • Additional adult support. • Nurture provision • Adjustments to timetables • Lunchtime provision including lunchtime groups tailored to meet the needs of children with SEND. • Individualised visual support systems • Access to a sensory tent in school • Access to sensory room at local high school for children in need of this provision.

<p>3f how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;</p>	<ul style="list-style-type: none"> • Outside activities and school trips are available to all. • Risk assessments are carried out and procedures are put in place to enable all children to participate. • Higher staff to pupil ratios if required. • If needed, after discussions with parents, provision may be made for breakfast club and after school activities including PTA events which happen on school grounds. • The Accessibility Policy which is accessible on the school website https://www.stpeterscep.co.uk/
<p>3g Support that is available for improving the social emotional and mental health of pupils with special educational needs,</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • Safeguarding and Prevent training • An anti-bullying policy • Family Well-Being Worker with up to date training in Designated Safeguard Lead, Introduction to counselling, Introduction to Cognitive Behaviour Therapy training • An SEMH lead trained in ASD, ADHD, attachment and behaviour strategies • Targeted support for individual pupils. • School Council • Pupil Voice • Outreach support & advice from specialists • Boxall profile training • Forest school • Timetable variations • Playtime support • Lunchtime groups • ELSA trained staff member in school • Caritas social worker sessions • Individualised reward systems • Specific interventions tailored to the needs of children with SEND including body awareness; sensory interventions; listening and attention skills; kind hand interventions; vocabulary building groups etc.
<p>4 In relation to Mainstream Schools and maintained nursery schools, the Name and contact details of SEN Co-ordinator Name and contact details of SEN Governor</p>	<p>Name: Mrs Stacey-Jo Thomas</p> <p>Phone: 01254 701299</p> <p>Email: office@stpetersdarwen.blackburn.sch.uk</p> <p>Website: http://www.stpeterscep.co.uk</p> <p>SEN Governor: Reverend Fleur Green, contact details as above</p>

<p>5 Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>All staff have Safeguarding, PREVENT, Team teach, First Aid, ACE training and online safeguarding training</p> <p>Most staff have additional training in, Letters and Sounds, Numicon Maths resource training, use of ICT (software and hardware including interactive whiteboards).</p> <p>One or more members of staff: National SENCo Award, Peer Massage, Fine and Gross Motor Skills programmes, Makaton Signing, Attachment and Loss, Derbyshire Language Programme, Clicker, Social Stories (Behaviour / ASD resources), Boxall profile training, Epipen Use, epilepsy awareness training, CSE training, Designated Safeguard Lead, Introduction to counselling, Introduction to Cognitive Behaviour Therapy training, ELKLAN, ELSA. Coaching</p> <p>Specialist expertise engaged from external services - ASD, Speech and Language therapists, SEND support services, EP support, Mental Health and Well-Being services etc.</p>
<p>6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> ▪ Support Services ▪ Charities ▪ Volunteers ▪ Other professional services such as SEND, Occupational therapy and SALT.
<p>7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<ul style="list-style-type: none"> • In person • By appointment • Scheduled review meetings • Letter • Home school Liaison • Telephone • Text • Email • Parent View • Parents Evenings • Family Well-Being coordinator • SEN parents evening • School open door policy • Home school communication books.

<p>8 The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none"> ▪ Pupil Voice ▪ One page profiles ▪ Learning plans ▪ School Council ▪ Eco Council ▪ Ethos Group ▪ SEN/Annual Reviews ▪ Personal Interviews ▪ Family Well-Being Coordinator ▪ SEMH Lead ▪ ELSA ▪ Coaching trained staff ▪ ROP's
<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>This will be in line with the schools existing complaints policy and procedures.</p>
<p>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>This will be in line with the governing bodies statutory and mandatory duties</p>

<p>11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Blackburn with Darwen Local Offer http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page</p> <p>Blackburn with Darwen SENDIASS http://cyp.iassnetwork.org.uk/service/blackburn-with-darwen-sendiass/</p>
<p>12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<ul style="list-style-type: none"> ▪ Transfer ▪ Transition Arrangements ▪ <p>Our reception class teachers make visits to the child's nursery setting prior to the children joining at the beginning of the reception year. There are also two, 1 hour transition visits for the children to come and experience the school setting in the Summer term prior to their admission. At these sessions, whilst the children are in their new classrooms, parents/carers have the opportunity to speak with the head teacher, SENDCo and the school's Family Well-being worker about any concerns they may have.</p> <p>All children join Reception in September with staggered starts over the first week. All children who join our school (other than at the start of Reception) are given a peer mentor who will support them and help them settle into their new class.</p> <p>For all children with SEND needs we make a transition book to support their move from one class to the next. The book contains photos of the new class; new class teacher; new classmates etc. so that the child can look at the book over the summer break. There is also, 'a meet the teacher' event held before the end of the school year for parents to meet their child's new class teacher and raise any concerns there. In Year 6, teachers prepare children for the transition to secondary school and secondary staff visit the school to talk about all children's needs. Some children benefit from extra support over this transition to secondary school. These children will be supported by a teaching and learning assistant or the SENDCo. This may involve additional visits to the secondary school. When funding is available, SEND children will be targeted for attendance at summer school in liaison with the receiving secondary school.</p> <p>A yearly staff meeting is in place in order for class teachers to pass on information to the teacher who will be receiving children from their class with SEND.</p>

Information on where the local authority's local offer is published.
Promoting the Local Offer at school with parents and by parents

Blackburn with Darwen Local Offer

<http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

- Letter sent to parents with local offer web link at parent evening appointments, meetings and reviews
- Specific events/information distributed to SEND parents when applicable
- Local Offer information displayed in all classroom windows and prominent places in school to keep staff and parents aware.

In 2021, this report was compiled from information received from parents, governors, staff and pupils who are all part of the St Peter's family.