

SEN INFORMATION REPORT

(2021-22)

For Children with Special Educational Needs and / or Disabilities

As a church school, we believe that 'Giving children the keys to unlock their future' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

"I have come that they may have life, and have it to the full." (John 10:10)

"I will give you the keys to the kingdom of heaven." (Matthew 16:19)

St Peter's Church of England Academy

A Church of England Primary School

within the

[Diocese of Bristol Academies Trust \(DBAT\)](#)

For the Local Authority local offer, use the following link <https://localoffer.wiltshire.gov.uk>

School Information

St Peter's C of E Primary School is a small primary school in the town of Chippenham.

Specific needs and information

Number of pupils registered with SEND within St Peter's C of E Primary School: 34

Key Stage	SEND Support	MSP	EHCP
EYFS	1	1	0
KS1	6	4	3
KS2	9	6	4
Totals:	16	11	7

Number of pupils moving up from SEND support to EHC Plan: 1

Number of pupils awaiting an EHC assessment: 2

There are currently 181 pupils on roll and 19% are identified as having special or additional needs. The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special.

Accessibility

The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special. Our school building is fully accessible as it is all on one level. We do have disabled access into the school and we also have toilet facilities for those with disabilities. All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind.

St Peter's Academy ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and "quality first teaching". This includes children who are very able or have a special educational need. Our Quality First Teaching and an inclusion friendly environment for all children includes:

- A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g. learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
- A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Visual cues and prompts, visual timetables are used.

- Some children may require more focused support, and additional adults may be used to provide support where appropriate.
- Children who are more able will be challenged through effective differentiation in class and invited to attend external workshops.
- Some children with additional needs may require a personalised and targeted intervention to support their learning and enable them to access the curriculum.
- Children with additional needs may be offered targeted interventions, group or 1:1 support for periods of time, but are always encouraged to participate fully in the life of the school.
- A Nurture room is available to all pupils who may need social or emotional support and some “Time out” from a classroom environment. This room is called “The Nest.”
- We offer pupils support through sessions with our ELSA (emotional literacy support) TA, Relate counsellor (Time to Talk), and mentoring.
- St Peter’s Academy offers an inclusive approach to learning putting the child first and considering the well-being and safety of all children.

Profile of current SEN cohort area of need is shown in the table below:

SEND Area of Need 2021/22		
SEND	%	No. of Children
Communication & Interaction (inc ASD)	2%	3
Physical & Sensory	2%	4
Cognition & Learning – MLD & SpLD	4%	7
Social Emotional & Mental Health	11%	20

Key contacts for help and advice

<p>Who do I contact in school for more information?</p>	<p>The first point of contact for parents or carers is always your child’s class teacher. Some parents and carers speak informally to teachers after the school day, or request a formal appointment. Class teachers also hold Parent Consultation Evenings twice a year. Parents of children with additional needs have a third meeting in term 6 to review transition targets for the next year.</p> <p>Catherine Frost is the Strategic SEND Coordinator and Tamsyn Wallis is the Operational SEND lead. Together, they support families, staff and children with additional needs. You can make an appointment to discuss your child’s needs.</p> <p>Additional points of contact are: Mr Everett – Head teacher and SEND Advocate; Parent Support Advisor Laura Brown (Fridays only); Emotional Literacy Support Assistant (ELSA) Mel Badley (Wed – Fri); and the Academy Council member Sue Flavin who has responsibility for SEND provision.</p>
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	<p>Contact details: Operational SEND Lead email: SEN.stpeters@dbat.org.uk</p> <p>Strategic SEND co-ordinator (SENDSCO) email: cfrost@dbat.org.uk</p> <p>Or, contact the school office to make an appointment on 01249 653 537 email: admin@st-peters.wilts.sch.uk</p>
Who do I contact at Wiltshire Council for more information?	0300 456 0100 – phone this WC number and then ask for SEN support or access Wiltshire Local Offer at: https://localoffer.wiltshire.gov.uk

Provision

St Peter's Academy considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching that matches the child's needs. Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the SEND Lead/SENDSCO to develop a personalised programme of support for your child. All intervention programmes are evidence based, and used to narrow the gap between your child's attainment and the attainment of their peers and remove any barriers to learning. St Peter's employ an ELSA TA who is available to support children with pupil premium entitlements and pupils with additional needs.

We are also fortunate to have very good relationships with many agencies and are able to refer children to them when appropriate. The school has worked effectively with the following agencies this year:

- Speech and Language Therapy
- Occupational Therapy
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Service (CAHMS)
- Educational Psychologists
- The Rise Services
- Specialist Special Educational Needs Service (SSENS).
- Behaviour Support Service
- Ethnic Minority Advisory Service (EMAS)
- Relate Time to Talk Counselling Service for children
- Links with a School Nurse
- Parent Support Advisor (PSA)
- Access to Equine Assisted Learning
- Outdoor learning
- Access to parenting classes (through RISE)
- Link to RISE Pre-School and RISE Family Support
- Access to SWAPP courses (Support in Wiltshire: Autism Parent Programme)
- Advisory Teacher of the Hearing Impaired
- SEND Lead Workers

All staff within the school will have training related to SEND as appropriate to their role and also to the needs of the children that we have in school at any one time. General SEND training is arranged at points within the year, and specific training related to individual needs, disabilities or children happens as and when necessary. We endeavour for as many staff to be trained as possible to ensure a consistent approach with children throughout the whole school day.

SEND Training:

St Peter's Academy has staff that have trained or specialised in the following areas:

- Special Educational needs/ social, emotional needs (Strategic SENDCO)
- Better Reading Partners
- Wesford Dyslexia screening
- Emotional Literacy Support (ELSA)
- Narrative Therapy (Delivery of specialist Speech and Language support)
- Nuffield Early Literacy Intervention (NELI)
- Playground Buddies
- Mentoring Service
- Outdoor Learning
- The Nest -A nurture room – led by the ELSA TA

Monitoring

The school will know that your child needs extra help or support through a number of channels:

You (as parent or carer) may tell us, the pre-school or school that they currently attend will pass on any information that they have, and/ or other professionals/ agencies will liaise with the school to ensure that your child's needs are met.

St Peter's Academy strives to identify any additional needs as early as possible in order to provide the appropriate support.

Pupils who have additional needs are monitored through progress meetings and the SENDCO will keep a register of these children. Parents are consulted throughout this process.

Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENDCO when appropriate.

As part of the 'Assess, Plan, Do, Review' process, if your child is identified as having any additional needs then there are termly opportunities (3 x per year) throughout the year for parents and teachers to review and agree new targets and plan together to ensure we do our very best for your child.

If a class teacher, in consultation with the SENDCO, considers it appropriate to involve outside agencies to support your child, the parents/ carers will be involved with the decision making process and asked to fill in the necessary referral forms.

Parental consent is required for any referrals and all paperwork is treated confidentially and copied to the parents.

If you think that your child may have unidentified needs, you should speak with their class-teacher and ask their opinion. You may then wish to make an appointment to meet with the Special Educational Needs Disability Co-ordinator (SENDCO).

Policies

We try to ensure that parents are well informed about all we do at school. These key policies can be found under Policies on our website:

- SEND Policy
- Accessibility Policy
- Alcohol and Drugs Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Equality & Diversity Policy
- Medical Conditions Policy

Supporting your child:

<p>What support will there be for my child?</p>	<p>Teachers will plan and teach activities to the work level of your child. They will also give resources to help your child learn. Teaching assistants are in each class to support children's additional needs.</p> <p>If needed small group work or targeted 1:1 intervention will be provided.</p> <p>We can offer ICT resources to pupils who need different access to their learning</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We have 5 members of staff trained for paediatric first aid and most staff are trained in basic first aid and child protection. Identified members of staff have received training on allergies (epi-pen use).</p> <p>We also have a number of staff who are Team Teach trained.</p> <p>We also have an Emotional Literacy Support Assistant (ELSA) available within our school.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>We want all children to make progress, so if they have a period where they are not making progress we will use a TA or a teacher to support them. Teachers and TAs will assess pupils as part of the normal lesson time and then decide what booster/intervention programme is needed to support that particular area.</p> <p>If we use an external agency to assess a pupil, they will suggest strategies or support and the school will put these in place.</p> <p>If a child has additional needs, we may request a statutory assessment and this is followed by a 'My Plan' or Education Health Care Plan and in these documents it is explained what support is needed and how it will be funded.</p> <p>Each year the school creates a 'Provision Map' and this shows what support is being put into place for each child in school who needs additional support.</p>

Specific needs information & support:

On the following pages we list what services we can provide / support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if we can work something out.

Communication & Interaction	This incorporates speech, language and communication. It is when children need help to develop their linguistic competence; they may need help with specific sounds, becoming fluent or taking part in conversations. Sometimes children need help with vocabulary or 'tenses'. Some children need help with social relationships or situations. Children with an Autism Spectrum Disorder (ASD) have difficulty making sense of the world in the way others do and need help learning about change and social situations at school and their routines. We work closely with Speech & Language therapists and the Wiltshire SENSS Communication and Interaction Team to help our children with C&I difficulties.
Cognition & Learning	Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers acquiring basic literacy and numeracy skills or in understanding concepts, even with appropriate differentiation. We will help children with C & L by offering specific programmes to support their learning, more detailed differentiation or setting the curriculum in smaller steps. We work closely with the Wiltshire SENSS Cognition and Learning Team and the Wiltshire Educational Psychology Service.
Sensory & Physical Needs	There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment. We link with a range of services such as Occupational Therapists, Teacher of the Deaf and the Wiltshire SENSS Team and take advice from them in order for our pupils to be able to fully access their curriculum.
Social, Emotional & Mental Health	Some children have difficulties in their emotional and social development that mean they require additional and different provision in order for them to achieve. Children may have immature social skills and find it difficult to make and sustain healthy relationships. Difficulties may be displayed through the child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour. We work closely with the behaviour support service to give the very best to our pupils with these challenges. We also have an ELSA trained TA and access to a Mental Health Support Team (MHST) professional who can provide additional support in these areas.
Medical Needs	If your child has any medical needs, then we will work closely with parents and the school nurse to create an individual Health Care Plan – please look at our Medical Conditions

	policy which covers all areas of medical needs. If we know that a child has specific needs then we liaise with the school nurse and receive specialist training. All our TAs and teaching staff receive annual First Aid training and two members of staff have paediatric First Aid training.
Speech and Language Therapy (SALT)	When a child comes to St Peter's with a plan from the Speech Therapist, or if we notice a child has difficulty with an area or speech or sounds, we work in partnership with parents and the speech therapist to plan out regular sessions at school where a TA can work with a child. Plans are regularly reviewed and the speech therapist will come into school to assess pupils and have meetings with staff and parents.
Counselling	Although we do not have a trained counsellor at school, we can access counselling services through our School Nurse or a referral to CAMHS or the MHSE team.
There are many services provided by Wiltshire Council signposted in their Local Offer website – https://localoffer.wiltshire.gov.uk	

Communication:

How will school keep me informed about my child's progress?	<p>At St Peter's Academy, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate their children's success.</p> <p>Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN Review Meetings, Annual Reports and a Mid-Year Report.</p> <p>Communication also takes place through the reading journals and both formal and informal discussions with your child's teacher, Operational SEND Lead and Strategic SENDCO.</p>
Are parents and carers involved in planning, assessment and review of needs?	<p>Most definitely – they are key to helping children progress – we like to work together closely to meet children's needs.</p> <p>Through Parent Consultation Evenings and SEN Review Meetings, parents are involved in the assessment and review of their child's needs.</p>
Are pupils involved in reviewing their learning?	<p>At St Peter's Academy, children play an active part in target setting and reviewing their progress, along with parents and carers. We actively listen to all children and put their needs at the centre of all that we do:</p> <ul style="list-style-type: none"> • Your child will be involved in the setting and reviewing of learning outcomes. • St Peter's Academy also provides a Mentoring Service and Relate Time to Talk Counselling Service. • Person Centred My Plan meetings.

	<ul style="list-style-type: none"> • One Page Profiles to reflect Pupil Voice. • Pastoral support for pupils with SEND to listen to their concerns and views.
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General things you might want to know?

How accessible is the school setting?	Our school is fully accessible as it is all on one level. We do have disabled access into the school and we also have toilet facilities for those with disabilities.
Who will be responsible for my child's day to day needs?	The class teacher is responsible for your child's day to day needs and they are supported by a teaching assistant.
Will my child be included in all curriculum areas?	We will do all we can to ensure that your child will have access to the curriculum, just like other children.
Will my child be able to go to after school activities and trips?	All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind.
What do you have in place to make sure my child is not bullied?	We have a comprehensive, very clear behaviour management policy which includes anti-bullying. Through our curriculum, ethos and collective worship, we foster a culture where everyone is valued, and where everyone feels happy to talk to an adult if they have a problem. If a child finds it difficult to communicate, we would ensure that there were appropriate means for any issues to be raised and dealt with swiftly.
What is a 'one-page profile' sheet?	This is a single sheet that captures all a child's needs, what makes them happy, what works well, what does not work well etc. – it is a useful document for anyone to see information quickly and clearly.
What is a target sheet?	<p>If a child is working towards specific 'target' areas at school, these are noted and monitored to make sure that progress is being made.</p> <p>Targets should be SMART –</p> <p>S – specific M – measurable A – achievable R – results focussed T – time bound</p>
What are the expectations for a child with SEND?	All children throughout the school have targets and next steps to work towards. Children with SEND will also have next steps and this may be broken down into smaller graduated steps to ensure success and build confidence. Every child in school is discussed with the Head Teacher, SENDCO, Class Teacher and Teaching Assistant at designated pupil progress meetings, to ensure no child's learning and well-being is left to chance.
What is the difference between a 'Communication Passport', 'My	'Communication Passports' are used for those children with additional needs and who are receiving school support. If

<p>Support Plan' or 'My Plan' (EHCP)?</p>	<p>your child has a 'communication passport' they are then placed onto our SEND Register. If your child requires further support, then they may have a 'My Support Plan' which is a non-statutory plan and is often put in place if a child is likely to require a statutory EHCP. A 'My Support Plan' includes a one-page profile of the child and highlights their strengths and difficulties. It details the support that St Peter's will be given to the child as well as their personal targets. "Communication Passports' and 'My Support Plans' are reviewed regularly (3 x per year). The 'My Plans' (EHCP) are a statutory plan that may come with some additional funding to help support the child's needs.</p>
<p>What is an IEP?</p>	<p>An Individual Education Plan (IEP) is sometimes used to state and monitor pupil targets. We no longer use IEPs but prefer to use our 'Communication Passport' sheets that are a more pupil friendly target sheet. These are reviewed three times a year by the Class Teacher, TA, Parent and Child.</p>
<p>Who makes sure that children with SEN are looked after well?</p>	<p>All staff working in school are responsible for the well-being of all children in the school. However, the class-teacher will be the person who spends most time with your child along with any teaching assistants working in the class. Mrs Frost, the Strategic SENDCO and Mrs Wallis, the Operational SEND Lead also monitor the progress and happiness of all our SEND pupils.</p>
<p>Who do I contact if I am not happy with the support or education my child is getting?</p>	<p>In the first instance, you should speak with your child's class-teacher if you have any issues with the support that your child is receiving. If this does not resolve the issue for you or if the teacher feels it is necessary, you will need to speak with Mrs Frost, the Strategic SENDCO or Mrs Wallis, the Operational SEND Lead, they should be able to change things or try something new, or put you in touch with someone who can help. We hope that any issue will be resolved by this point but if not, you may wish to speak with the Head teacher, Mr Everett. In the unlikely event of your issue still being unresolved, you could then contact the governor responsible for SEND and you can email them through admin@st-peters.wilts.sch.uk or call 01249 653 537.</p> <p>The school has a Complaints Policy available on the school website.</p> <p>You can also use the Wiltshire Parent Carer Council service to request advice: <u>WPCC (wiltshireparentcarercouncil.co.uk)</u></p> <p>Or Wiltshire SENDIASS: <u>Welcome to Wiltshire SENDIASS KIDS</u></p>

Moving on:

<p>What will happen when my child moves to their next school?</p>	<p>We take transition for our children very seriously, so pupils will be able to visit their new school, more than once if necessary. We have meetings to share notes so that the new teachers will know all about a child's needs. We work very closely with our pre-schools and secondary schools to make sure that this process is smooth and happy:</p> <ul style="list-style-type: none"> • St Peter's Academy has very close links with a number of pre-schools in Chippenham, in particular Lordsmead Pre-school Playgroup. • Foundation Stage teachers visit the children's pre-school settings to ensure a smooth transition. • St Peter's Academy has close links with each of the three secondary schools in Chippenham and we work in collaboration to ensure a smooth transition from the end of primary school to the beginning of secondary school. • We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school. • We actively collaborate with all three secondary schools supporting children in their turnaround days / weeks.
<p>How could I arrange a visit before my child starts at the school?</p>	<p>Visits to the school are warmly welcomed. You will be given a personal tour of the school by the Headteacher, Mr Everett.</p>

Useful Links:

National Autistic Society	http://www.autism.org.uk/
Dyslexia Action	www.dyslexiaaction.org.uk/
Rise Trust	http://www.risetrust.org.uk/
SEN Local Offer	https://localoffer.wiltshire.gov.uk
Wiltshire Parent Carer Council	WPCC (wiltshireparentcarercouncil.co.uk)
Wiltshire SENDIASS	Welcome to Wiltshire SENDIASS KIDS

For more information please see our web site www.st-peters.wilts.sch.uk where a copy of the school prospectus can be downloaded.

We do hope that this gives you all of the information that you need about our school in relation to SEND. If you have any further questions or comments about how we may be able to improve our service, please do not hesitate to contact one of the named people.