



# St. Peter's C E Primary Academy

Station Road ● Market Bosworth ● Nuneaton ● Warwickshire ● CV13 0NP

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## **SEND Information report**

### **What kind of special educational needs and disabilities do you make provisions for?**

St Peter's C of E Primary academy is a mainstream school in Market Bosworth and is for pupils in years EYFS – Year 6.

We are an inclusive academy that welcomes and celebrates diversity. Our staff believe that high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children. We recognise that our pupils may have a variety of needs and those needs may change and require a range of provision and access to other services.

At St Peter's we endeavour to create an environment where every individual can derive the most opportunities to develop potential in an atmosphere of care, respect and responsibility. The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Within our school we have pupils with a range of Special Educational Needs, this includes pupils with social, emotional and mental health needs, hearing and visual impairment, speech and language difficulties, general learning difficulties, fine and gross motor skill difficulties, specific learning difficulties such as dyslexia and pupils with other medical needs.

Progress of pupils on the SEND record is closely monitored by the school's SENDCO and the Senior Leadership Team.

### **What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?**

The SENDCO is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- The day to day operation of the school's Special Educational Needs Policy.
- Assisting staff in the identification and assessment of pupils with SEND.
- Advising on classroom and other appropriate strategies.
- Liaising with parent/carers, support staff and other external agencies.
- Maintaining the school's SEND files and record.
- Informing and advising the governors.
- Continuing their professional development in SEND.
- Contributing to staff training.
- Managing the budget for SEND in conjunction with the Head teacher.

Children with additional needs are identified initially by the class teacher. Teachers are continually aware of children's learning and behaviours. As recommended by the Code of Practice 2014, if they observe that a child is making less than expected progress given their age and individual circumstances further action will be taken.

The progress of every child is monitored closely and regular pupil progress meetings take place. During these meeting children may be identified as not making progress in spite of Quality First Teaching. Pupils will be discussed with the class teacher and SENDCO and additional support will be agreed.

At all stages concerns and next steps will be communicated with parent/carers either by the class teacher or the SENDCO. Parent/carers may approach the school with concerns about their child and we will investigate pupils' needs. Frequently the concern can be addressed by Quality First Teaching or parent/careral support. Otherwise a graduated response is implemented by the school. This may result in the child being placed on the SEND register and an Individual Education Plan being formed.



If parent/carers have any concerns or wish to discuss their child's needs further please make an appointment with the class teacher initially, who may then involve the SENDCO.

We have built positive relationships with several outside agencies. We work closely to support our pupils with help from Autism Outreach, Speech and Language Services, Specialist Teaching Services and The Educational Psychology department.

The school also has a designated governor for SEN/inclusion (Mrs Ali Grimshaw). Her responsibility is to support the school and SENDCO in evaluating and developing the curriculum to suit the needs of all pupils and to monitor their progress.

### **How will you evaluate the effectiveness of your provisions to these pupils?**

Pupils' achievement and well-being at St Peter's are considered on an individual basis and their specific needs matched to appropriate support and intervention by means of a 'provision map' compiled by the SENDCO.

Provision is altered and adapted as necessary to meet the individual needs of children.

Children's progress is monitored on a termly basis when their normal assessments take place. In addition to this when a child takes part in a specific intervention programme their entry and exit levels are measured. Pupil progress meetings take place each term at which teachers meet with Senior Leadership Team members to discuss whether children are on track to make the progress they should.

The governors receive a termly report on pupils' progress in the Headteacher's report, and also receive a full SEND report each year. Termly meetings take place between the SEND Governor and the SENDCO.

### **What arrangements do you have for assessing and reviewing the progress of these pupils?**

At St Peter's we actively seek to work with parent/carers and value the contribution they make through their unique strengths, knowledge and experience. Parent/carers are invited and pupils are involved, where appropriate, in all relevant discussions and SEND Support Plans. Parent/carers will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

The SENDCO and Senior Leadership team tracks the progress of all the pupils on the SEND Record through:

- Analysing data and teacher assessments
- Intervention programme monitoring sheets
- Pupil target reviews
- External agency reports.

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level of support they are receiving is appropriate to their needs. The SENDCO will then compile an audit of pupil needs and a provision map is constructed. The provision map outlines the level of support required and how long for.

During pupil progress meetings teachers identify progress made and actions are put in place when required. The school has access to external support agencies who can offer additional expertise. This includes an Educational Psychologist, Advisory Teachers and Social Care and Health Professionals.

### **What is your approach to teaching these pupils?**

At St Peter's we believe that all children need to feel included in their class. Our aim is for all children to be working independently in class with their peers. Our first approach is classroom support to increase curriculum access and pupil achievement. Children with SEN and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. We ensure well scaffolded curriculum planning which incorporates a variety of learning styles to deliver quality first teaching.

At St Peter's we ensure professional development enables our staff to have the training and skills to support pupils in their class. We have worked closely with local agencies and have sought advice and implemented recommended support.

When allocating additional adult support to children our focus is on outcomes not hours. We aim to put in sufficient support to enable the child to reach their aspirational targets but without developing learned dependence on an adult.

### **How will you adapt the curriculum and learning environment for these pupils?**

The aims of St Peter's Primary Academy are based on the values derived from the Statement of Principles adopted by the LA and guided by the DFE Code Of Practice for SEND. The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

All of our classrooms are inclusive and friendly. We aim to teach in ways that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children have access to the full curriculum and we recognise their achievement and expertise in all areas. As part of normal class scaffolding, curriculum content can be simplified and made accessible by using visual, tactile and concrete resources.

### **How will you provide additional support, for learning that is available to these pupils?**

Quality First Teaching is the first important step to children's learning. Additional support can then be accessed, if required, through a range of tailored interventions. When considering an intervention, we look at a pupil's profile of learning in order to select appropriate intervention which is matched to their needs.

Targets for children with SEND are deliberately challenging but attainable in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps and are monitored closely by both the class teacher and the SENDCO. Interventions are planned in blocks, at the end of each block children's progress towards their targets are assessed and recorded. The intervention is then reviewed.

Our children have SEN passports to success which are used within the classroom to provide individualised personal targets.

Additional support can include:

- Small group support in class.
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups.
- Physical development programmes to support fine and gross motor skills.
- 1:1 support for Social Emotional and Mental Health Needs.
- Every class has a Learning Support Assistant (LSA) and the class teacher liaises with their LSA to plan support programmes appropriately. Classes where there are higher levels of need will receive more Learning Support Staff support than those that have less. Each year the SENDCO will work with the Leadership team to ensure through provision mapping the level of support is effective.

### **What activities are available for these pupils, in addition to those available in accordance with the curriculum?**

All of our children have equal access to all opportunities. Where necessary we make amendments and adaptations to meet pupils' needs. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. We have many afterschool and lunch time clubs, all of which are inclusive and we welcome all children regardless of SEN or disability needs. Many of these are free of charge, however, where there is a financial implication pupils in receipt of pupil premium will be subsidised

Our SEND pupils are represented well, proportionately in after school activities, on the school council and as ambassadors for the school.

### **What support is available for improving the emotional and social development of these pupils?**

All children at St Peter's Primary Academy are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the School Nurse.

On occasions it may be necessary for the school to seek advice from other professionals to support a child's needs. If parent/carers and the school are concerned that the child may have mental health needs, we encourage parent/carers to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services) or the school may make a referral through the Educational Psychologist or school nurse. We have a clear behaviour policy which is followed across the school for consistency. The pupils are aware of the reward systems in school but also the sanctions.

Support we can provide in school may include:

- Implement SEAL (Social and Emotional Aspects of Learning) lessons in all year groups and use of Emotional literacy materials.
- Nurture groups
- Intensive phonics and dyslexia support.
- 'Thinkwise' – Cognitive behaviour therapy / Positive thinking sessions
- Social skills and friendship groups
- A named adult in school

### **How would we support a parent/carer/carer with a concern or a young person who was worried about their learning?**

In the first instance we would suggest a meeting with the child's class teacher but if a parent/carer or child has a concern please ring the school for an appointment or email the school office.

The Special Educational Needs Coordinator at St Peter's C of E Primary Academy is Mrs. Lorraine Wordsworth.

lwordsworth@st-peterscofe.leics.sch.uk  
01455 290741

### **What training do staff have in relation to these pupils and how is this specialist expertise secured?**

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established.

Specific training:

- The SENDCO, Lorraine Wordsworth is a qualified teacher.
- We have Teaching Assistants who are experienced in speech and language support.
- 2 members of staff are trained through Team Teach for Positive Handling
- Most staff are Autism Level 2 trained.
- Most staff have had training from ADHD solutions.
- Training has been delivered to staff on Attachment Awareness, Autism, Positive Handling and dyslexia. All staff have then been able to adjust their classroom practice using strategies, ideas and resources to support all learners, including those with SEND as part of Quality First Teaching.

- Staff working with pupils with highly individualised needs have had specific training from external agencies in Autism, and Social and Communication skills, occupational therapy programmes and Speech and language.

### **How will equipment and facilities, to support these pupils be secured?**

St Peter's C of E Academy has a school nurse within the Health Authority to who references are made in accordance with the procedure for assessment. Health referrals are made to the Leicestershire NHS Partnership Trust via the FYPC where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'First Response' when deemed appropriate. We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy and the Autism Outreach Team. Practical equipment is allocated or purchased as required appropriate to the individual needs of the pupil. This can include visual aids, specialist equipment and aids that will promote progress. There is disabled access to the buildings and a disabled toilet located in the main building. Where appropriate we make changes to the environment or building when necessary to accommodate for physical or other needs.

### **What are the arrangements for consulting parent/carers/carers of these pupils about, and involving them in the education of their child?**

The SENDCO, Mrs Lorraine Wordsworth, is able to support parent/carers in accessing or providing contact details for other support services.

office@st-peterscofe.leics.sch.uk Tel: 01455 290741

St Peter's Primary Academy already works closely with a range of external services

- Speech and Language Therapy Service
- Educational Psychology service
- The Hearing Impaired Service
- The Autism Outreach team
- Social Care
- Leicestershire NHS Partnership Trust via the FYPC
- Early Help
- Occupational Therapy service
- Physiotherapy Service
- Family Learning

There are available to parent/carers other support networks such as Dyslexia Action and Parent/carer Partnership.

There will also be information about services which parent/carers can access to support their child on the SENDirect website [www.SENDirect.com](http://www.SENDirect.com). This website advertises service providers to support parent/carers.

### **How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?**

- **Induction events** take place during the summer term for all children who are joining the Early Years Foundation Stage (Reception) in September.
- Close **liaison** between the Early Years teachers and local nursery settings. This may involve multi-agency meetings to support the transition. Early Years Teachers visit nursery settings and meet all parent/carers prior to starting school.
- **Transition** arrangements are in place for each year group in Key Stage 1 and

between Key Stage 1 and 2, and Year 6 teachers meet with the Transition Heads in Key Stage 3 settings ensuring that extra transition support is provided for our more vulnerable children.

- Good **transfer of all SEND information** by meetings with KS3 SENDCo.
- **Previous schools contacted** for information sharing.
- **Flexible entry to Early Years Foundation Stage** class in Reception if identified as necessary.
- **Transition to new class** facilitated by sessions during the summer term with new class teachers and familiarisation with the environment.
- **Pupil voice** (children are asked their views on an issue either individually or in small groups).

### **How do you contribute to the publication of the local authorities local offer?**

St Peter's C of E Primary Academy has published our SEND information upon the school's website and details can be found within our SEND section under "local offer."

**Leicestershire County Council's Local Offer** may be accessed via the Local Authority website using this link:

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)



# Send Report Addendum – Arrangements due to COVID – 19

## **What additional arrangements are being made for children with special needs in the event of a lockdown or further school closures?**

Our new core offer for home learning takes into account the need for our children with special needs by providing more teacher input into lessons. There will be a wider differentiation and more support video materials to help children to access learning more independently. Children will be able to message their class teacher on Seesaw to ask for additional help if they don't understand, and teachers can send motivational messages if a child is losing motivation.

If your child has an identified Special Educational Need, and is on the register, the class teacher will have taken account their needs when planning and providing work to be completed at home.

## **What if my child has an EHCP?**

On the 20th March 2020 All schools were ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and some 'vulnerable children'.

Vulnerable children include those who have a social worker and those with an Education, Health and Care plan (EHC). The majority of children with SEND, who receive SEN Support at school but do not have an EHC plan, are expected to stay home unless they have a social worker or a parent/carer or carer who is a critical worker.

For children with complex needs, Local Authorities and schools were advised to carry out a risk assessment to determine whether "*their needs can be as safely or more safely met in the educational environment*"

Not all children with EHC plans will have 'complex needs' (and equally some children without EHC plans may have complex needs); whether or not a risk assessment was necessary has been determined by the school and the Local Authority.

All children with an EHCP at St Peter's Primary Academy have had a risk assessment undertaken to assess whether they could safely work from home in the event of a lockdown. These risk assessments take into account:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parent/carers or home to ensure their health and care needs can be met safely
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)
- the views of parent/carers and children will be considered in determining whether children with EHC plans take up an eligible place in school.

In addition to these risk assessments, all families with children who attend St Peter's Primary Academy and have an EHC plan would receive weekly well-being phone calls by a member of staff. These phone calls will check that families can access appropriate help and advice during the COVID-19 situation and to ensure that any risks to a child or young person's health, well-being or safety if they do not receive a particular provision or intervention, are addressed.

The [Coronavirus Act 2020](#) temporarily amended the absolute duty to make the provision in an EHC plan (section 42 of the [Children and Families Act 2014](#)) to a 'reasonable endeavours' duty. This meant that Local Authorities need to do whatever they reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

In the event of a further lockdown these risk assessments would be updated and we would follow DFE / Government guidance with regards to offering a place in school.

### **What support will I have if I decide to keep my child who has an EHCP at home during a lockdown?**

In the event of a lockdown we would try to ensure your child has regular contact / messages with their class teacher or 1:1 support LSA.

You should expect weekly calls from the SENDCo or Headteacher, and in these calls any additional arrangements can be discussed. The risk assessments can be updated as often as necessary, and if at any point it is felt that your child would cope better in school then this should be discussed and agreed during these 'check in' calls.

### **My child has an EHCP plan and was due to have an Annual Review. What will happen now?**

St Peter's will continue to hold Annual Reviews if at all possible. This will, of course, need to be carried out remotely and when the time comes we will speak to you first about how this will be managed to ensure that the contribution of parent/carers and children continue to be at the heart of the process.

### **A request for statutory assessment for my child has been sent to the Local Authority – will they still carry out an assessment?**

The Local Authority will continue to carry out EHC assessments, even during lockdown. The Authority's ability to comply with deadlines may be hampered by staff absence; and the way EHC assessments are usually conducted may be affected by the availability of staff and restrictions on face to face contact and working from home. The Local Authority will endeavour to continue to fulfil statutory duties within a reasonable time frame.

### **Who do I need to contact if I have any concerns?**

If you have any concerns with regards to your child please speak to their class teacher using the Seesaw app. If you require additional support please contact Mrs Wordsworth (SENDCo) or Mrs Seymour using the COVID or Office email.



## Further useful information

The Council for Disabled Children (CDC) has launched two new email inboxes aimed to answer questions, collate resources and share information on Coronavirus and the impact on children and young people with Special Educational Needs and Disabilities (SEND). They are designed to be used by professionals, practitioners, parent/carer carers and families of children and young people with SEND.

The new 'CDC questions' inbox, [CDCquestions@ncb.org.uk](mailto:CDCquestions@ncb.org.uk), provides the opportunity to ask questions about how coronavirus will impact on children and young people with SEND as well as other questions relating to the impact on families; the education, health, social care sectors; and the voluntary and community sector.

## Additionally the government has issued:

- Advice to help adults with caring responsibilities look after the mental health and wellbeing of children or young people, including those with additional needs and disabilities, during the COVID-19 outbreak. This guidance includes contact details for a number of organisations offering advice and information.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

- a list of education resources for home education during the COVID-19 pandemic. This includes links to SEND and disability and mental wellbeing-specific resources.

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

- case studies to share examples of remote education practice for schools during coronavirus following consultation with schools and academies across England. One of them focuses on supporting the wellbeing of primary pupils with special educational needs and disabilities (SEND).

<https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send>

## Review

This addendum to the SEN information report will be reviewed in light of new government guidance, and significant changes, as and when published.