



St Peter and St Paul CE Primary School 2021 - 2022

Our School SEN Information Report . (Offer)

Autumn 2021 – Review Autumn 2022.

‘I like coming to school.’

‘I’m happy in my lessons and I like getting support.’

This report will be reviewed annually. Children, families, governors and school staff are involved in this process. Any parent groups, pupil voice activities, working closely with colleagues will inform the report. Amendments can be made at any point in the school year to reflect changes.

Autumn 2021

Currently, 12% of our children are on the Special Educational Needs register. Six children currently have an Education Health Care Plan. These are reviewed annually. We review Graduated Support Plans each term. Staff meet with the SENDCo to review and set new targets. We scrutinise current assessment data, pastoral information, class exercise books and intervention data to provide new measurable, accessible targets.

Attendance/Exclusions Data

1st September 21 to 17th July 21

	Attendance	Authorised	Approved	Unauthorised
All SEN	94.7	0	0.31	1.17
All No SEN	97.16	0	0.19	1.04
School Action	0	0	0	0
School Action Plus	0	0	0	0
SEN Support	95.48	0	0.28	0.87
Education, Health and Care Plan	88.58	0	0.52	3.54
Statement	0	0	0	0

We had no exclusions last academic year.



Attainment December 2020 to June 2021

(1) SEND ATTAINMENT: SEN SUPPORT

December 2020 to June 2021		Reading			Writing			Maths		
		Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations
Y1	2	1	1		1	1		1	1	
Y2	3	1	2		3			1	2	
Y3	10	6	4		9	1		9	1	
Y4	10	9	1		9	1		9	0	1
Y5	10	6	3		9			8	1	
Y6	6	3	2	1	5	1		4	1	1

(2) SEND PROGRESS: SEN Support

December 2020 to June 2021		Reading			Writing			Maths		
		Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress
Y1	2		2			1	1		1	1
Y2	3		1	2		2	1		2	1
Y3	10	1	1	8	3	7		6	3	1
Y4	10	4	1	5	3	7		2	4	4
Y5	9	2	3	4	1	4	4	2	1	7
Y6	6	2	4		5	1		1	2	3

(3) SEND ATTAINMENT: EHCP

		Reading			Writing			Maths		
		Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations
Y1	1	1			1			1		
Y2	1	1			1			1		
Y3	1	1			1			1		
Y4	1	1			1			1		
Y5										
Y6	2	1	1		2			2		



(4) SEND PROGRESS: EHCP

		Reading			Writing			Maths		
		Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress
Y1	1		1			1			1	
Y2	1			1						1
Y3	1	1			1			1		
Y4	1		1			1			1	
Y5										
Y6	2	1	1		2			1	1	

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 e.g. 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. Mr Smith has been awarded the National Award for SEN Qualification in April 2021.

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 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.

For example, we purchased a new reading programme September 2020. Through pupil progress meetings and data scrutiny we measured the following impact:



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September 20 to June 21 – rigorous analysis has identified that children with SEN, on our new reading intervention programme achieved on average 12.3 months of progress.

Pupil voice. We interviewed 24 children with SEN, who are currently using the reading programme/intervention. The children enjoy using it and feel very positive about it.

- 23/24 enjoy the intervention
- 23/24 find it enjoyable to use
- 21/3 enjoy reading more now since the intervention started
- 22/24 think it has helped
- 16/24 think they are reading more at home

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 at the end of the day 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 two 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 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 Clair Welch 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. We complete this in a variety of ways:

- ensure pupils are involved in the development of their annual reviews



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- build in choice as a life skill; use visual clues, objects of reference, photographs and symbols for developing the ability to make choices e.g. a communication book
- use a trusted adult/keyworker who is able to understand the pupil's body language, eye gaze and method of communication
- provide support around key transition points from year-to-year and from one school to the next; visit new settings regularly and use photographs, pictures and social stories to ensure the pupil fully understands the reason for the change
- get to know the children, how they convey their needs and desires, what they like and don't like, through facial expressions, body language, sounds, posture and alertness
- create the opportunity for pupils to be able to escape; teach children to recognise their signs of anxiety and take ownership of their behaviour
- use peer support to discuss views
- use role play to explore options and choices
- use two different coloured post-it notes for obtaining information about what the children "like" and "don't like" (thumbs up/thumbs down); show pictures/photographs as memory aids of different activities to determine what they like and don't like
- provide pictures and statements and allow children to rank them in order from most important to least important
- ensure children are aware there are no right or wrong answers when seeking their views
- match picture activity cards with a range of pictures of emotions to determine what they enjoy and do not enjoy

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

We work extensively with the Autistic Spectrum Team (ASET) from the Local Authority. We liaise with our identified key professional on a weekly basis. The SENDCo and ASET have delivered training to all staff and continue to do where appropriate. Classrooms have permanent visual timetables in place and some pupils have access to sensory breaks and reward times.

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
- Autistic Spectrum Education Team
- Behavioural support service
- Hearing Impaired Service
- Vision
- Education Preparation Unit
- St Lukes and St Hughs – we have built a very positive relationship with colleagues at this school – we have received training, support documents and general support on a regular basis. We use the Outreach team effectively.



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, including using an ASET checklist and identifying strategies to help our young people – specific training last academic year included visual timetables, social stories, visual cues and communication strategies. Further, identified training includes 'explaining diagnosis' and specific visual timetables for individuals
We have two member of staff trained to deliver Lego Play. A new programme of support will start shortly
- Behaviour including Team Teach, with an emphasis on de-escalation strategies.
- The new SEND Code of Practice
- Diabetes training
- Precision teaching
Our new staff will be trained shortly and supported in class where appropriate
- Epipen training – September 2021
- Epilepsy training – September 2021
- Termly Graduated Support Plan mandatory support sessions for staff – we meet each term to review and set new targets.
- Neurodiversity checklist, identification training – October 21

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 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. Parts of our playground equipment, specifically in reception have been prepared to ensure children with vision difficulties are fully catered for.

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 school in order to ensure a smooth transition.

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



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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.

So far this financial year we have spent £297 on resources for specific children. This does not include costs for teaching assistants and external professionals. These resources have included social and emotional resources such as the package 'Think Good/Feel Good' and updating our fine and gross motor skills resources with the 'Madeline Portwood' materials. Last financial year we spent £670 which included books and resources such as 'Talkabout', chewlery and Gold level NASEN membership. We also purchased the 'Lucid Rapid Dyslexia Screening'; this has enabled us to screen children and put into place any specific strategies such as precision teach, phonic programmes and memory/auditory activities.

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.

SENDIASS are available to talk if you have any concerns in reference to Special Educational Needs.

<http://www.northlincslocaloffer.com/special-educational-needs-and-disability-sendiass/>