

SEND Information Report

March 2025

SENDCo: Charlotte Richards SEN Governor: Miss Glover

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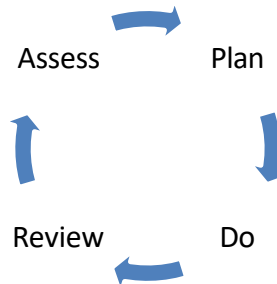
Dedicated SEN time: Every Friday

Local Offer Contribution: [Special educational needs and disability | Leicestershire County Council](#)

Whole School Approach:

Having consulted with children and parents, all our additional provisions are based on an agreed outcomes approach.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall Profile
- Strengths and Difficulties Assessment
- Small Steps Tracker
- Diagnostic Reading Assessment
- Single Word Spelling and Reading Assessment
- British Vocabulary Picture Scale

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies, such as an educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

Plan:

Under the direction and support of the SENCo, the class teacher will plan the outcomes and provision based on this assessment information.

Do:

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENCo.

Review:

The SENCo and the class teacher will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings.
- Parents' evening meetings with the class teacher
- Email/Class Dojo correspondence
- Informal conversation with the class teacher/SENDCo

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support: At St Peters, we use the following resources and provision to support:

1. Communication and interaction

- Colourful semantics
- Black sheep or Speech and Language Therapists given resources
- Assisted technology

2. Cognition and learning

- Precision teaching
- Number stacks
- 1:1 and small group support
- Read, Write Inc Catch Up

3. Social, emotional and mental health

- ELSA sessions
- Autism Education Trust transition resources
- Social stories

4. Sensory and/or physical needs

- Sensory circuits – in development
- Sensory boxes
- Wobble cushions

Reference: SEND Policy: Reviewed January 2025

As of 1st March 2025, we have 24 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly assessments in reading, writing and maths - Headstart
- Evaluation of provision delivered (after agreed number of sessions) and the impact it has on the progress of individual children
- Ongoing informal assessment and observation – seen in marking and notes
- Learning walks and observations

Consulting with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
MAT SEND review	Parents, children, all staff, all governors.	Annual – new to process 2023-24
SEND support meetings/parents' meeting	Class teacher and parents	Three times per year
Additional meetings with parents and child – dependent on needs and circumstances of the family and child.	Class teacher, support staff, SENDCo/parents/carers and child when appropriate	As required (These type of meetings and approach to support is seen regularly throughout school, building relationships between staff and parents and in turn, improving outcomes for children.)
Parental Questionnaire	Parents and Carers	Annual

Staff Development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
MS	Emotional Literacy Support Assistant	Course provided by Leicestershire Educational Psychology Service
All staff	Making Sense of Autism (AET)	Course provided by Autism Outreach Service
All staff	Neurodiversity – An Introduction	Course provided by Leicestershire Educational Psychology Service
MS	Parental Groups and Support	Centre for Fun and Families accredited course
JB	Top Triangle Reading	Course delivered by Specialist Teaching Service
JB	Communicating with Signs and Symbols	Course provided by Children's Speech and Language Therapy
MS	Attachment Based Mentoring	Babcock Accredited course
MS	Managing Emotions: Using emotion coaching with children and young people	Course provided by Leicestershire Educational Psychology Service
MS	Understanding Anxiety	Course provided by Leicestershire Educational Psychology Service

This year, we have put in additional training into:

- Understanding Neurodiversity
- Working closely with the Educational Psychologist to target training need

Next plans are:

- Whole school staff coaching
- Adaptations for areas of SEND within Foundation Subjects
- 5 a day strategies to support pupils with SEND
- Supporting ECT development in SEND provision

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Please see the school website for the allocation of staffing.

External bodies and organisations

The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Voluntary organisations, such as the Laura Centre.
- Local authority support including Educational Psychology Service and specialist teachers, such as: Teachers of the Hearing and Visually Impaired and Autism Outreach.
- Health and social services including: Speech and language therapy, Children and Wellbeing Support Workers.

Transitions

This year, we worked with our feeder partners to welcome **2** children with a special educational /disability and we supported **5** children and young people transition to the next phase in education/employment.

Our approach involved:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.
- Progressive transitional period to build up time within school and ensure that the child feels confident and at ease.

Complaints

Our complaints procedure is available to download from: www.embracemat.org/policies

This year we have not received any formal complaints.

Challenges this year

Challenges for our school have included:

1. The burdens faced by SENA and how these impact SEND finances.

EHCP and SENIF applications are taking longer to process and action at SENA. They have also changed the required information several times during the year. Communications regarding the applications has been limited and significant time is spent liaising with SENA for progress reports and updates. This has also applied to the annual review process which has lacked consistency and has led to multiple issues with children transitioning to Specialist provision. Slow processing times continues to lead to challenges in funding and cause the diversion of existing LSA to support children.

2. The SENDCo undertaking the NPQ SENDCo award.

Considerable time will be taken to enable the SENDCo to complete the award needed – starting April 2025. We will address this through providing additional time to complete SENDCo duties and ensuring that the SENDCo receives considerable support from the Embrace MAT SEND Network and will be mentored closely by the Lead SENDCo.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Developing staff understanding of how to support children with SEND in different areas of the curriculum and the adaptations made within specific curriculum areas and across all.
- Developing staff to use and understand the EEF 5 a day strategies to underpin the provision for children with SEND
- Work closely with our MAT partners to implement the Whole School SEND programme.

Relevant school policies underpinning this SEN Information Report include:

Accessibility Plan -

<https://www.stpeterswhetstone.co.uk/download/18/policies/4060/accessibility-plan-2020-23.pdf>

SEND Policy - <https://www.stpeterswhetstone.co.uk/download/18/policies/4078/send-policy-2022.pdf>

Behaviour Policy -

<https://www.stpeterswhetstone.co.uk/download/18/policies/4035/behaviour-policy-2022.pdf>

Safeguarding and Child Protection Policy -

<https://www.stpeterswhetstone.co.uk/download/18/policies/4067/safeguarding-and-child-protection-policy-2022.pdf>

Complaints Policy -

<https://www.stpeterswhetstone.co.uk/download/18/policies/3974/complaints-policy.html>

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 14/05/2025