



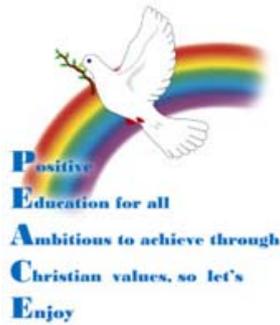
SEN&D School Information Report

April 2018



Derby City Council





St Peter's CE (VA) Junior School is an inclusive school where diversity is celebrated. This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

What is SEN&D and SEN&D support?

SEN&D stands for Special Needs and, or a Disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CYP) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The subject/ class teacher has responsibility for:-

- Checking on the progress of your child.
- Identifying, planning and delivering the differentiated curriculum for your child in class as required.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEN&D Policy is followed in their classroom.

SENCo: Mrs Helen Cavanagh

SEN&D Governor: Mrs Serienne Goring

Other key staff: HLTA Mrs Rachel Gallimore, School Nurse

They are responsible for:-

- Developing and reviewing the school's SEN&D Information report/ policy.
- Co-ordinating all the support for students with special educational needs or disabilities.

- Updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of special educational needs of CYP, the four areas of need are taken into account are:-

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

How are CYP with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all CYP. From this, St Peter's staff are able to identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered.

Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and class teacher, to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:-

- The CYP areas of strengths and difficulties.
- Any parent/carer concerns.
- Plan any additional support your child may receive.
- Discuss with you, any referrals to outside professionals, to support your child's learning.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:-

- Assess** - an analysis of CYP need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.
- Plan** - if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.
- Do** - interventions/support will be delivered.
- Review** - the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the CYP and parents through this process.

Our School

The school is a Voluntary Aided Church of England Junior School which gives us a rich and distinctive ethos. The Church of England owns the site and the buildings; the Church governors have a majority on the governing body, and the Christian faith is valued and practised. We have 256 pupils on roll children range in age from 7 - 11. St Peter's was originally a Victorian school which has been added to over the years which gives a multi levelled building accessed through internal and external steps. The installed lift allows access from some classrooms to the dining room and to the external ramp which leads to the hall.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of CYP with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:-

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT

- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress

CYP progress is continually monitored by Class teachers, SENCo and Senior Leadership Team. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN&D Support or has a statement/EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening.

The progress of CYP with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's teacher.

If you have concerns that your child has an unmet special educational need after speaking to the class teacher then you should contact the SENCo.

What support is there for my child's overall wellbeing?

At St Peter's we work extremely hard to ensure that children's feelings and needs are taken into consideration at all times. Our Behaviour Policy supports the choices that are made and children are supported if they struggle to make the right choices. We note any changes to behaviour which occur and work with families to help children to express their feelings.

We have R-time and PSHE as regular features of our weekly timetables and this helps children learn the language for exploring feelings and explaining situations and how they

might deal with them. We run nurture sessions to which your child may be invited if we feel they need further support with their emotional wellbeing.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

How is SEN&D support allocated to CYP at our School?

The Code of Practice 2014 states that:-

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.’

CYP who are underachieving and failing to meet targets have interventions in and out of class.

CYP are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.

For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.

CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called ‘SEN Notional funding’ and equates to approximately 10 hours support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:-

- CYP already receiving extra support.
- CYP needing extra support.
- CYP who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly and changes made as necessary. CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Nurture group
- Educational Psychology Service / STePS

- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent).

- Class teachers and the SENCo are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these during parents evening and after school in consultation with you.
- We will meet with you 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We will share information with you about parent/carer support groups

How does the school support CYP with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to CYP with SEN&D?

Our school has ramps that allow access to areas in the school. There is a lift that enables wheelchair access to the dining room and from which the hall can be accessed from an external ramp. There are 2 toilets that have enabled access. There is an outside walkway that would enable wheelchair access to the year 5 classrooms at present this area is uncovered.

Teaching resources and equipment used are equally accessible to all CYP. After school and extra-curricular provision is accessible to all CYP including those with SEND.

We meet with parents and young people to discuss how we can best support them if they wish to attend after school clubs.

All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to new subject teachers. All relevant information will be shared.

From Key Stage 1 to Key Stage 2

- There is detailed transition for all pupils over 3 visits to school in June and July.
- Extra visits can be arranged if the need of the child and family warrants this.
- The first transition meeting involves parents and their young people.
- In addition key staff have meetings specifically to share records and enable a smooth transition.

Transition from Key Stage 2 to Key Stage 3:

- Head of Year and SENCo will visit your child's primary school.
- Transition meeting with staff from both schools.
- Children visit their secondary school.
- Extra visits can be arranged if the need of the child and family warrants this.
- Record sharing.

- Enhanced transition, which includes visits and activities with designated members of staff.
- extra support for tests, assessments and examinations will be considered as and when necessary.

How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

CYP have to the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. For example:-

- Differentiation,
- ADHD, ASD, Dyslexia, Diabetes etc.
- Applying the new Code of Practice,
- Using specialist medical equipment such as epipen, defibrillator

This year we will cover:

Training	Staff	date
Completion of support targets	All teaching staff and TA's	October 2017
Graduated Response staff meeting.	All teaching staff and TA's	February 2018
Social, emotional and mental health graduated response	SENCo	May 2018
Anna Freud – Peer to Peer Mentoring	SENCo and Headteacher	January 2018
SEND Network training	SENCo	Throughout the academic year
Autism Champion training	TA	April 2018
Lego Therapy training	TA	March 2018

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to the Chair of Governors, c/o St Peter's CE (VA) Junior School. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy and procedure
- Behaviour Policy <http://www.stpetersschoolderby.co.uk/documents/behaviour-management-policy>
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Inclusion Policy <http://www.stpetersschoolderby.co.uk/documents/SEND-policy>
- Safeguarding Policy <http://www.stpetersschoolderby.co.uk/documents/safeguarding-policy>

SENCo	Helen Cavanagh	May 2018
Headteacher	Alison Woodhouse	May 2018
SEND Governor	Serienne Goring	May 2018