St. Peter’s CE Primary School

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SEN Information Report

This document aims to answer your questions about the provision we make for children with Special Educational Needs (SEN). If you require more information please contact our Special Educational Needs Co-ordinator (SENDCo).

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Who do I speak to at St. Peter's if I have a concern?

- If your child is already in school and you have any concerns about their progress or behaviour, please initially talk to your child's teacher.
- The class teacher may then refer you to speak to the Special Educational Needs Co-ordinator (SENDCo).
- If you have concerns about your child who is not yet at school and you are considering St. Peter's as an option, please contact the Special Educational Needs Co-ordinator (SENDCo).
- The SENDCo at St. Peter's is Mr Andy Wilson. He works across both the Infant and Junior departments.
- You can contact Mr Wilson by phoning the school (0121 464 2128) or by e-mail (a.wilson@st-petersce.bham.sch.uk)

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What type of Special Educational Needs do you provide for?

At St. Peter's we make provision for children with Special Educational Needs in:

- **Communication and interaction**: Children who have difficulty communicating with others which may be because they:
  - find it hard to make themselves understood or to say what they want to
  - do not always understand what is being said
  - find interacting with others difficult
  - are on the Autistic spectrum

- **Cognition and learning:** Children who learn at a slower pace than their peers because they:
  - take longer to learn important skills
  - find it difficult to remember things such as the important words for reading and times tables
  - find it hard to understand how to use letter sounds to read and spell words
  - may need more time to think about their answers
  - may have an associated difficulty, e.g. issues with mobility and communication, physical disability or sensory impairment
  - may have a Specific Learning Difficulty (SpLD), e.g. dyslexia, dyscalculia or dyspraxia

- **Social, mental and emotional health**: Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life, for instance they may find it challenging to:
  - follow rules set by others
  - sit still for a long time
  - listen to and follow instructions
  - understand how they, or others, are feeling
  - make friends
  - deal with their difficulties in a way that does not cause harm to themselves or others
  - take responsibility for the things they do

- **Sensory and/or physical health**: Children who have a disability that means adaptations and/or support are needed to enable them to fully access the school/learning environment. This may include:
  - hearing and/or visual difficulties,
  - physical disabilities
  - motor skills issues
  - medical needs.

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How will you meet the needs of my child in school?

- **All staff** at St. Peter's are trained in a variety of approaches which means that we are able to adapt our teaching to suit children with SEN.
- **Class teachers** have responsibility to ensure that **all** children are supported within lessons using a variety of teaching and learning strategies appropriate to their needs. This means that activities are planned according to the level the child is working at. This universal approach is known as **Quality First Teaching**.
- If Quality First Teaching isn't enough for your child, targeted support strategies can be used, which may include extra support within the classroom with specific targets to help him/her make more progress. This is called '**universal**' support.
- Your child may also be part of a small group that works outside the classroom with a member of the **SEN team,** focussing on specific targets to support their learning. This is called '**targeted**' support.
- If your child has a high level of need, he/she may require an individualised programme of and/or have an Education and Health Care Plan (EHC). This is called '**specialist**' support.
- If your child receives support in addition to Quality First teaching, he/she will have a Target Plan and or a One Page Profile, which sets out next steps/targets that they are currently working on and what additional provision is being put in place to support them.

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How do you measure the impact of the provision at school?

- All children's progress, including those with SEN, is continually monitored by his/her class teacher, the SENDCo and senior management using the school's assessment tracking system. This helps the school to monitor how well interventions are working.
- At St. Peter's we also use the Birmingham Language and Literacy (L&L) and Maths toolkits which support assessment your child's progress in small steps.
- In addition for children with SEN, we also set individual next steps/targets. These are reviewed at least three times a year at meetings which involve you and your child, together with the relevant staff.

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Will my child be fully involved in all activities at school?

- All children have equal access to our extra-curricular activities, both during the school day, at lunchtimes, or after school.
- Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.
- We ensure our children with SEN are fully represented on our school council and have a strong voice within our school community.

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Where does the school get more specialist help for my child if he/she needs it?

St. Peter's works with a range of external agencies who can provide specialist support where needed:

- **Pupil School Support (PSS):** Supports children who are working below the levels expected for their age.
- **Educational Psychologist (EP):** Supports children who have social, mental or emotional needs, or other complex needs.
- **Communication & Autism Team (CAT):** Supports children or young people who are being assessed for, or already have, a diagnosis of Autism or communication difficulties.
- **Physical Difficulties School Support (PDSS):** Supports and promotes the inclusive education of children and young people with physical difficulties and motor disorders.
- **Sensory Support (SS):** A team of specialist staff who provide support for children and young people with hearing or vision impairment.
- **Speech & Language Therapy Service (SALT):** NHS Speech & Language Therapist Support for children with a high level of speech and language difficulties.
- **Malachi:** Support for children with emotional, social or mental health difficulties which impact on their behaviour and learning in school, including their attendance.
- **School Nurse:** Support for children with medical needs, including where medication is prescribed/required.
- **Occupational Therapy:** Support for children or young people with physical/sensory issues which impact on their levels of independence and self care.
- **Physiotherapy Service:** Support for children with physical difficulties.

We will always talk with you first before involving one of these services.
A referral is then made by the SENDCo.

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How do you involve me as a parent in the education of my child?

- At St. Peter's we are committed to working in partnership with parents in the education of their children.
- If we feel your child requires additional support, we will always talk with you first and discuss how together, we can help your child at school and at home.
- Your child's class teacher or the SENDCo will meet with you at least once a term to review your child's progress and plan their next steps.
- If other professionals are involved, we can arrange for you to meet with them and give you the opportunity to further discuss your child's progress.
- In addition, our staff are often available at the end of the school day to discuss any concerns you may have about your child, or will be happy to arrange a more suitable time.

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How do you involve my child in their own education?

We aim to involve all children at our school in their own education. For children with SEN we use a variety of strategies to achieve this, which include:

- Involving your child in planning their next steps and reviewing their progress at an appropriate level for their age.
- Having a range of education resources available for your child to use and select as appropriate, e.g. visual timetables, cue cards, overlays, pencil grips, writing boards, picture/communication cards etc.
- Providing opportunities to develop new skills through our out of hours or lunchtime clubs or applying to be a part of the School Council.
- Ensuring your child is aware of who they can go to for help.

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How will you ensure my child settles well each year at school?

At St. Peter's we have a wide variety of transition activities to ensure we make these times as easy and worry free as possible for all of our children.
For those children who are identified as having SEN we provide additional resources and/or activities in the following situations:

- If you have a child with Special Educational Needs that is joining us from another setting, we may arrange to visit him/her in their familiar environment.
- We may offer your child additional visits to our setting before they start and a planned induction when they do start at St. Peter's.
- We may also give you a booklet for you to share at home with your child, containing photos of the school and the staff who will be working with them.
- When your child moves between year groups, we may provide additional visits, transition booklets, and social group time to discuss what he/she may be nervous about, as well as what he/she is looking forward to in their new class. This can be especially valuable when he/she moves between our infant and junior buildings.
- To prepare for secondary school we run a small transition group, where your child may have the opportunity to look at timetable/homework planners, as well as talk about what equipment he/she will need, how he/she will get to school etc.

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Where else can I find help?

- The Birmingham Parent Carer Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities.
- You can also find out a wide range of information about support available in the city at Birmingham City Council's 'Local Offer' web page.

- Other organisations that may be able to help:

- Autism West Midlands
- Downs Syndrome Association
- Edward's Trust (Bereavement counselling)
- British Dyslexia Association
- Dyspraxia Foundation
- Forward Thinking Birmingham (Mental health partnership for 0-25 year olds)
- Birmingham NHS Speech and Language Service
- Our School Nurse at Quinton Lane Care Centre, Quinton, Birmingham
- Your own GP

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Who should I approach if I have concerns about provision for my child?

- Your first point of contact is your child's class teacher who is often available at the end of each school day. Additionally, you can make an appointment to speak to our SENDCo.
- If you feel that your concerns have not been addressed then you may want to make an appointment to speak to our Head Teacher.
- If you feel the issues have not been resolved then you may want to contact the school's Governing Body. Our school and governing body take complaints seriously, will act upon these on an individual basis, and do everything they can to fix the issue.
- If you feel you need to take your concerns further, the Birmingham Parent Carer Partnership Service will provide independent information and advice.

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Universal Support: Resources and strategies used at St. Peter's to support Quality First Teaching

- Staff trained in a variety of approaches and specific learning difficulties including ASD, Dyslexia, social and emotional difficulties, speech and language needs.
- Differentiated curriculum (Work planned for different abilities to meet the needs of all children in the class).
- Small group work and additional staff in class to support groups of children.
- Practical and Kinaesthetic learning (Teaching and learning supported by practical activities and physical movement)
- Picture/symbol timetables, picture/communication cards, now and next boards, cue cards, makaton signs, overlays, pencil grips, writing boards.
- Reward charts, countdown timers.
- A range of computer hardware and software.

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Targeted Support interventions used at St. Peter's

- **Interventions to support English:**
  - Additional reading booster group
  - 'Every Child a Reader'
  - 'Early Literacy Support'
  - Writing booster group
  - Phonics booster group
  - Spelling booster group
  - Speech & Language Group

- **Interventions to support Maths:**
  - Maths booster group
  - Maths through PE group
  - 'Max's Marvellous Maths'

  - Fine motor skills group

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Specialist Support interventions regularly used at St. Peter's

- **Interventions to support learning needs:**
  - Speech & Language intervention (small group or 1:1 support)
  - Precision teaching (1:1 10 minute daily activity)
  - Direct Phonics (1:1 20 minute daily activity)
  - Acceleread-Accelerwrite (1:1 20 minute daily activity)
  - Cued Spelling
  - Multisensory spelling group (Supporting spelling through a variety of multisensory activities & computer based learning)
  - Five Minute Box
  - Colourful Semantics
  - Word Wasp
  - Power of 2

- **Interventions to support communication and interaction needs:**
  - Social group
  - Speech and language group
  - Lego Therapy
  - Comic Strip conversations

- **Interventions to support physical and medical needs:**
  - Children who have a high level of need will have an individualised programme and/or an Education and Health Care Plan (EHCP) We will also act on advice from other professionals involved.

This list is not exclusive and other interventions may be used, according to each child's needs.

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What are Special Educational Needs (SEN)?

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs(SEN) if he or she *"has a learning difficulty or disability which calls for special education provision to be made for him or her"*.

A child is considered to have a learning difficulty if she or he:

•has a significantly greater difficulty in learning than the majority of others of the same age; or

•has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Admission arrangements for pupils with Special Educational Needs or Disabilities. Our school acts in accordance with Birmingham City Council's policy on school admissions which is in compliance with the Children and Families Act 2014, the SEND regulations 2014 and the Equality Act 2010. All pupils are, therefore welcomed, and we strive to ensure that all reasonable adjustments are made to our premises and necessary equipment and resources are catered for so that their needs are fully provided for. This includes making adaptions to meet particular needs and enhance learning.

In line with Equalities Act (2010), the school will make reasonable adjustments to enable disabled pupils to participate in school life. An Accessibility plan is published to show how the admission of disabled pupils can be facilitated. – please see our school's Accessibility Plan.