

St Peter's Elwick Primary School

SEND Information Report

2021 - 2022

1. What kinds of special educational needs is provision made for at our school?

St Peters' Elwick CofE school is an inclusive school where every child matters; we aim to address children's needs and support their development in the 'best' and most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs including:

- **Cognition and Learning** – moderate learning difficulties; specific learning difficulties - dyslexia, dyspraxia.
- **Sensory, Medical and Physical** – hearing impairment, sensory processing difficulties, epilepsy.
- **Communication and Interaction** – Autistic Spectrum Condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- **Social, Emotional and Mental Health**

St Peter's Elwick school has a SENDCo: Sara Leighton and she is the lead SENDCo across both Hart Primary School and St Peters' Elwick School.

- Within St Peter's Elwick school we have a team of part time and full time staff consisting of 6 teaching assistants (4 full time and 2 part time) and 5 teachers (4 full time 1 part time) and 1 sports coach. Our team of teaching assistants have a variety of experience and training in planning, delivering and assessing intervention programmes for SEND, the less able and more able.
- We also have a team of teachers and TAs who discuss the wellbeing of vulnerable pupils termly and these members of staff contribute significantly to the teaching and support for those pupils in our setting with SEND.
- All our staff are trained each year on the needs of the pupils within and across our schools; this can include training from specialist agencies or consultants, as well as from our SENDCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.
- The school works closely with Hart Primary and Benedict Biscop Academy (The Northern Lights Learning Trust), with other local schools and the Local Authority, sharing training opportunities including INSET days and outside experts.
- As a National Support School, we have supported a school with their SEND provision.
- As a part of the **Prince Bishop's Teaching Alliance**, we support trainee teachers in understanding SEND as well as supporting those children with additional needs (both the less and more able) through fully inclusive teaching.
- The SENDCo meets with TAs and teachers to evaluate the impact of SEND provision half termly. Senior leaders meet at least once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they

meet the additional learning requirements of our children. We believe that the ‘ongoing’ dialogue regarding SEND pupils is vital and is continuous to ensure progress.

- There is a separate ‘Accessibility Plan’ for the school and this is available on this www.hartelwickfederation.org.uk . The ‘Accessibility Plan’ outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school’s policies with regard to the identification and assessment of children with SEND?

Our school’s Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child’s previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENDCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record

behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. TAs meet with the Designated Officer/SENDCo/SLT on a weekly basis to discuss behavior and social interaction concerns and work together to evaluate and apply strategies to support individual pupil's needs. The Head of Schools/Designated Leads and TAs attend termly Well Being Meetings to review children with behavior and social needs. See SEND policy for further information relating to behaviour support (available on this website). Parents are always informed if school considers that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need.

- We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.
- We also have a medical register, which registers children's medical needs and ensures that they are met. Selected children on this register also have an Individual Health Care Plan which lists in detail the medical need and action to be taken. This is signed annually by parents and updated as needs alter.
- Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document (available on this website).

3. What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEND?

- use of a provision map to measure progress and achievement. This is evaluated half termly for impact by TAs and teachers and shared with the SENDCo
- evaluation of Individual Education Plans ('My Books') 3 x yearly (termly)

- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND across the schools - part of whole school tracking of children's progress in terms of National Curriculum Age Related Expectations.
- use of pupil/parent interviews/questionnaires
- monitoring by SENDCo and, when appropriate, in conjunction with relative agencies.
- A child with an EHCP on role at another school visits St Peters' Elwick to support his friendship with peers and the local community.
- When it is determined by the SEND Team that a SEND pupil needs additional adult support beyond the first £6,000 , the SENDCo applies for IPS high needs top up funding from the Local Authority IPS Panel. The Local Authority have recently introduced a Banding System that can guide this application. The IPS funding is frequently reviewed – sometimes within 3 months.

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school
- evaluation of Individual Education Plans ('My Books') 3 x yearly (termly)
- tracking of pupil progress in terms of National Curriculum Age Related Expectations.
- progress of children with speech and language needs, visual impairments and hearing impairments is assessed and reviewed regularly throughout the year by SALT, The Visual Impaired Service and The Hearing Impaired Services

- a cycle of consultation meetings, based on the graduated plan-apply-review annual review is held for children holding Statements of Special Educational Needs Education Health Care Plan; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENDCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the classroom is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

c) What is our approach to teaching pupils with SEND?

- the fundamental aim of our school is 'Always our Best' and our aim is to enable each individual child to do this by unlocking potential and removing barriers to learning. This is the promise and commitment of St Peters' Elwick CofE School. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments; secure children's motivation and concentration; provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage. Information relating to results obtained over recent years is available on this website (available on website)

- provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head Teacher, Deputy Head and Assistant Head Teacher/SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

- a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of our children will learn and progress within these arrangements

- children with SEND will receive support which is adapted, additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely and they help children to manage their emotions in order to take part in learning effectively

- within our school, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, Learning Support teacher and teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.

- children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

- we have supported the placement of a child with speech and language difficulties to access a local speech and language base for a flexible period of time and then the successful transition back to full time mainstream education within St Peter's Elwick school

- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Local Authority Special Needs Team if appropriate), without the need to be disapplied. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

One of our main aims is to ensure that all pupils receive appropriate educational provision by providing access to a broad, balanced, differentiated and relevant curriculum that demonstrates coherence and progression in learning.

All class teachers and the SENDCo carry out an ongoing process of assessment, planning and reviewing that recognises each child's strengths, as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress.

To ensure that all pupils have access to and make progress across the curriculum, strategies are developed, used and reviewed to enable access for all children to the National Curriculum. These include:

Differentiation of the curriculum to match tasks to ability;

Well matched, differentiated planning and effective support structures delivered in a way that supports children with SEND;

- Development/use of a range of (multisensory) teaching styles which recognise the individual learning styles of the children in the class;
- Use of TAs to provide additional support;
- Small withdrawal groups;
- Discrete phonics sessions;
- Accessibility to appropriate/specialist resources to support pupils with particular needs e.g. sensory or physical difficulties or communication needs;
- Alternative means of accessing the curriculum through ICT and use of specialist equipment;

- Peer group support e.g. mixed ability grouping;
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy;
- Professional development opportunities for all staff on the needs of children with SEND;
- Ongoing evaluation by Senior Leadership Team and Subject leaders of the effectiveness of the curriculum in terms of meeting the needs of SEND pupils in terms of pupil attainment and progress.

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping(e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children maybe visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping ,photographs etc); outcomes expected from individual children; materials used; support level provided; provision at alternative location e.g. Eskdale SALT Unit

- school always acts upon advice received from external agencies (e.g. most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of brain breaks and sensory cushions or other sensory resource).

- we endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, ‘chunking’ of instructions, use of ‘10 second rule’ to allow processing time, pre-teaching of key vocabulary. We commission the services of SALT, Hearing Impaired Service, Visual Impaired Service and Educational Psychologist to work directly with children in our school and provide training, support and give advice to staff.

e) What additional support for learning is available for children with SEND?

- there are currently **110 children (including nursery and 92 excluding nursery) on roll.**

We have 6 teaching assistants employed in school, providing a high staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis.

- we follow the Code of Practice for SEND

- we teach a differentiated curriculum to ensure that the needs of all children are met – some children with personalized learning planned each week

- we implement individual education plans x3 yearly with tight measurable targets

- a large number of intervention programmes are in place for children who require additional support e.g. Precision Teaching; Numicon; Power of One , Power of Two, Success@ Arithmetic, 1stCount@Numbers; Pet Therapy. Read2Dogs, BLAST, ABC Therapy, Wellcomm tool. Where possible exit and entry data before and after all interventions is collated and evaluated to determine the impact of the intervention

- individual laptops, scribes and IPADs are used for children with recording needs

- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists. Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.

f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- all extra-curricular activities (listed on this website) are available to all our children
- before and after school care is available to all our children
- all residential trips are available to all children
- to broaden the experience of pupils with social and behavioural needs beyond the context of the school environment
- part time provision at Eskdale SALT unit.
- Staff support are linked to particular year groups to support with structured playground games; this is evaluated weekly.

g) What support is available for improving the emotional and social development of children with SEND?

- specialist advice from our Educational Psychologist – Maurice Walsh
- specialist advice from colleagues at CAMHS
- counselling provided by ABC Therapy
- PetsAsTherapy session available for those who suffer from anxiety.
- A larger proportion of staff have received ‘Bereavement’ Training and ‘Jo and Mya training (including the Headteacher)

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- staff have attended a variety of Attachment Training.
- small social intervention groups across the key stages.
- the school applies the principles of Restorative Justice
- School currently hold 'The Schools Mental Health Award' from Carnegie Centre of Excellence for Mental Health in Schools.
- Pupil voice for all SEND children is included in 'My Books' (IEPs) and all review processes.

In accordance to the 'Keeping children safe in education' statutory guidance (September 2021), Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The governing body across the federation will ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying,

without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

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Is it worth adding to this whole section that we track the SEMH of our pupils closely e.g. monitoring progress in these areas alongside academic progress. We value it extremely highly, etc??

We value the SEMH development extremely highly across the school and, therefore, we track and monitor the SEMH development and progress of our SEMH pupils very closely. This is supported by termly Well Being Meetings attended by the Head of Schools /Designated Leads/TAs and shared with the SENDCo. Progress in key areas of school life are tracked and monitored alongside their academic progress. This allows us to determine the impact of interventions for particular children and make adaptations if necessary.

4. What is the name of the SENDCo and contact details for the SENDCo?

The SENDCo at St Peter's Elwick school is Sara Leighton (01429 273283 or 01429 274904).

The SEND Governor is Mr. Colin Reid |

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5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

- The SENDCo has previous experience of SEND is undertaking the NASENDCO qualification.
- the school employs 1 full time HLTA and a team of 5 TAs who are trained to deliver a range of interventions on a small group and 1:1 basis (See Provision Map for extensive list).
- All TAs have basic first aid training and some have Paediatric First Aid Training

- staff are trained at least bi-annually by the School Health Team with regard to asthma, epilepsy, diabetes and Anaphylaxis.

- during the course of the last academic year the SENDCo and relevant staff received SEND training in areas such as attachment, effective questioning , First Class 'Number 2 , reading training, OT staff meeting, Working Memory, Numicon in addition to more general training e.g. Grammar , Keeping Safe on Line;

. CPD training is offered regularly to enhance the school's Improvement plan and afford personal development to staff. This is directly linked to TA Performance Management and observations.

- speech and language; Hearing Impaired Service, OT and EP advice and recommendations.

- Bought into the service of an SLE (Senior Leader of Education) for SEND

- general support and advice from SENDCo - e.g. with regard to the implementation of specific programmes, creation and

- monitoring of Individual Education Plans, tracking of children with SEND

- SENDCos attend 'Special Educational Needs Co-ordinator Cluster Meetings and Forums' throughout the year funded by the L.A. These meetings support work in the school and provide an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

To ensure there is equality across those children applying for and receiving High Needs Top Up and IPS Funding , the Local Authority have developed and introduced a Funding Range Document. This involves assigning a SEND child to a range as determined by their needs and the level of their need. This document will provide additional evidence to the IPS application completed by the SENDCo for panel.

- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEND and Medical information in preparation for the following year.
- the SENDCo works extremely closely with the Local Authority and Secondary Schools to provide personalised provision packages to meet the needs of SEND children and ensure a successful and happy transition to secondary school.
- The SENDCo works closely with the Head Teacher to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children. The SENDCo then organises training on a needs basis as well as staff being able to request specific training.

6. How are the equipment and facilities used to support children with SEND secured?

- through discussion with specialist agencies involved e.g. the schools has recently made lots of adaptations as advised by the Visual Impaired Service
- through discussion with parents
- through discussion with our Head Teacher
- equipment and facilities to support children with SEND are non-negotiable at our school; whatever our children with SEND require, within reason, they get e.g. provision of coloured overlays; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues.
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required).Auxiliary

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overlays?

aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.

- for children who have SEND or may be considered vulnerable to the transition process additional transition visits are designed to meet their needs and ensure transition is successful. There are currently 'additional transition programmes' in place across school.
- the school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning

7. What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?

- throughout the year there are x3 evenings available for parents to evaluate their child's progress towards their termly targets Individual Education Plans.
- The IEPs include a section for pupil views titled 'Parent Voice'
- parents may also attend the termly Parent Consultation Meeting and there is an end of year annual report to parents; if unable to attend interim target sheets are sent to parents in the Autumn and Spring terms.
- our parents appreciate the 'open door' policy whereby the class teacher, teaching assistant and SENDCo is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's

SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child

- progress and outcomes are also discussed during consultation meetings with our Educational Psychologist/SALT/OT /Learning Support Teacher; parents are given a report and discussion takes place regarding the outcomes of any assessments/observations
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers from the LA)
- the progress of children holding a Statement of SEND/EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews/EHC plan reviews transition to secondary school is considered with discussion involving parents and the LA. The school works alongside the LA to ensure that the ASD protocol is followed. At Y5 and Y6 annual reviews the SENDCo of the anticipated receiving secondary school is usually invited to attend.
- when desired, the SENDCo will join parents and pupils to visit prospective schools.
- parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEND, support in place to address needs and any modifications to this support which parents feel may be appropriate.

8. What are the arrangements for consulting children with SEND about and involving them in their education?

- children with SEND are represented in proportion to their numbers in the school in our School Council and/or Junior Leadership Team.
- there is an 'Ask It Box' where all children can put forward their suggestions and queries.

- IEP targets are reviewed with children
- children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their targets set to support their development
- when appropriate and with consent from parents, child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEND, support in place to address needs and any modifications to this support which children feel may be helpful for them.

The IEPs include a section for pupil views titled 'Pupil Voice'

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

- It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SENDCo complaint procedure is as follows:
 - the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the complaint is dealt with by the SENDCo or Head of School or Executive Head Teacher. If there is still no resolution, the school's Complaints Procedure should be followed. This is available on the school's website
 - in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

- school commissions the services of an Educational Psychologist to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school
- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Hearing Impaired Team, Visual Impaired Team, Occupational Therapy Service and Educational Psychology Service.
- when necessary the Federation seeks advice from specialist advisory teachers from the LA and any other agencies.
- we work closely with the NSPCC
- the Federation has bought into the services of an SLE (Senior Leader Of Education for SEND)
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.
- our School Health Practitioner (school nurse) is available for advice and attends meetings in school on request following referrals to the service made by school.
- work closely with PetsAsTherapy and Read2Dogs Programmes
- members of staff trained by the Jo and Mya Project and the local Hospice to support bereavement of SEND pupils.

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and? or is this the full name of hearing impaired service?

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and any other agencies/Health services

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- commission ABC Therapy
- work with the Adoption Support Fund to apply for specific support sessions .
- the Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families before any problems are apparent and when low level problems emerge.

11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with clause 32?

Head Of Children's Services Louise Allen CETL Brierton Lane Hartlepool 01429 523209

Louise Hurst SEN Office CETL Brierton Lane Hartlepool 01429 523218

Educational Psychology Service – Private service – Maurice Walsh

12. What are the contact details of support services for supporting children with SEND in transferring between phases of education?

Transition from setting to school - EY Team, EPS, SEN Team Head Of Children's Services Louise Allen CETL Brierton Lane Hartlepool 01429 523209

Crawford Street, Rochdale OL 16 5RS

13. Where is the Local Authority's Local Offer and school's Local Offer published?

- the Local Authority's Local Offer can be found on the website or at www.hartlepool.fsd.org.uk/send