

St Peter's Church of England Primary School



**Special Educational Needs &
Disabilities**

Information Booklet for Parents

Our School

St Peter's CoE Primary school is a mainstream school that is situated in the centre of the village of Whetstone. Our school provides a welcoming and caring ethos based on our strong Christian values. We are proud that the quality of education we provide promotes an inclusive, positive and aspirational approach to learning so that all pupils, regardless of their abilities or disabilities, can achieve their full potential. We recognise that our children may have a variety of needs and that over time those needs may change and require a range of quality first teaching strategies and provision. This can include a variety of adaptations, reasonable adjustments or/and access to other services. We work closely with families to ensure that our children are supported not only in their academic progress but also in their emotional development and well-being.

What is SEND?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The SEND Code of Practice states that "A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age. "

Types of Special Educational Need

There are 4 main areas of special educational need:

Cognition and Learning	Communication and Interaction
<p>Children and young people who find learning, thinking and understanding harder than most other pupils. Children may have a diagnosis of dyslexia or dyspraxia. Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none">• Taking longer to learn important skills• Finding it difficult to remember things such as the important words for reading and times tables• Finding it hard to understand how to use letter sounds to read and spell words• Needing more time to think about their answers to questions• Finding it difficult to recognise patterns in numbers or solve number problems	<p>Children who find it difficult interacting with the people and world around them. Children may have a diagnosis of Autistic Spectrum Disorder, or speech and language difficulties.</p> <p>Some things children and young people with these difficulties might find tricky are:</p> <ul style="list-style-type: none">• Talking to other adults and or children, especially when in a group• Talking about a topic they haven't chosen to talk about• Making friends or keeping friends• Coping with changes in routines• Dealing with noises, smells or other sensations around them• Communicating what they are actually thinking• Understanding the meaning of what other people are saying• Producing clear understandable speech sounds
Social, Emotional and Mental Health	Sensory and Physical
<p>For example, attachment difficulties, or Attention Deficit Hyperactivity Disorder (ADHD) Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none">• Following rules set by others• Sitting still• Listening to and follow instructions• Understanding how they are feeling• Making friends• Dealing with their difficulties in a way that does not cause harm to themselves or others• Taking responsibility for the things they do	<p>Children who have a disability that may make it difficult for them to manage their everyday life without changes or support. This may be because of hearing or visual difficulties, processing difficulties, physical disabilities or other medical needs.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none">• Hearing what is being said• Needing to use walking aids eg. Special shoes, frames or wheelchair etc. to move around• Support/aids using pencils, scissors, knives and forks and other tools that we may need to use• Needing adult support to administer medication• Dealing with a range of smells

Identifying children's needs

There are a number of ways in which children's SEND may be identified. These include:

- Children not making expected progress at assessment points
- Concerns from class teacher or teaching assistants
- Concerns from parents

If a pupil is demonstrating difficulties in one or more area of need, an initial concerns form will be completed. At this point, we can begin to use a **graduated approach** to assess the level of support needed for the pupil.

Graduated Approach

The graduated response is a 4-stage cycle of **Assess, Plan, Do, Review**.

Assess—Assess the pupils strengths and difficulties looking at academic ability, pupil experience and discussion with family to gain a picture of the child's needs.

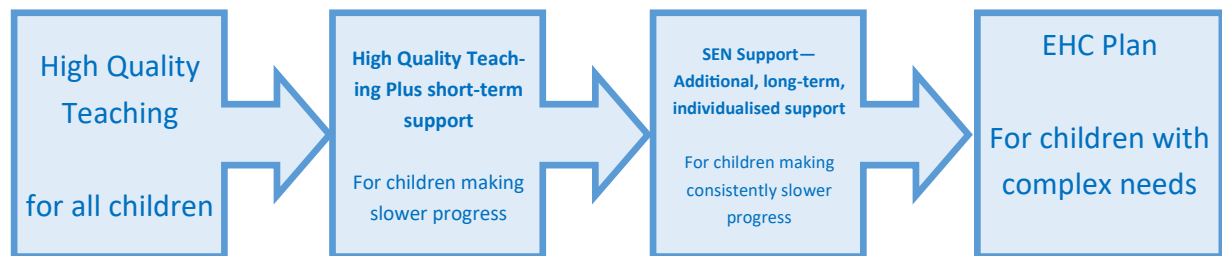
Plan— identify barriers to learning, intended outcomes, and detail what additional support will be provided.

Do—Carry out the identified support.

Review— measure the impact of support provided and consider whether changes to that support need to be made.

Stages of support

At the end of each graduated response cycle, the class teacher and SENCo will review whether the level of support is correct for the pupil or whether further support is needed. There are 4 waves of support available for pupils:



High Quality Teaching

The first stage of support consists of high quality-first teaching. This means making adaptations to the classroom environment, lesson plans, resources and support available within the classroom. This includes support aids such as fidgets; overlays; ear defenders; classroom seating plans; wobble cushions; sensory breaks etc. More information on what this looks like can be found here:

[Ordinarily Available Provision - Leicestershire SEND](#)

Short Term Support

If a pupil is still making slower than expected progress following a term of consistent high quality first teaching, short term targeted interventions can be put in place. This will usually be small group or 1-1 sessions over the course of 6-8 weeks, at the end of which progress will be re-evaluated. Details of the interventions that may be provided can be found on our provision map.

SEND Support

If a pupil continues to make slower than expected progress despite high quality-first teaching and short term support interventions, it may be suggested that they are added to the SEND record. At this stage, the SENCO, class teacher and parents will look at the outcomes the pupil needs and the additional support that can be put in place for them. The pupil will continue to have targets on an individual pupil passport that will be reviewed with the pupil and their family on a termly basis. At this stage, advice may be sought from outside agencies on how best to support the pupil to progress.

EHCP

Education Health and Care Plan (EHCP) - If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will also have person-centered annual review meetings to talk about your child's achievements and progress, and what is working and isn't working well.

Provision Map

These are some of the interventions available at St. Peter's to meet pupils' needs.

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> • Numberstacks • Targeted Maths Intervention • 1-1 Reading • Phonics Intervention • Precision Teaching • Pre-teaching • Consolidation • Red word reading • Targeted Writing Intervention • Speedy Reading 	<ul style="list-style-type: none"> • Targeted Speech and Language Intervention • Colourful semantics • Play Interaction • Social communication groups • Protective Behaviours • Construction club
Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • ELSA • Zones of Regulation • Gardening Club • Managing Worries • Building Self-Esteem • Emotional Literacy • Well-being Club • Lunch Club • Pastoral support 	<ul style="list-style-type: none"> • Sensory Circuits • Dough Disco • Fine Motor Intervention • Play Interaction • Handwriting Intervention • Individual Care Plans

Roles and Responsibilities

Class Teacher

The SEND Code of practice states that ***“Every teacher is a teacher of SEND.”*** As such, the first person to speak to if you have a concern regarding your child’s progress or well-being is their class teacher. Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with support staff and assessing the impact of support and intervention in their class
- Working with the SENDCo to review pupils progress and development and decide on any changes in provision
- Ensuring they follow the SEND policy

SENCo (Special Educational Needs Co-Ordinator)

If you have discussed with the class teacher and still have concerns, you should book an appointment with the SENCo. The SENCo at St. Peter’s CoE is Mrs. Richards. She can be contacted via Class Dojo or via the school office. The SENCo is responsible for:

- Working with the Head teacher and SEND governor to determine the strategic development of SEND policy and provision for SEND pupils
- Providing professional guidance to staff in the identification, assessment and target setting of pupils with SEND
- Advising on graduated approach, pupil voice, classroom strategies and resources
- Liaising with parents, support staff, external agencies and pre-school/secondary providers
- Ensuring all SEND files and records are up to date contributing to staff training and development needs.

SEND Governor

The SEND governor at St. Peter’s CoE is Miss Glover. The SEND governor is responsible for:

- Helping to raise awareness of SEND issues at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within the school and writing a report to governors
- Working with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Head Teacher

The Head Teacher at St. Peter’s CoE is Mr. Bolstridge. The Head Teacher is responsible for:

- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Overall responsibility for the provision and progress of learners with SEND

External Support

At times it may be necessary to consult with external agencies to receive more specialized support, advice and expertise. School will liaise with parents to gain consent before referring to an external agency. If you have any concerns or require support from these services please contact the SENDCo or the Head Teacher who will be happy to explain the process.

Some Services the school may access are:

- Autism Outreach Support
- ADHD Solutions
- Behaviour Outreach Support
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychology Service
- Early Help -Strengthening Leicester Family Support
- 'Barnardos'
- Early Years Inclusion Team
- The Laura Centre
- NHS services, including Hearing and Visual Impairment support
- Physiotherapy and Occupational Therapist
- Parent Partnership
- Relate
- School Nurse/Diabetic Nurse/Dietician etc.
- Specialist Teaching Service
- Speech and Language Therapist

Any pupil new to the SEND record maybe having their needs met initially through interventions in school, but maybe identified as needing further support from external agencies in the future.