



## SEND Information Report – 2022-2023

### **The kind of special educational needs for which provision is made:**

At St Peter's we regard all children as individuals and as we help them learn we consider each child's own abilities and personality. Each child regardless of their ability is entitled to a broad, balanced and creative curriculum, which is relevant to their educational needs. As a fully inclusive school it is our aim that all children have their needs met within a caring and supportive environment so that they achieve their best, become confident, happy individuals living fulfilled lives and have the building blocks that will enable them to make a smooth transition into Year 3 at junior school.

St Peter's fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained so that they are able to cater for children who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical disabilities

The school is also committed to accessing training and advice for specialist needs that occur less frequently.

We make reasonable adjustments to our practices to comply with the Equality Act (2010). Our Admissions Policy arrangements for children with a statement of educational needs/ Education, Health and Care Plan (EHCP) do not discriminate against those with special educational needs. We will follow the school admission procedures.

### **Policies for identifying children with SEND and assessing their needs:**

St Peter's has a SEND policy which can be found on the school website: [St Peters School - Policies](#)

The SENDCo is Ms Romi Costantini Tel: 01883 712439. Email: [r.costantini@stpetersinfant.org](mailto:r.costantini@stpetersinfant.org)

All children at St Peter's have their progress monitored regularly and any child who is not making satisfactory progress is identified and provided with support to reach their target.

The SEND Code of Practice (2015) describes satisfactory progress as:

- Similar to that of children of the same age who had the same starting points
- Meets or exceeds the child's previous rate of progress
- Allow the attainment gap to close between the child and their peers

We follow the SEND Code of Practice 2014 and use the graduated response of assess, plan, do and review. Early identification enables us to assess the needs of a child and take the appropriate action in providing additional support and targeted intervention.

At St Peter's the class teachers frequently review and assess children's progress. In addition to ongoing assessment, we also have some formal assessments to help us assess each child e.g., reading and comprehension ages, phonics screening.

If a child does not make expected progress the school puts in 'assess, plan, do and review' graduated approach. In the first instance when a concern is raised, the teacher will differentiate classwork and put in strategies to assist progress.

If progress is still a concern the teacher, in liaison with the SENDCo and parents, evaluates why these strategies have not had the desired outcome and next steps will be taken to facilitate the child's achievement. Following further discussion, interventions are put into place to help them catch up. Our school provision map shows the range of interventions in place. These interventions include individual and small group work. All the intervention programmes used are research based and are monitored for impact, so that those receiving support begin to make expected progress. However, if following review, we find the child is still not making expected progress advice will be sought from L-SPA and the Graduated Response Service. This may lead to a more detailed assessment and include referral to external agencies. At this point the child will be placed on the Inclusion register. Targeted interventions and recommendations from educational psychologists, specialist teachers, speech and language and occupational therapy will be implemented to support the child.

If a child joins St Peter's and is already receiving additional professional support via external agencies, the school will liaise with them and use recommended strategies and interventions.

In all cases, class teachers will continue to assess, plan, do and review so that we can continue to evaluate outcomes of any targeted interventions and maintain and amend provision, as necessary.

### **Arrangements for consulting parents of children with SEND and involving them in their child's education**

We have an open-door policy where parents are invited to come in and speak to the SENDCo should they have concerns about the overall progress of their child.

All parents of children attending the school are invited to two parent/teacher consultations a year and receive a written report in the summer. Parents of children in reception class are encouraged to look at their child's individual 'Learning Journey' folder. In addition, parents are welcome to book an appointment with the class teacher and/or the SENDCo to discuss their child at other times. Sometimes children will receive additional support as part of normal provision. This does not necessarily mean that your child has Special Educational Needs or a disability. If a child does still not meet expected targets, the school may decide to place the child on the inclusion register. At this point parents will be invited to a meeting so we can work in partnership towards facilitating progress.

From then on, the school will involve parents in the assessment, planning and review (and sometimes do). This will occur on a termly basis.

In addition, parents of children with an EHCP will be invited to contribute to and attend an annual review.

The school also provides parents with opportunities to observe their child's learning during a session in which they receive additional support. This gives parents an idea of what their child's support looks like in practice. Our teaching assistants' model useful strategies that parents can take away with them and use to support their child at home.

We have a parent teacher association 'The Friends of St Peter's School' where parents can become involved in school life. Our parent governors take an active role in the overall running of the school.

To help in developing reading we have parent volunteers who come into school and support children with their reading.

Our governing body includes parent governors which gives the opportunity for parents to take an active role in the overall running of the school

The school website gives details of how parents can get involved with PTA, governors, or voluntary positions: <https://stpetersinfant.org/friends-of-st-peters-pta/>

### **Arrangements for involving children with SEND in decisions about their education**

At St Peter's School children are actively involved in taking responsibility for their learning. All Children are involved in the production and review of their one-page profiles. One-page pupil profiles are produced in consultation with children so that teachers have a clear overview of the whole child. We feel that it is important to have the views of the child so that they feel involved in their own learning. Children with a statement/EHCP will also be invited to attend and contribute to the relevant parts of an annual review.

### **Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities to work with parents as part of this assessment and review**

Children with SEND are closely monitored using the graduated response and the 4-part cycle of assess, plan, do and the impact of interventions are reviewed at 6-week intervals and adjusted accordingly. The SENDCo liaises with the class teacher to review one-page profiles and intervention targets to assess progress against the outcomes. Parents are encouraged to share concerns about their child, however small, with class teacher. The SENDCo is available to meet with parents as and when required.

### **Arrangements for supporting children in moving between phases of education**

We work hard to improve our arrangements for transition each year to help welcome new parents and children to St Peter's. Teachers visit all children in their Early Years settings and staff have established good relationships with feeder settings. Parents are invited to an information evening.

Parents of children identified as having SEND in their nursery setting are invited to meet with the SENDCo before they begin in Reception and can visit their new class at the end of the summer term prior to September entry. Children will receive a social story transition booklet to look through over

the Summer and familiarise themselves with their teachers and support staff and classroom routines and expectations. We may also do a home visit.

Children with an EHCP have an early annual review in the summer term which outlines the support and provision that is in place for them. The school has particularly good relationships with local Junior schools, and we provide information to help children in their transition to their new school. Known staff are encouraged to attend induction days with our more vulnerable children. Additional visits can be arranged for children who are anxious. Transition plans will be produced for children with additional needs, outlining the support and provision that is in place for them. Information will be discussed and passed on to the new class teacher as part of the class handover meetings including any outside agency reports and resources that support your child. This will facilitate a smooth transition into year 3 and help the child and family to feel involved and prepared for transition to junior school. Communication and liaison are ongoing once children have begun Junior school.

### **The approach to teaching children with SEND**

We adopt a graduated approach to meeting needs and through quality first teaching our staff make reasonable adjustments to help include all children, not just those with SEND. This is outlined on our whole school provision map. All teachers set high expectations which inspire, motivate, and excite children. This teaching promotes good progress and outcomes for the children. Lessons are well structured and respond to the strengths and needs of all children. Teachers engage children in challenging and motivating lessons and make effective use of knowledge about children's attainments.

Systematic and effective ongoing assessment and evaluation informs teaching and improves learning of children with SEND.

### **Additional support including overall well-being and social and emotional support,**

To ensure that children make progress we sometimes adopt different teaching approaches as advised by external agencies. In some cases, we would use additional resources to help children fulfil their potential. These may include 1:1 support, group support and ICT packages. All these resources, including support staff are led by the class teacher and SENDCo. We use notional SEND funding for additional resources. As a school, we understand that it is important for all children to develop emotional resilience and social skills through direct teaching e.g., PSHE and RSE lessons, assemblies, or class structures. Children also participate in social skills groups with the school ELSA and individual sessions with the school Play Therapist, to help them develop strategies to cope with demanding situations. Where appropriate the SENDCo will also involve outside professionals such as mental health nurses and CAMHS.

Children with SEND are more likely to be victims of bullying, so it is important that they report any behaviour that concerns them. Parents are immediately informed should a bullying incident occur. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Please see the school's Anti-bullying Policy at [St Peters School - Policies](#).

We make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans are put in place for those children with specific conditions needing additional support, monitoring and care. These are often completed by health care professionals such as health visitors, nurses, and GPs. These healthcare plans will be co-ordinated with any SEND plans. Please see our Medicines in School policy for details on administration of medicines: <https://stpetersinfant.org/policies/>

### **How adaptations are made to the curriculum and learning environment of children with SEND**

High quality teaching is differentiated for individual children to enable full access to all areas of the curriculum that meet the needs, aptitudes, and interests of the children. Teachers set their expectations high for all the children in their class based on prior attainments. The curriculum promotes a love of learning and contributes very positively to academic achievement, physical well-being, and spiritual, moral, social, and cultural development. Teacher's planning reflects individual needs through differentiation which may take the form of scaffolds, prompts and guides, multi-sensory resources, adult support, and a range of specialist interventions. Some children may require adaptations to their learning environments which may include working in quiet spaces, smaller groups or 1:1 sessions.

St Peter's liaises with professionals from outside agencies to implement adaptations for a child with additional needs.

### **How children with SEND are able to engage in activities available with children in the school who do not have SEND**

We have a whole school approach to inclusion which supports all learners engaging in activities together. All trips and clubs offered to Children at St Peter's are available to children with special needs. For some children this may need to include some adjustments/strategies where help from parents/carers may be needed. These include risk assessments with a plan for their inclusion and 1:1 support.

Specialist equipment will be considered on an individual basis and in liaison with the professionals involved.

We have a Disability and Accessibility Plan which shows how adaptations are made to the physical environment and how information is accessed by children and their parents: [St Peters School - Policies](#).

### **The expertise and training of staff to support children with SEND, including how specialist expertise can be secured**

Staff receive regular in-house training and opportunities to receive CPD (Continuing Professional Development) in areas where there is an identified need. We aim to ensure that all staff working with children who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum. All staff are trained in Positive Touch and some of our staff are ELKAN trained (Speech and Language). There is a trained ELSA (Emotional Literacy Support Assistant) working part time at the school.

When the SENCo feels that the school requires additional support to meet the children's needs, a referral with parental consent will be made to the relevant external agency. External agencies include the educational psychologist, speech and language/OT therapists, school nurse, mental health nurse, ASD Outreach. The school has worked with Learning and Language Support Service, Behaviour Support Service, and the Educational Psychology Service.

### **Evaluating the effectiveness of the provision made for children with SEND**

Class teachers, the SENDCo and parents liaise closely to enable accurate assessments and early identification of children with SEND. We use the model of assess, plan, do and review to monitor the impact of any additional support on the children's educational progress. Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of children, parents and class teachers will be considered. The assessment information from teachers will indicate whether children have made satisfactory progress. Children that have a statement or EHCP will have an annual review which will evaluate the efficacy of the special provision made. Every child in the school has their progress tracked on a termly basis. In addition to this, children with special educational needs will have more frequent and detailed assessments to inform one-page profiles and individual provision maps. If these assessments do not show expected progress is being made the programme of support and planned outcomes will be reviewed and adjusted.

Provision management, both on a whole school and individual basis, support the school in helping to evaluate whether interventions have had an impact on the progress of children and whether they are proving to be effective in terms of time and cost.

### **How the school involves local authority support services in meeting children's SEND and supporting their families**

In cases where progress is lacking, despite interventions and quality first teaching, assessment from external agencies may be requested. The school works in partnership with other agencies to help identify specific needs and to request specialist support. These agencies include the Educational Psychologist, Speech and Language Therapy, Occupational Therapy, STIPS (Specialist Teachers in Inclusive Practice, including Behaviour Support), REMA (support for Gypsy Roma Traveller and children with English as an additional language), CAMHS (Child and Adolescent Mental Health Services), social services, school nurse, autism outreach, PSS (Physical and Sensory Support) for children with identified visual and hearing impairments. All referrals must be discussed with the SENDCo and can only be accessed with consent from the parent or carer. You may also wish to discuss health concerns with your GP, who will be able to refer your child to most of the above agencies. Please be mindful that access to the external agencies listed above depends on the appropriate funding being available from the Local Authority and there being capacity in these services.

There may come a point where support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENDCo will meet to discuss whether the school

will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan. As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made by the parent, the local authority (Achieving for Children) has a statutory duty to consult the school.

We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to enable them to make progress and engage with their learning environment. Our designated teacher (Romi Costantini Tel: 01883 712439 Email: [r.costantini@stpetersinfant.org](mailto:r.costantini@stpetersinfant.org)) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced each term to assist the child to develop holistically.

### **Support that is available to parents and carers of children with SEND**

Parents can seek independent help and advice about all aspects of SEND from the following services:

- Surrey CC 'Local Offer' provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities Email: [localoffer@surreycc.gov.uk](mailto:localoffer@surreycc.gov.uk) Phone: 0300 200 1004
- SE SEND Team (Reigate, Banstead, Tandridge and Mole Valley)

If you have a SEND related enquiry you can call the L-SPA (Learner's Single Point of Access) on 0300 200 1015.

If your child has an EHC plan or one has been requested, you can contact your SEND case officer at your local SEND Team for support and advice [sesen@surreycc.gov.uk](mailto:sesen@surreycc.gov.uk)

- Family Voice Surrey [www.familyvoicesurrey.org](http://www.familyvoicesurrey.org)  
FVS are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health, and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.
- Surrey's Information Advice and Support Service SEND Information Advice and Support Service) [SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk) (IASS) Phone: 01737 737 300  
SEND Advice Surrey provides information, advice and support top parents, carers, children and young people with special educational needs and/or disabilities (SEND) aged 0-25.

The information, advice and support provided is impartial, confidential, free and at 'arm's length' to the Local Authority. The experienced team will listen to your concerns and discuss any issues in confidence.

- Websites, such as the Surrey Parents Partnership, the National Autistic Society, The British Dyslexia Society, The Lucy Rayner Foundation can provide valuable information about how to seek support for you parents/carers and their families.

[WWW.autism.org.uk](http://WWW.autism.org.uk)

[WWW.bdadyslexia.org.uk](http://WWW.bdadyslexia.org.uk)

[WWW.thelucyraynerfoundation.com](http://WWW.thelucyraynerfoundation.com)

### **Arrangements for handling complaints from parents of children with SEND about the provision made at school**

The same arrangements for the treatment of complaints at St Peter's are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENDCo or Headteacher to resolve the issue before making the complaint formal to the Clerk of the Governing Board. (See the Complaints Policy on the school website [St Peters School - Policies](#)).