



St Peter and St Paul CE Primary School 2025 - 2026

Our School SEN Information Report . (Offer)

Autumn 2025 – Review Autumn 2026.

‘I really like this school. Adults help me.’

‘Thank you for everything the team did for my son.’

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 2025

Currently, 12.1% of our children are on the Special Educational Needs register. Furthermore, 2.8% of our children have an Education Health Care Plan. These plans 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

September 2024 to July 2025

School - 95.92% children with SEND – 94% across the LA

School – 95.65% children with an EHCP – 91.4% across the LA (this has significantly improved at school)

Excursions – 1.5 days last academic year.

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 Donna Elvin, 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 and Level 2 in Children’s Mental Health September 2023.

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 Graduated Support 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. All children are encouraged to attend trips, residential, and extra-curricular clubs.

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 Donna Elvin, 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. 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 two paper reports, 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 teacher, your child and, where possible, SENDCo. 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. We complete this in a variety of ways:

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



- 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 (training September 2024). Classrooms have permanent visual timetables in place and some pupils have access to sensory breaks, now and next boards, specific visual timetables 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
- Tamnet
- Dan Vockins – coaching



- 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.
- Behaviour including Team Teach, with an emphasis on de-escalation strategies – refreshers completed for staff September 24. ADHC/ADHD training summer 25
- Diabetes training – September 25
- Precision teaching
Our new staff will be trained shortly and supported in class where appropriate
- EpiPen training – September 2025
- Epilepsy training – September 2025
- Termly Graduated Support Plan mandatory support sessions for teachers– we meet each term to review and set new targets (14.10.25 term 1, 3.2.25 term 2 and 12.5.25 term 3)
- SEND update for new staff – tracking interventions – September 25 for teachers and teaching assistants
- SMART outcome training – completed October 23 – due to be reviewed, 2026
- Occupational Therapy training – specifically fine and gross motor skills – October 25

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. This may include a ‘social story’ to support the process.

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 (there are two designated spaces) and an automatically opening door allows for wheelchair access. We have forged excellent links with the appropriate teams to help us adjust and adapt for wheelchairs, pacers and various other equipment.

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. We will endeavour to contact the secondary school to invite professionals to an annual review for example.

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.

Last academic year we spent just over £750 on resources for specific children. This does not include costs for teaching assistants and external professionals. These resources have included social and emotional resources and updating our fine and gross motor skills resources. We renewed our dyslexic screening resources, and purchased various occupational therapy resources for specific individuals. We have also purchased various manuals and books for further subject knowledge and advice.

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 graduated support plan, measure the impact of the provision and share this information with you.

13. What should I do if I am unhappy with the support my child is receiving?

Firstly, we have an open door policy and aim to work in partnership with parents to ensure appropriate support is in place. Please contact the SENDCO first and then refer to the school's complaints policy on the website.

Alternatively complaints about SEND provision can be dealt with by the local authority – further details can be found at <https://localoffer.northlincs.gov.uk/parents-and-carers/resolving-disagreements-mediation-and-complaints/>



14. 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.

<https://www.northlincs.gov.uk/schools-libraries-and-learning/sendiaass/>