

St Peter's Church of England Primary School's Special Educational Needs and Disabilities Information Report – September 2015

St Peters Junior School has a strong philosophy of inclusion and aims to provide opportunities for all to learn and achieve within a happy, structured and disciplined Christian environment. We welcome everyone to our school where abilities, faiths and cultures are received and nurtured with care and respect providing every opportunity to develop the full potential of each and every child. We believe that all children have a right to a broad and balanced curriculum, focussed teaching tailored to individual requirements and full access to extra-curricular activities. All children are valued as individuals and their confidence and self-esteem promoted and supported. We work in close partnership with parents or carers who play an active and valued role in their child's education.

St Peter's also has a ten place Resource Base for children with complex Special Educational Needs where we provide a specialist learning environment, specifically designed educational programmes and a broad, practical and engaging curriculum to support the needs of the learners and give all children the chance to reach their full potential whilst understanding that success comes in a variety of ways.

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does St Peter's School know if my child needs extra help?	Children with every type of need are supported in our school and we make the best efforts to ensure that every child in our school makes good progress and is well prepared for their next steps in education and adulthood. We identify extra help through: <ul style="list-style-type: none"> • Identification by class teacher, teaching assistant and parent concern • Formal assessment, daily marking and feedback • Concerns discussed at pupil progress meetings six times a year and SENCO surgeries • Using the Wiltshire Indicator Documents for identifying and managing Special Educational Needs • Reviewing and evaluating provision according to need and then contacting Specialist SEN Services and other agencies 			
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • Contact class teacher • Discuss any concerns at parents' evenings • Contact Special Educational Needs Co-ordinator: Mandy Cook 			
How will I know how St Peter's School supports my child?	We ensure a close working partnership with all our parents to make sure that all pupils are happy and make progress. Working in partnership with parents of children with SEN is even more important. We do the following things: <ul style="list-style-type: none"> • We have an open door policy and encourage regular informal discussions about progress • Parents' evenings three times a year to feedback progress and attainment as well as any other issues that may arise 			
How will I know how my child is doing?				

<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • You will be asked for your permission to access specialist advice from which you will receive a report about your child • An annual report which outlines attitudes to learning, progress made and attainment gained compared to national expectations • Provide parents with a copy of the Educational Support Plan (formerly Individual Education Plan) agreed for their child and the strategies and interventions set up in school to help them achieve them • Hold an annual review for any child with a Statutory My Plan (Education Health Care Plan, formerly Statement of Educational Need) • Regular Support Plan review meetings
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from other teachers, teaching assistants or specialist staff. • The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary. • Specifically directed resources and strategies will be used to support every child individually and in groups. • The class teacher will use appropriate assessments to set outcomes which are challenging but achievable. • The class teacher will plan lessons to ensure that every pupil will be able to achieve. • Class teachers will plan opportunities to give learners choice and control where appropriate. • A Teaching Assistant may work with your child's group to ensure the learning is accessible.
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home:</p> <ul style="list-style-type: none"> • Parent workshop sessions in phonics, maths and reading. • Give access to individual support to further parents knowledge and understanding of teaching methods when necessary and appropriate • At parents evenings or additional individual meetings teachers will give advice on how to support

	<p>children further at home</p> <ul style="list-style-type: none"> • Access learning resources from DB Primary, our internet Learning Platform • Agency reports which often include support materials for home use • Parents are given opportunities to attend Marlborough cluster workshops on specific areas of need • Use of the Parents Support Advisor
<p>What support will there be for my child's overall well-being?</p>	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour Policy.</p> <p>The school also teaches children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> - PSHCE - Circle time - Collective worship - Small group interventions; social skills which encompasses social stories, discussions and making choices - If necessary we also support children's social and emotional development in individual support sessions that teach social skills and coping strategies - The 'Reflection Area' is a quiet area, which is available for children to sit quietly, talk to an adult on an individual basis and to gather thoughts. - The Parent Support Advisor may give advice and opportunities for holiday activities. - Adventurers Club gives opportunities for children to participate in after school enrichment. - The school gives all children equal opportunities to participate in all activities. Older children are given responsibilities to care for others through the Prefect and Play Squad initiatives.
<p>What strategies and interventions does St Peter's school use to support my child?</p>	<p>The policy at St Peter's School is that all children have equal access to quality first teaching in small classes where work is differentiated to meet all the children's needs. Learning is enhanced through individual and group feedback, response marking and evaluations against success criteria. Children are taught to have a growth mindset through reference to their Miraculous Minds Muscles which they can hone and develop through resilience, practice and determination. Independent learning skills are encouraged and supported through self-chosen challenges as well as self and peer evaluation. In Years 3 and 5 a specialist intervention for reading and writing is offered and in addition the school has special reading and phonics programmes delivered by teaching assistants. There are also a range of additional maths interventions. A range of educational software is used to teach number skills and phonics. Each child's needs are assessed individually and their support strategies developed by the class teacher in collaboration with the SENCO and Senior Leadership team.</p>

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What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> - speech and language - Behaviour support - Education Psychologist - Paediatrician - Emotional literacy support assistant - Hearing Impairment Service 	<ul style="list-style-type: none"> - Specialist SEN Support 	<ul style="list-style-type: none"> - CAMHS - Counselling - Social care - CAF - Paediatrician - Emotional literacy support assistant 	<ul style="list-style-type: none"> - school nurse - counselling - occupational therapy - Paediatrician
What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> - ELSA - Social skills - Autistic awareness - Regular in school Professional development meetings (all sections) 	<ul style="list-style-type: none"> - WESFORD - Early Literacy Support - Sound Discovery - Nessy Learning - Wave2 - Back on track - Working memory - Every child a counter 	<ul style="list-style-type: none"> - ELSA support - Social skills - SEAL - PSHCE curriculum - Team teach - De-escalation 	<ul style="list-style-type: none"> - fine motor skills; - gross motor skills; SPARKS - visual screening; changing background colour, reading strips, coloured overlays - manual handling
How will my child be included in activities outside the classroom, including school trips?	<p>Activities and school trips are available to all, see Single Equalities Policy.</p> <p>Risk assessments and procedures are in place to enable all children to participate.</p> <p>If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated.</p>			
How accessible is the school environment?	<p>The school has limited accessibility as it is a two storey building without a lift. Accommodation is on three levels.</p>			

<p>How will the school prepare and support my child when joining St Peter’s School or transferring to a new school or post-16 provision?</p>	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know the expectations and to understand the procedure for early morning routine.</p> <p>Once we know that a child has SEN a meeting is arranged with parents to decide on the desired outcomes. From this a plan is developed to support each child to achieve these aims. If appropriate a one page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are all working on.</p> <p>Whenever a child moves to another school we always pass on school records to the new school.</p> <p>If a child has SEN we also:</p> <ul style="list-style-type: none"> - pass on SEN records to the new school including SEN support plans or Statutory My Plans and one page profiles - liaise with the SENCO/head teacher or class teacher of the new school to clarify any information necessary - if needed we can include ways to support a child to have settled move to a new school through their SEN support plan or Statutory My Plans. For example extra visits to the school or do transition work in preparation for move; maps or photographs of the new school or working on a new one page profile for the new school - if possible we invite the new school to the last annual review of a child with a Statutory My Plans and a transition plan can be set up as part of this meeting. - A transition meeting is convened for any child with a Statutory My Plans at the end of Year 5 ready for Year 6 moving into secondary education.
<p>How are the school’s resources allocated and matched to children’s special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>The school has a delegated budget for children with special education needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need and allocated Special Educational Needs and Disabilities budget. The resources will be reviewed and evaluated during the parent meetings, three times a year, and modified to ensure the effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.</p> <p>Parents can attend pop-in sessions held three times a year.</p> <p>Children with similar needs will be taught together in small groups or pairs.</p> <p>Children may access specific support from the Resource Base or teaching and support staff both inside and outside the classroom. Full Resource Base provision is agreed by the Local Authority through the Education and</p>

	Health Care Plan.
Who can I contact for further information?	If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO. St Peter's VC Junior School T: 01672 513 158 admin@st-peters-jun.wilts.sch.uk