



**ST. PETER'S
PRIMARY
SCHOOL**
EVERYONE COUNTS

SEND INFORMATION REPORT

Author

SENDCo & Co-Headteachers

Version

1.1

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Adopted by the Full Governing Body

November 2022

Next Review

November 2023

Arrangements to Meet the Needs of Pupils with Special Educational Needs and Disabilities (SEND) at St. Peter's Primary School

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs or disability. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

What support do we offer?

St. Peter's Primary School will use its best endeavours to ensure that the necessary provision is made for any pupil with SEND. In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND. We want to engage every pupil to become self-motivated, life-long learners, including those with special educational needs or disability. We want to ensure pupils with SEND reach their personal and academic best through participating in an exciting and memorable curriculum that is accessible to all. Working in partnership with parents is fundamental to our ethos; parents are always welcome to telephone, e-mail or arrange a visit to discuss their child's individual needs (please see the following pages for contact details).

Together, we can make a difference!

**Roles and responsibilities:
Who should I contact to discuss the concerns or needs of my child?**

Class teacher

He/she is responsible for:

- *adapting and refining the curriculum to respond to the strengths and needs of all pupils*
- *checking on the progress of your child and identifying and planning the delivery of any additional support required to support progress*
- *contributing to devising personalised learning plans/individual education plans to prioritise and focus on the next steps required for your child to improve their learning.*

Special Educational Needs Coordinator (SENDCo)

Mrs J. Kennedy

Contact:

jkennedy.306@spps.foliotrust.uk
0208 688 5414 Ext 506

If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcome of these discussions you may have a follow up meeting with the SENDCo.

She is responsible for:

- *coordinating provision for children with SEND and developing the school's SEND policy*
- *ensuring that parents are:*
 - *involved in supporting their child's learning and access*
 - *kept informed about the range and level of support offered to their child*
 - *included in reviewing how their child is doing*
 - *consulted about planning successful movement (transition) to a new class or school*
- *liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties*

The Co-Headteachers

Mrs S. Sandle and
Mrs C. Barriball

Contact:

admin@spps.foliotrust.uk
0208 688 5414

Governor for SEND

Joanna Davis

Contact via school office as
above

- *providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND*
- *sign-posting local organizations which may be able to support the child's needs.*

They are responsible for:

- *the day to day management of all aspects of the school including the provision made for pupils with SEND.*

She is responsible for:

- *supporting school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.*

SEND Support – Assessment, Planning and Review

How will the school decide if my child needs extra help? How can I find out about how well my child is doing?



Meetings are held each half term to look at the progress of all pupils.

Where there are concerns that a pupil is not making progress further assessments will take place (for example a literacy profile may be completed, a dyslexia screener carried out, an individual maths assessment with the maths co-ordinator carried out or observations made by the specialist Speech and Language Teaching Assistant etc). As required, there will be discussions with key staff to plan for additional support to be put into place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. If appropriate, your child will be involved too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support such as work with the school's trained Nurture Support Teaching Assistants or work with the school counsellor (your permission for these will be sought first). It is the school's intention that parents are kept informed and up to date over any work carried out by the school's Nurture Support Teaching Assistants or school counsellor. This may be by telephone conversation, e-mail or meetings in school.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a personal support plan. You will be invited to discuss this and will share in the process of creating an 'Individual Education Plan (I.E.P.) Passport' for your child which details their strengths and needs and the provision provided to help them overcome any barriers to learning they may face. It is important that this takes into account your child's strengths as well as areas of difficulty. Where appropriate, it may, also, identify ways in which you can help your child at home.

The impact of this additional support will be reviewed regularly and you will be invited to be part of the review process. Formal reviews of your child's passport will take place three times per year in the months of October, January and May. You will be invited to a meeting in October, January and May to discuss progress and to agree new targets/desired outcomes for your child to achieve by the next review. These meetings may coincide with a parent evening but not necessarily so, particularly if more time is needed for discussion. Parental involvement in creating and reviewing the 'Passport' is very important as parents play an important role in supporting the work of the school (for example, there may be opportunities to practise or reinforce work at home).

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychology Service or the Speech and Language Therapy Service. A referral for support from an outside agency will only be made with your consent.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs requires provision beyond that which can be offered by our own resources a request for an Education Health Care Plan may be made to the Local Authority.

The SENDCo will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

Tests and Examinations: Access Arrangement



For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.

The SENDCo, assessment co-ordinator and/or class teacher will talk to you if they feel that your child would benefit from these additional arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class.

Daily planning takes into account individual pupils' needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for children to work in both ability and mixed setting groups in order to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEND Support Plan (I.E.P. Passport).

Full details of the range of additional interventions available within the school can be found on the schools 'Provision Mapping' documents available on the school website by clicking this [link](#)

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?



We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life. The school's accessibility plan is updated regularly and can be found on the school's web site by clicking this [link](#).

Depending on the specific needs of your child, a more personalised accessibility plan or medical care plan will be drawn up in consultation with you and, where appropriate with outside agency support such as the school nursing team, occupational or physiotherapy services. This will be reviewed and updated on an agreed, regular basis.

Emotional Well-being

Emotional well-being is taken very seriously by the school and this is no different for a child with special educational needs or disability who must always feel safe, secure and happy within and around the school environment. We work hard to ensure St Peter's Primary school is a fully inclusive school in which all children and adults, regardless of their SEND, feel equally valued and respected by all.

The school has a behaviour policy (please see the school's website) to ensure behaviour is maintained to the highest standard; it provides the protocol for how unacceptable behaviour is managed in school.

We are a 'values-based school'. Values-based education (VbE) underpins the life and work of our school community; it promotes a way of being that values the self, others and the environment. Research shows the positive effects on pupils, both socially and academically, when educators model and teach about universal, positive human values. The purpose of adopting VbE is to inspire our children to adopt positive values in their lives so that they can be the best people that they can be and actively demonstrate the values in their daily lives, thereby helping to create a sustainable world. VbE fosters positive relationships and an understanding that hurtful, unkind or bullying behaviours are unacceptable.

We have 6 core values: **CARE, RESPECT, EMPATHY, ASPIRATION, TOLERANCE, EQUALITY** spelling the word **CREATE** - each core value has a set of sub values. Every half term we focus on one of our core values and its sub values. Each new Value is launched in an assembly. This is then followed up in class; class assemblies and around the school. Each half term's Value is highlighted on the school website and on the Week Ahead Newsletter so that families can continue the focus at home. Our Values are visible around the school as a constant reminder to us all.

"St Peters School has a well-established ethos of mutual care and support... everywhere I went I observed an atmosphere of mutual respect and care. The school is also a joyful place. The climate of the school is calm and purposeful with an all-pervading warmth".

Sue Jones Values based Education assessor.

The school plans theatre productions from time to time from outside organizations such as 'The Power of One Production' to explore and reinforce children's understanding of positive relationships and the impact upon others of thoughtless, unkind behaviour.

All children in school are taught that they can tell their teacher or indeed any adult in school, if they should ever feel worried, unsafe or upset for any reason. Appropriate action will, then, be taken by the adult to ensure the child is supported and the issue resolved. Depending upon the nature of the issue, this may take several different forms such as:

- referral to the senior leadership team or SENDCo;
- discussion or specific work with either the teacher, nurture staff or school counsellor;
- provision of a buddy or mentor;
- sometimes the teacher helping the child to create a 'circle of friends' or arranging for them to attend one of the school's social communication groups.

The names of the school's safeguarding officers are posted on the walls around the school building.

We, always, aim to work in partnership with parents and guardians to ensure children's experience of school is happy and positive.

Staff are trained in positive approaches to behaviour management that ameliorate and stop challenging behaviour should it occur. Staff also encourage all children to use 'Zones of Regulation' when talking about their emotions and well-being, helping them to develop tools to regulate their own feelings and behaviours. The four zones of regulation are displayed in classrooms as a reminder for children.

All children have access to the school's Nurture and Wellbeing/Sensory rooms as needed.

- Behaviour management strategies and positive approaches to challenging behaviour (through Croydon's Octavo training opportunities). This has, also, included training for a small number of staff in appropriate handling should the need for this ever arise.
- Speech and language difficulties (training provided by the Speech and Language Therapy Service). Training has included understanding of the range of speech and language needs that might arise, such as speech impediment, stammering, speech delay and speech disorder. The school's speech and language teaching assistant regularly liaises with the school's link speech and language therapist and, sometimes, attends meetings with other speech and language teaching assistants to share ideas and resources.
- Dyslexia including screening for dyslexia. Training has included understanding of what dyslexia is, how it impacts a child's reading and writing, and strategies and resources that can be used within the classroom to support a child with dyslexia.
- Using music creatively to support children with SEND.

Our SENDCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND (such as attending local SENDCo briefings, local SENDCo cluster meetings, the monthly SEND locality forums, and attending courses run by NASEN and the Croydon LEA SEND team). Our SENDCo is an experienced teacher who has worked across all year groups. She is a fully trained SENDCo holding the National Award for SEND Co-ordination and an MSc degree in Special and Inclusive Education from University College London (London University).

As highlighted above, the school actively seeks advice and guidance from local special schools and other relevant agencies, as appropriate, to help school staff meet the needs of your child and to review, evaluate and develop provision for pupils who have the most complex needs.

We have staff with specialised expertise and qualifications including:

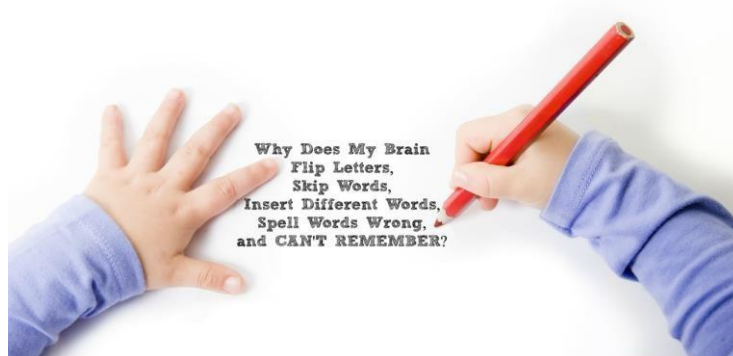
- 2 teaching assistants and the SENDCo trained in nurture.



- A teaching assistant trained in speech and language who works with children either individually, in pairs or in small groups to meet their speech and language targets as set by the school's attached Speech and Language Therapist



- Three members of staff trained in the use of dyslexia screening tools



- a qualified counsellor who works from an integrative perspective, working with the here-and-now (person-centred) and with the past-to-present (psychodynamic). She focuses on creative work with young students using lots of arts, crafts and games to build relationships and encourage self-expression

The school may also call upon outside bodies to support the needs of children, for example: music therapy via Nordoff Robbins independent music therapy charity, music therapy/the creative use of music via the charity Jesse's Fund or mentoring via outside charities (always by agreement with parents/guardians)

External partnerships
What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

Agency	What they offer?
Educational Psychology Service	<input type="checkbox"/> Observation of child <input type="checkbox"/> Consultation with staff <input type="checkbox"/> Consultation with parents/guardians <input type="checkbox"/> Literacy/ numeracy assessment <input type="checkbox"/> Cognitive assessment <input type="checkbox"/> Assessment of emotional/behaviour issues <input type="checkbox"/> Joint school/ family meeting <input type="checkbox"/> Developing a behaviour plan <input type="checkbox"/> Setting up and reviewing pupil support plans <input type="checkbox"/> Developing strategies <input type="checkbox"/> Attendance at annual review <input type="checkbox"/> Training / INSET <input type="checkbox"/> Emotional literacy support
Outreach services from Specialist Schools	Observation of a child; consultation with staff and parents/guardians; advice over strategies to help a child to manage within their whole class environment including ways to improve their behaviour if needed; staff training; school behaviour/management audits etc.
Speech and Language Therapy Sanderstead Clinic 020 8714 2560	Advice, training, individual speech and language targets and reviews as appropriate upon referral.
CAMHS (Child and Adolescent Mental Health Service). https://slam.nhs.uk/croydon-camhs	Diagnosis of Autistic Spectrum Disorder, ADHD, mental health issues, advice.
Early Help	Early Help referrals for family support – contact school if a referral is needed
The Nursing Team	Provide specific medical support and advice when needed.

<p>Parenting and Family Support - Family Lives: https://www.familylives.org.uk Tel: 0808 800 2222 https://www.familylives.org.uk/about/contact-us</p>	<p>Provides independent information and advice and guidance for parents /carers of children and young people with SEND.</p>
<p>Parents in Partnership Tel: 0208 684 5890 office@pipcroydon.com https://www.croydon.gov.uk/children-young-people-and-families/find-support/support-directory/parents-partnership-pip</p>	<p>Provides independent information and advice and guidance for parents /carers of children and young people with SEND.</p>
<p>The Dyslexia Association and other charitable organisations https://croydondyslexia.org.uk/</p>	<p>Training and advice.</p>
<p>Virtual School for Children who are Looked After https://www.croydon.gov.uk/children-young-people-and-families/children-looked-after-and-care-leavers/croydon-virtual-school Tel: 020 3758 3348 (9am to 5pm)</p>	<p>This service oversees and monitors provision for children who are in care of the Local Authority.</p>

<p>Occupational Therapy https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=VBifjOP3ce4</p>	<p>Advice, provide specific occupational therapy programmes as appropriate for individual children upon referral.</p>
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The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN at <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Transition

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition in the ways given below.

When moving from an Early Years setting to the Reception class

- Reception staff will arrange a home visit to meet you and your child and to discuss any concerns you may have. Where appropriate the SENDCo may, also, visit with reception staff.
- School receives information from the Early Years setting your child attended. Sometimes, when appropriate, a meeting will be held between the Early Years setting, yourself and the SENDCo to ensure all the special educational needs of your child are fully understood.
- Sometimes, it is appropriate for the SENDCo to have a meeting with you in school or a telephone conversation with you prior to your child starting school.
- Sometimes, arrangements are made for your child to make additional visits to the school prior to their official start day (this may, for example, be the case if your child has autism and needs to become accustomed to the new building).
- Sometimes, a book of photographs (of the building/key members of staff) is provided (again, this may be needed if your child has autism).

When moving to another school

- School contacts the new school's SENDCo and shares information about special arrangements and support that has been made to help your child achieve their learning goals.
- School ensures that all records are passed on as soon as possible.

When moving between classes and phases

- An information sharing meeting is held with the receiving teacher.

- Opportunities are provided for your child to visit the new class and meet the teacher and other key staff.
- Where needed, social stories are used and photographs taken of the new classroom and teacher to share with your child.

When choosing a secondary school

- When needed or as requested, possible options for secondary school placements are discussed with parents/carers.
- Sometimes, the SENDCo or child's assigned Teaching Assistant will support parents/carers by visiting possible schools with them.
- The SENDCo will liaise with possible placement schools when needed and/or facilitate visits by staff from possible placement schools to St. Peter's to assess and advise as to the suitability of their school for the child (the latter depending on the transition policy of individual schools).

When moving to a secondary school

- The Year 6 teacher/SENDCo will either make contact with the Year 7 leader or SENDCo (once a school has been named) to start planning for transition or will attend the local authority transition meeting to hand over information to the receiving secondary school.
- If needed, a multi-agency meeting can be arranged to create a more detailed transition plan.
- Any successful arrangements and interventions currently used to support your child will be shared with the secondary school and, if needed, additional visits made to the new setting to help your child become familiar with it and to reduce any anxieties.

Your involvement in the above processes will be critical to supporting successful moves.

Other arrangements to support inclusion of pupils with additional needs and engagement with their families

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We have a dedicated emotional support nurture room which is used to support any child with emotional or behaviour needs. Children accompanied by a member of staff can use it at any time of day. This room is also timetabled for Nurture sessions run by our dedicated Nurture TA (who supports children in various ways, for example developing their social communication skills through the use of social stories and puppets etc., through the 'Talking and Drawing' programme or by playing sharing games). The school counsellor also uses this room to meet with children referred to her.

We have a dedicated room for SEND children to work in should they need a quiet workstation. This room also has a small, separate area for play.

We have a well-being room that is equipped with sensory equipment, gym balls, spinners etc.

We have a wet room/hygiene room to support children with personal needs such as incontinence.

Children also have access to the school's trim trail/climbing frame to support gross motor skills.

We have a small kitchen area where the children can learn basic skills such as making sandwiches, and baking.

We liaise with the Sensory Service as needed to support children with hearing impairment or visual impairment and follow the accessibility plans drawn up by them for children with sensory impairment. We have sound systems in classrooms where needed and in the main hall to support any child with hearing loss/impairment and we make appropriate adjustments within classrooms when supporting children with either hearing or visual impairments.

The Speech and Language Therapist and Educational Psychologist make regular visits to support the school as needed.

The school's Speech and Language Teaching Assistant regularly attends the local 'Partners in Talking' cluster group where speech and language teaching ideas and experiences are shared.

When needed, we run 'fiddle fingers' groups to support occupational therapy targets.

School liaises with the school nursing team regularly. The nursing team provides advice about children's medical needs and writing individual health care plans to support children's medical needs.

Links are made with the after school/breakfast club to share inclusion strategies for individual children where needed

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We review and update our arrangements for supporting pupils on a regular basis and do this with the support of parents.

Date of this SEND information report: November 2022

This report will next be reviewed: November 2023 or before if needed.

We welcome comments or suggestions from parents/guardians to improve our provision for children with special educational needs or disability. Please direct these to the school SENDCo (e-mail address as given above).