



St Peter and St Paul CE Primary School

Special Educational Needs Report (Offer)

St Peter and St Paul CE Primary School 2017- 2018

Our School SEN Information Report . (Offer)

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All staff working with your child will have received training on the identification of special educational needs. If your child is struggling his/her class teacher will notice, so will the SENCO when looking through data each term. If you have concerns, your first port of call would be to have an informal meeting with the class teacher/SENCO. If your concern is of a broader nature eg speech and language, behaviour at home etc then you can speak to Mrs Gillian Fields, who is our Pastoral Officer or Mr Chris Smith, our SENCO.

2. How will school staff support my child/young person?

The person with overall responsibility for children with Special Educational Needs is Mr Chris Smith (SENCO). He works closely with the Senior Leadership Team, the Pastoral Team and Mrs Katie Field who is our governor for SEN. The Class teacher, SENCO, the child and you will agree on a suitable plan for your child at the termly SEN review meetings.

The class teacher and teaching assistant will be predominantly working with your child on a day to day basis providing 'quality first' teaching. If your child needs support the SENCO will arrange this through a Pupil Progress Plan. This could include extra teaching, inclusion in an intervention group or involvement in a nurture activity. Other outside agencies such as the Hearing Impaired Service, the ASET team, Visually Impaired Service, School Nurse etc will be contacted by the SENCO when and if necessary, in liaison with you, the parent.

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

The most important support that your child receives to help them make progress comes from quality first teaching. We feel that this comes in the form of carefully differentiated work tailored to the needs of your child. Your child will work at their own pace and all the adults working in school will endeavour to remove any barriers your child may have to their learning. As always, we have the highest expectations of your child, as we do of all children here in school.

4. How will I know how my child/young person is doing and how will you help me support my child's learning?

The simple answer to this is – if you are worried please just ask. We operate an open door policy and are always happy to talk to you about your child. It is not always possible to speak to a class teacher at the beginning of the day as they are settling in their class for registration but they are usually available at the end of the school day. Mrs Gillian Fields, our Pastoral Officer, is always on the playground before school starts and will endeavour to answer your questions or find information for you. If you need a more in depth discussion please contact the office on 01724 701980 to make an appointment to speak to your child's class teacher, the SENCO or the Pastoral Officer.

We hold 2 formal parents evenings over the year, one in the autumn term and one in the spring term as well as an open afternoon in the summer term. These will give you a chance to meet with your child's teacher, look at the work they have produced and ask any questions. You will receive 3 paper reports, a settling in report in the autumn term, a full report in the spring term and a brief end of year report in the summer term. If your child is on the SEN register and then you will have extra meetings in addition to these to plan and assess in detail their additional support. These will



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be with you, the SENCO, your child and, where possible, your child's teacher. You will be kept up to date with the impact of any interventions and all parties will agree to the next steps in the child's education.

5. What support will there be for my child's overall well-being?

Our Pastoral Officer, offers medical support for all children. She is available to discuss any medical difficulties your child may have. Prescription medicines, where a prescription medicine administration form has been completed, are dispensed by Mrs Charlotte Naylor in the school office. There are members of staff throughout the school who have first aid qualifications in both basic and paediatric first aid.

Our pastoral team offers support to children experiencing emotional or behavioural difficulties. The team is very proactive and their high profile presence in school makes them accessible and approachable to all children. As part of their role, the pastoral team lead nurture groups and offer someone to talk to.

Children with SEN have a voice in our school – they play an active part in their SEN reviews and can become members of the School Council if they wish to put themselves forward.

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

- Mrs Sarah Freer has training in Autism spectrum disorder, Social and emotional aspect of Development and supporting children with speech and language needs.

St Peter and St Paul CE Primary School accesses the following specialist services. If a child arrives with a difficulty, which demands a different service, we will do our utmost to contact it for advice etc.

- Speech and Language Therapy
- The Diabetic Team
- Occupational Therapy
- CAMHS
- Children's Services
- Educational Psychology Service
- Autism Team
- Behavioural support service
- Hearing Impaired Service
- Education Preparation Unit

7. What training are the staff supporting children and young people with SEND had or are having?

Staff have received the following training:

- Autism awareness
- Behaviour
- The new SEND Code of Practice
- Diabetes training
- EpiPen training

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

Your child will have full access to all activities in and out of St Peter and St Paul CE Primary School. When trips are planned the class teacher will discuss any mobility/ behavioural issues with



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you beforehand. We will work with you. We will make **'reasonable adjustments'** for any extra-curricular activities, in order to include your child.

9. How accessible is the school environment?

Our building is completely wheelchair accessible.

Every attempt is made to ensure that the environment is clear of clutter and is visually bright. Signage is clear and simple. There is an accessible/ disabled toilet and shower in the main in the admin block. A designated car parking area is available directly outside the school building and an automatically opening door allows for wheelchair access.

10. How will the school prepare and support my child to join or to transfer to a new school or the next stage of education and life?

Your child will be part of a transition programme either coming to or leaving our school to move to the secondary phase. In the foundation stage, staff make every effort to visit children either in their pre-school setting or home and this is followed by sessions in the classroom before your child starts their learning journey. There are also meetings for parents arranged and led by our reception class team.

When children with SEN move into the secondary sector, the school, makes links with the all relevant secondary schools, shares relevant information, arranges meeting between parents and the new SENCO if appropriate, and arranges extra sessions in the secondary school or visits by the secondary SENCO to our Academy in order to ensure a smooth transition.

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

Since April 2013 the new school funding arrangements divide funding into three parts, elements 1, 2 and 3.

1. Universal services and mainstream funding per pupil at our school.

2. Targeted services and support. Each setting is expected to provide support up to the equivalent of £6,000 to meet the additional needs of children who require this.

3. Choice and control/self-directed support. This is 'top up' funding by North Lincolnshire Authority. This funding is allocated through a resource allocation system as indicative personal SEN budgets. It provides the additional individual support the pupil's needs in order to achieve their learning outcomes as set out in their EHC Plan.

Parts of the personal SEN budget may be taken as a direct payment and used by parents on behalf of the child to purchase the additional and individual support set out in the EHC Plan

12. How is the decision made about what type and how much support my child will receive?

Any decisions about the type and amount of support will be made at the SEN review meeting which you will attend with the class teacher, your child and SENCO. Decisions will be agreed between all parties present. Class teachers will complete a pupil progress plan, measure the impact of the provision and share this information with you.

13. Who can I contact for further information?

You can contact the school on (01724) 701980 and ask to speak to your child's class teacher, the SENCO or Pastoral Officer.

See also the school website for our policies and further information.