

St Peter's Anglican Methodist Primary School

SEND Information Report 2025



'All things are possible' Mark 9:23.

How our school supports children with Special Educational Needs and Disabilities (SEND)

At St Peter's Primary School we are committed to offering an inclusive curriculum to all our pupils, whatever their needs or abilities. We aim to ensure that all our learners have access to a broad and balanced curriculum, supporting the development of the whole child.



Our SENCo and Deputy Designated Safeguarding Lead at St Peter's is:
Miss Sarah McKenzie.

At St Peter's we recognise that children are individuals who learn in different ways, and that some children need additional differentiated approaches beyond what is normally provided as part of quality first teaching in our classrooms. Some children need additional support because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, affecting their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

During our recent OFSTED inspection (March 2024), they have said...

'The school places a high priority on meeting the needs of pupils with special educational needs and/or disabilities (SEND). Staff have a secure understanding of how to support pupils. They make suitable adaptations which help pupils follow the curriculum successfully. They work in close partnership with the parents/carers of pupils with SEND, as well as with external agencies.'

South Gloucestershire's Local Offer

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents and service providers in its development and review.

Local authorities and their partner bodies and agencies, including schools, must cooperate with each other in the on-going review of the Local Offer. South Gloucestershire Council have published their Local Offer and it is available at:

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

How do you know if children need extra help and what should I do if I think my child may have a special educational need or disability (SEND)?

- We work closely with pre-schools and previous schools when new children join us, so that we have some understanding of their needs from the outset. We have a variety of feeder preschools, with children attending from Olveston to Patchway.
- Our staff may identify that your child has a SEND because they are not making expected progress or their social, emotional and wellbeing needs are not being met. We will differentiate our teaching accordingly whilst observing your child and assessing their understanding to help us understand the cause of the difficulty.
- A specifically tailored level of provision will be recorded using a support plan. These plans will be co-created by parents and carers with school staff and reviewed at least three times a year, in term 2, 4 and 6. We may contact our Educational Psychologist Claire Balisteri if we require further advice, and we will keep you informed about this.
- If you tell us that you think your child may have additional needs, we will discuss this with you and look into it. We will work with you to discuss what we have discovered from working with your child, and agree how we can work together to help them progress.
- Your child's class teacher is the initial point of contact for responding to parental concerns. You are welcome to speak to any member of staff, including the SENCO.
- We hold pupil progress meetings throughout the year at which our Executive Head Teacher, Mr Paul Smith and Head of School, Mr Nic Baykaa-Murray, will meet with class teachers to discuss the progress of children in each class. In these meetings, children's needs are identified and specific interventions are put in place to support their development. During meeting later on in the year, progress and attainment will be discussed and an evaluation of the impact an intervention is having will also be discussed. The discussions had by members of staff with the Head Teacher will be highlighted to Senior Leadership team during one of our Senior Leadership Team meetings.
- We work with health professionals such as GPs, speech and language therapists, paediatricians, Child and Adolescent Mental Health team (CAHMS) and the school health nurse to support them in finding diagnoses for some children.
- We believe that a positive partnership between home and school is extremely important. We are a child and family centred school, and you will be involved in all decisions about your child's support.

How will I know that St Peter's Primary School supports my child, and how do you communicate to all staff that my child needs additional support because of their SEND?

- When a child's specific needs are identified, the class teacher and SENCO discuss these with other colleagues, so that they are aware of what they need to do to help your child. The extent to which the information is shared depends on the particular need. For example, if a child's self-esteem is affecting their ability to enjoy unstructured times such as lunchtime, we will discuss this with our team of lunchbreak supervisors so that they are aware of how to support your child.
- Teachers and the SENCO update each other on new concerns about specific children at their weekly staff meeting. Teachers and teaching assistants also meet regularly to discuss any concerns during the support staff meetings.
- The Governing Body is responsible for ensuring that the school is as accessible as possible and that it treats pupils and staff in an equitable way.

How will the curriculum be adapted to meet my child's needs?

- Our teachers and teaching assistants are skilled at adapting lessons to make learning more accessible or more challenging, so that each child can learn at their own pace and in their own way. In some cases, work may be individually differentiated in order to meet a specific learner's needs. If additional resources are required, we will provide these.

- We provide additional materials and interventions, so that the curriculum is accessible to all and all learners have the opportunity to make good progress.
- Teaching assistants may be deployed to lead small groups where appropriate.
- Our staff are trained and experienced at delivering a number of high quality interventions, such as Rapid Reading, Rapid Phonics, Lego therapy, Emotional Literacy Support, Handwriting Without Tears, social skills, mentoring, Nessy and additional maths challenges support groups.
- If appropriate, specialist equipment such as pencil grips, wobble cushions and foot rests may be provided to your child to help them access the learning.
- As much as possible, we aim to keep children with their peers during lesson time. Quality first teaching from the class teacher, supported by skilled teaching assistants, is at the core of our approach to meeting the needs of all learners.

How will you and I know about my child's progress?

- If your child is identified as having a particular need related to a specific area of their education, such as spelling, they may be placed in a small focus group. This will probably be for a short period, usually a term, at the end of which their progress will be reviewed. Groups are run by teachers and teaching assistants.
- The SENCO works with colleagues to monitor the effectiveness of all interventions running across the school.
- At our pupil progress meetings, we will discuss interventions currently running and recommend new ones, depending on the learning needs of individual children. Support plans and targets will also be discussed during these meetings.
- Occasionally, we might seek more expert advice on how to support a child. We may then refer your child, with your consent, to agencies such as the Educational Psychology Service or the Speech and Language Service. These agencies work with us to give us expert advice and guidance. You will be kept fully informed of this process. We can provide support for up to 3 children (3 days) to work with the Educational Psychologist per year and the Speech and Language will arrange drop in sessions for children in EYFS/KS1 approximately twice a year.
- The SENCO reports to the Governors on the progress of pupils with SEND. Children are not named individually, and confidentiality is maintained at all times. Our SEND governor is Ben Taylor.
- We aim to work in partnership with parents/carers. We run parents' evenings twice a year, where you will be able to discuss your child's progress. These are alongside open days, curriculum workshops and celebration of work days. However we also offer an open door policy and you are welcome any time to make an appointment to meet with your child's class teacher and/or the SENCO to discuss how your child is progressing.
- Occasionally it may be beneficial to have a more regular contact between home and school. In that case we may ask to meet with you more regularly, or to set up a home/school communication book. Some parents and carers may prefer to communicate via email, however if you would like to discuss something in depth, we ask if an appointment or meeting can be arranged.
- If a child has been identified as having a SEND, we will set up a Support Plan or an Identifying Needs Plan. These documents have been taken from South Gloucestershire's SEND toolkit for professionals and adapted to suit our school. Included within this plan is the parent and pupils voice. It is vital throughout the whole parents/school partnership that pupils' voices are and listened to. We will meet with you 3 times each year to review your child's provision map and discuss their progress through their targets.
- If your child has a severe and complex SEND they may have an Educational Health and Care Plan (EHCP). In this case, more formal meetings will take place with the local authority to discuss their progress and a formal report will be written. If we believe that your child may need an EHCP, we will work closely with you to lead the process, however parents can apply for an EHCP if they feel it necessary. EHCPs potentially mean that additional funding is provided so that we can deploy extra resources to support your child's learning. Children with an EHCP will have an annual review meeting which is reported to the local authority.

How will you help me to support my child's learning?

- The class teacher and SENCO may suggest ways in which you can support your child, including strategies to use if there are difficulties with behaviour/emotional needs.
- If your child has a support plan, teachers will recommend strategies and activities for you to use with your child at home, such as Nippy. These plans will also be co-created with you so that your voice in your child's education is embedded throughout the plan.
- Reports from any outside agencies that are involved usually contain suggestions of strategies and techniques that can be used at home.

The Adaptive Teaching Approach

- Adaptive teaching is an approach to providing quality education to all students. It aims to help learners reach the same goals and learn the same skills and concepts, using technology, data analysis, and ongoing assessment. These goals link to outcomes set out in the Early Years Curriculum or National Curriculum.
- It is an approach where a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Technology may play a part in both assessment and subsequent personalisation of the teaching but it is not essential.
- With adaptive teaching, the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.
- Adaptive teaching is different from differentiation. It is the approach to the learning needs of students. While differentiation focuses on meeting the needs of an individual or a group of students, adaptive teaching focuses on the whole class in real-time. Differentiation involves a teacher making adjustments to a lesson or scheme of learning to meet the needs of different learners.

What support will there be for my child's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All our staff understand that children having high self-esteem is crucial to their overall well-being. We have a caring and understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carers first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care.
- In situations where it is appropriate, we offer 1:1 mentors for children who need someone to talk to.

Pupils with medical needs:

- We have a policy regarding the administration and managing of medicines on the school site.
- If a pupil has a medical need then a detailed Care Plan is drawn up in consultation with parents/carers. Care Plans are available from the school office to view, however these are not displayed due to GDPR purposes.
- Where needed, the school health nurse provides specific training, such as epi-pen training.
- Where necessary and in agreement with parents/carers, medicines are administered in school. However this is only when a signed medicine consent form is in place to ensure the safety of both the pupil and the staff member. The medicine will also need to be prescribed and cannot be over the counter medicine such as calpol.
- A large number of staff have basic first aid training, and several members of staff are also trained in paediatric first aid.

What extra support does the school bring in to help us meet SEND?

- We access additional support from a range of Local Authority services such as:
 - Educational Psychology Service
 - CAMHS (Child & Adolescent Mental Health Service)
 - Education Welfare Officer
 - Child protection advisors
 - Social Care
 - Compass Team
 - Inclusion Team
 - Behaviour Specialists
 - Children's Therapy Team (Speech & Language/Occupational Therapy)
 - School Health Nurse Team
 - Families Plus
 - Compass Team
 - SEND and You (formally known as Supportive Parents)

What training have staff had/are having to support children with SEND?

- At St Peter's we value the continued professional development of all our staff. Our staff are involved in regular training, both in house and outside. We feedback what we have learned on course, so that colleagues can benefit from new expertise. Various members have staff have received a wide range of training relating to SEND, including:
 - Supporting pupils on the autistic spectrum
 - Supporting pupils with social, emotional and mental health needs
 - Supporting pupils with speech and language needs
 - Supporting pupils with physical and coordination needs
 - Supporting pupils with dyslexia
 - Supporting pupils with attachment difficulties

How will my child be included in activities outside the classroom, including school trips?

- St Peter's is an inclusive school, and activities and school trips are available to all. We will make any necessary arrangements and adaptations to ensure that children with SEND receive any additional support they need to access these activities.
- Risk assessments are carried out to enable all children to participate in activities
- We have regular educational visits as well as visitors coming into school to support different topic areas. All children are always included in these, regardless of SEND. We provide any support needed for full inclusion and we ensure that educational visits are accessible to all

How accessible is the school environment at St Peter's?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- A site which is fully accessible for wheelchairs
- Disabled toilets which are large enough to accommodate changing and one disabled toilet which also has an accessible shower
- A building which is all on one level and has ramps into the playground and at specified fire exits

How does the school prepare and support children when joining St Peter's or when transferring to a new school?

- We liaise with pre-schools and nurseries before children start Reception. Our Reception class teacher and teaching assistant carry out home visits to new Reception children during early September. When children join Reception, they attend for half days for the first week, to enable them to make the transition gradually
- All pupils attend a transition morning with their new class teacher in the previous summer term

- When pupils transfer from another school, we liaise with that school to ensure that important information is shared. In some cases, we visit pupils in their previous school before they join us
- When pupils are in Year 6, we arrange additional visits for SEND pupils who we believe would benefit from a more assisted transition so that they have time to get used to a new school environment
- In some cases, we may visit secondary schools with the parents of SEND children in order to help them make the best choice for their child
- Our SENCO and the Year 6 teacher/ teachers will liaise with the SENCO from receiving secondary schools in order to pass on information regarding pupils with SEND

How is the decision made about how much support my child will receive?

- These decisions are made through consultation between the class teacher and the SLT. Decisions are based upon our regular tracking of pupils and upon advice received from outside agencies
- The class teacher and SENCO will discuss the child's needs and decide what support would be appropriate, taking into account the targets on the provision map
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels of achievement
- During their time at St Peter's, if further concerns are identified due to a pupil's lack of progress or well-being then other interventions will be arranged. You will be part of this process and will be kept informed

How can I be involved in discussions about planning for my child's education?

- At St Peter's we really value our partnership with parents/carers, and we encourage you to contribute fully to your child's education. This may be through:
 - Discussions with the class teacher (informally and through parents' evenings)
 - During meetings with the SENCO and other professionals
 - During regular meetings with the class teacher to discuss your child's support plan and targets, some of which may be met through support you can provide at home

Overview of St Peter's Primary SEND Provision- The Graduated Approach

Quality First Teaching: What we offer every child at St Peter's

QFT should be on offer for all children. It is the effective inclusion of all pupils in high-quality, every day, personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

School Based Support: Teachers

Following quality first teaching, class teachers constantly review the progress of children in their class and then plan targeted support to help specific children make more progress in a particular area. This may involve small group interventions on a specific area of need or may sometimes involve one-to-one work with the TA or Class Teacher.

School Based SEND Support: Teachers and SENCO

Following quality first teaching, and by monitoring very closely any initial support, class teachers review the progress of children who have been receiving any school-based support interventions. If it is felt that the child is not making expected progress, despite QFT and school-based support, a child may be assessed as having a Special

Educational Need and will require provision that is 'additional to and different from that which is provided for most children.'

They will then be added to the school's SEN register. The SENCO may then seek support from different external agencies. At this point a support plan will be put in place in consultation with the child and parent/carers.

EHCP (Educational Health Care Plan) Assessments- The Process

If it is felt that, despite receiving rigorous intervention provision, and where the school has taken relevant and purposeful action to identify, assess and meet the needs of a SEND child, that the child is still not making expected progress, the school or parents could make a request to make an EHCP needs assessment (EHCna). An assessment takes place over a twenty-week period. Following a needs assessment is agreed at panel and initiated, the process of providing an EHCP can start. After consultation between the Local authority's 0-25 team, other educational professionals, the school and parents, a plan may be given to a child that can run from anytime between the ages of 0 to 25. This will ensure that long term support is provided, and provision given to support the child into adulthood. All agencies, including education, health and social services, are involved to work together for the best of the child.

How can parents/carers get extra support?

Your views are very important to us and we want to work in partnership with you to provide the best possible outcomes for your child.

If you have any concerns or feel you would benefit from extra support, please contact your child's class teacher in the first instance. You could arrange to meet with the SENCO, Miss Sarah McKenzie, Mr Nic Baykaa Murray our Head of School or Mr Paul Smith, our Executive Head Teacher. You could also ask to speak to our Chair of Governors, Mr Mike Ormond. Our SEND governor is Ben Taylor.

Our SEND policy contains further information on our approach to providing a fully inclusive education for all pupils, including those with SEND. Please see our school website or ask the office for a paper copy.

All local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available across education, health and social care. This is for children and young people in their area who have SEN or a disability, including those who do not have EHC plans.