

Special educational needs & disabilities (SEND) Information Report

St Peter's R C Primary School



Completed by: *S Sampson*

Date: 14/09/26

SENDCo

Approved by: *C Scott*

Head Teacher

Date: 14/09/26

Next review due by: September 2027

Type Of School	Additional
Two-form entry mainstream primary school	• 12 place Additional Resource Provision (ARP) for pupils with cognition and learning difficulties. • Admissions for ARP made via the Local Authority • Admissions for Main School made via Local Authority admissions.

St Peter's Catholic Primary School has a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We aim to provide a safe, welcoming, and stimulating learning environment in which every child can enjoy their learning. We strive to ensure that pupils, regardless of their specific needs, make the best possible progress in school.

Special Educational Needs is defined by The SEND Code of Practice (2015), as a pupil that, 'has significantly greater difficulty in learning than the majority of others at the same age or has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.'

Our School Information Report will outline how we identify, support, assess and provided the best possible provision for our pupils in line with this guidance.

Our School is committed to promoting equality of opportunity and valuing diversity for all children and families. As a school we aim:

- To provide a secure and accessible environment for all children to flourish.
- To include and value all contributions from families to support our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender, diverse ethnic and cultural groups and disabled people.
- Improving the knowledge and understanding of promoting equality and valuing diversity.
- Ensuring inclusion is embedded within our practice.

Our Additional Resource provision - The Nazareth Rooms: Is additional resourced provision for 12 children with cognition and learning difficulties. Children in the Nazareth Rooms have complex needs and Education, Health and Care Plans.

At St. Peter's, all teachers are teachers of children with SEND needs. All staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

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1. What types of SEN does the school provide for?

In the Code of Practice, need is broken down into four broad areas.

AREA OF NEED	CONDITION
Communication and interaction This need identifies those pupils who: • Have speech, language and communications needs • Those who have difficulty with communicating with others • Difficulty saying what they want to • Understanding what is being said to them • Difficulty understanding the social rules of communication.	Autism spectrum disorder (ASD) Children with Autism Spectrum Condition, are likely to have particular difficulties with social interaction, difficulties with language and imagination which may impact on how they relate to others.
	Speech and language difficulties (S&L)
Cognition and learning This need identifies those pupils who: • Learn at a slower pace than their peers • Learning difficulties cover a wide range of difficulties ranging from specific learning difficulties to learning difficulties across all areas alongside physical and sensory needs.	Specific learning difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties (MLD)
	Severe Learning difficulties (SLD)
Social, emotional and mental health Pupils may experience a wide range of social and emotional difficulties which appear in many ways and for a variety of reasons including being a young carer, or subject to a traumatic event. These can include: • being withdrawn or isolated • showing challenging behaviour • disruptive behaviour. • Self-harming. • disturbing behaviour.	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
	Depression
	Bipolar Disorder
	Obsessive Compulsive Disorder (OCD)
	Oppositional Defiant Disorder (ODD)
Sensory and/or physical Pupils may require special provision because they have a disability which prevents or hinders them from making use of the general facilities provided.	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Staff Member	Key responsibilities
Miss S Sampson – Inclusion Lead Special Educational Needs & Disability Co-Ordinator (SENDCo)/ARP Manager	My key responsibilities as the SENDCo/ Inclusion Manager include: • Overseeing the day-to-day operation of the school's SEND policy • Liaising with and advising teachers • Managing the SEND team of teachers and learning support assistants • Coordinating the provision for pupils with special educational needs • Overseeing the records on all pupils with special educational needs • Monitoring the quality of SEND plans and IEPs and their impact • Monitoring the impact and implantation of interventions • Leading on staff training related to SEND • Liaising with parents of pupils with special educational needs • Contributing to the in-service training of staff • Keeps a record of all the different ways we provide extra support • Liaising with external support agencies including speech and language. My key responsibilities as the ARP Manager include: • Liaising with, supporting and advising the ARP staff team. • Managing the ARP team of teachers and learning support assistants. • Supporting and advising the teaching teams in mainstream school provision, who have members of their class in the ARP. • Coordinating the provision for pupils with complex needs. • Overseeing and reviewing the records for all pupils in the ARP. • Liaising with parents of pupils in the ARP. • Liaising with external support agencies.
Mrs Clare Scott- Head Teacher	My key responsibilities as the Head Teacher include: • Responsibility for the day-to-day management of all aspects of the school, this includes the support for children with SEND. • Giving responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to Special Educational Needs.

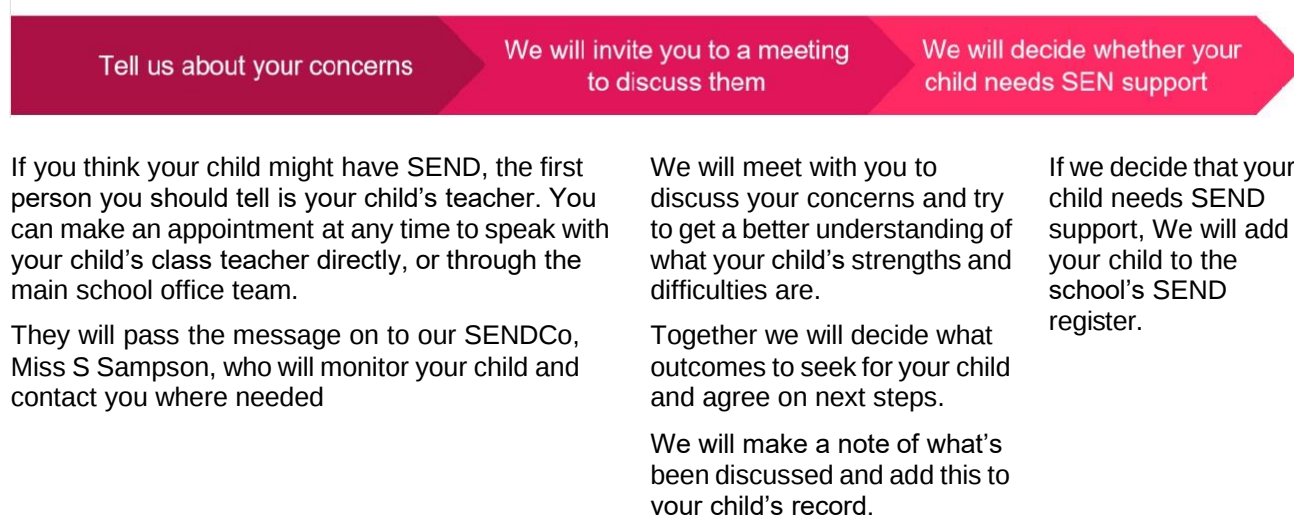
Miss Stephanie Doe - Additional Resourced Provision Teacher	My key responsibilities as the ARP Teacher include: • Specialist planning, teaching and assessing of all pupils in the ARP to ensure the provision provided is personalised. • Leading the ARP staff team to ensure that new outcomes are set when goals are met. • To provide specialist support to ensure all children in the ARP can achieve their potential. • Ensuring all children get a consistent, high-quality response to meeting their needs. • Ensuring that parents are Involved in supporting their child's learning and kept informed about the support their child is getting.
Class Teachers The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Training takes place on a regular basis.	Are responsible for: • Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs. • Checking on the progress of your child through monitoring and assessment. • Planning for and delivering any additional help your child may need (targeted work, additional support, adapting or varying resources) and discussing amendments made with the SENCo as necessary. • Writing Individual Education Plans (IEP's) and sharing and reviewing these with parents once each term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all members of staff working with your child are supported in delivering the planned work and/or individual programmes for your child. This may involve the use of additional adults, outside specialist help and specially planned learning tasks and resources. • Ensuring that the school's Special Educational Needs Policy is followed in their classroom and for all pupils they teach with any SEND and/or disabilities.

Teaching Assistants The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Training takes place on a regular basis.	Teaching Assistants prepare resources for your child, they may give them gentle prompts to begin their work. They may also work with your child on an individual basis, listening to them read or supporting them with their number work or supporting them to be an independent learner. They may also support your child with speech, language and communication needs and help to develop independence with toileting, in the playground and preparing for school trips. Our teaching assistants also support children with interventions.
Governors The chair of Governors is responsible for meeting the needs of our children with special educational needs. The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting special educational needs. In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Right Code of Practice for Schools.	The school governors have specific responsibility to: - do its best to ensure that the necessary provision is made for any pupil who has special educational needs - ensure that SEND pupils join in activities of the school, so far as is reasonably practical - ensure that pupils' needs are made known to all who teach them - ensure teachers are aware of the importance of identifying, and providing for those pupils who have special educational needs - ensure parents or carers are aware of the special educational needs provision for their child - consult the Local Authority and other governing bodies when it is necessary or desirable in the interests of coordinated special provision in the area - have a governor who is designated Special Educational Needs Governor.

Site Managers	The site Managers are able to make small adaptations to the school environment when needed.
Midday Assistants	Our midday assistants have regular meetings with the SENDCO or as and when a new child arrives and it is important for midday's to be aware of the child's needs. The middays have a folder where school information is held and information regarding children with allergies and or special educational needs.

External Agencies and experts These Include: ➤ Speech and language therapists ➤ Educational psychologists ➤ Occupational therapists ➤ GPs or paediatricians ➤ School nurses ➤ BDSIP SEND/Inclusion Advisers & Partners ➤ Child and adolescent mental health services (CAMHS) ➤ Education welfare officers ➤ Social services and other LA-provided support service	• Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.
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3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

The progress of children is continually tracked by the class teacher. We regularly assess each pupil's current skills and levels of attainment against age related expectations and their own personal learning targets. This will build on previous settings and Key Stages, where appropriate.

Class teachers use early identification systems to communicate with the Inclusion team when a child's progress:

- 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

Where relevant, additional screeners such as ELSA and Speech and Language to help identify any learning needs.

When a class teacher has identified the need for support:

- They complete relevant 'Early identification forms' to collect the observed evidence
- Class teacher and SENCO meet to discuss concerns
- Member of inclusion team observes and talks to the child
- Further meeting with inclusion team and class teacher to discuss recommendations and outcomes
- Class teacher meeting with parent to discuss the identified concerns, ensure parents contributions are considered

During these meetings, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Class teachers continually monitor the progress and wellbeing of children by checking the work they do, observing their interaction with others and their behaviour.

Class teachers and leaders will make regular assessments of progress for all pupils and identify those whose progress: This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

We know when a pupil needs help when:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves, regarding concerns relating to lack of progress and inclusion.
- Screening on entry indicates a need or a gap in knowledge and/or skills and learning.
- Whole school tracking of attainment indicates a slow rate of progress.
- Observation of pupil indicates that they have additional needs.
- Children may need additional support and may receive extra interventions to support them to achieve their learning outcomes. This may be interventions in class and/or out of class.

If the teacher notices that a pupil is not making progress, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to address this. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

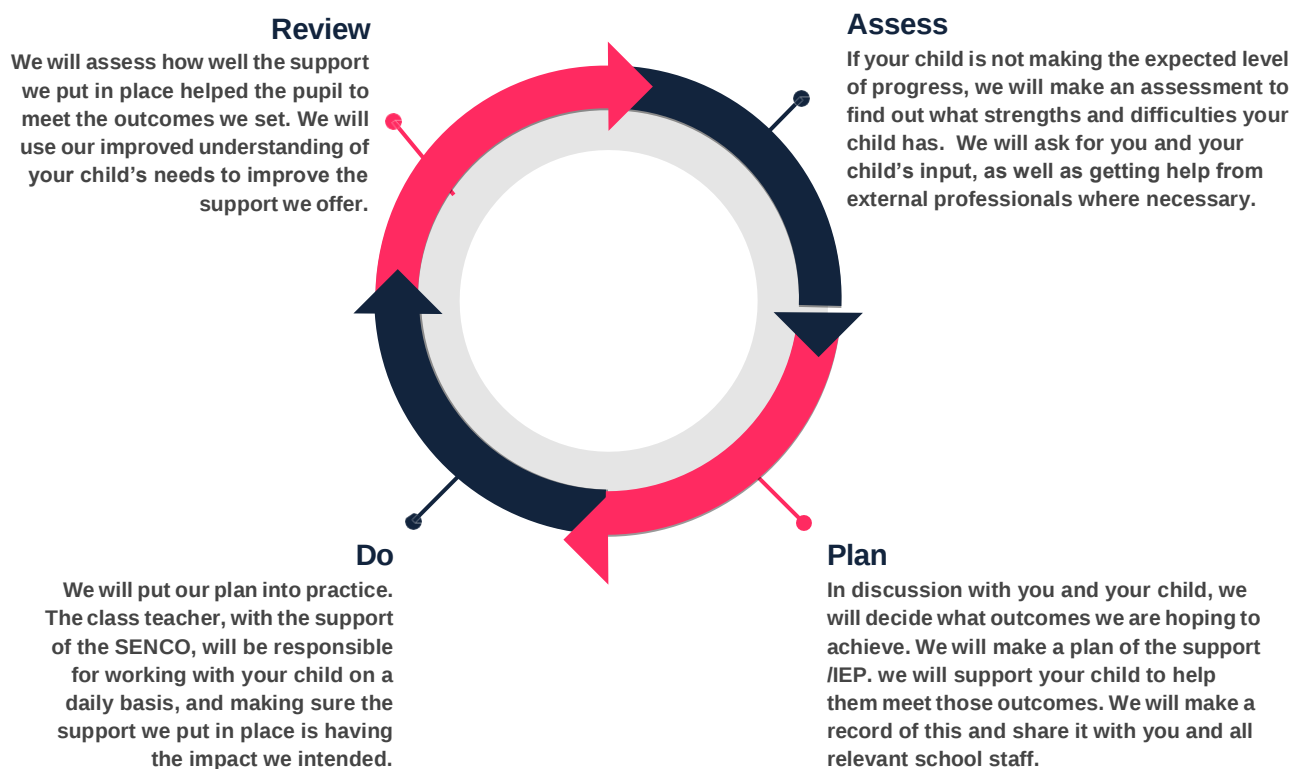
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the Teacher/SENDCo will work with you to create a SEND support plan for them. We will discuss with you any referrals to outside professionals to support your child's learning.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. Children with Individual Education Plans (IEPS) will be set targets every term which will be shared with you. Your child's Class teacher will meet with you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher or the school SENDCo

7. How will my child be involved in decisions made about their education?

As a school, we feel it is important to find out if a child is feeling happy, safe and feels fully included within the community of the school. The level of involvement will depend on your child's age, and level of competence. We recognise that no child is the same as another, so we will decide on a case-by-case basis, with your input. To ensure that we listen to the children in our school and they are able to contribute their views we ask them to:

- Attend review meetings to discuss their progress and outcomes
- Provide their own feedback by talking to children about their learning experiences.
- Prepare a presentation, written statement, video, drawing, etc.

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- Discuss their views with a member of staff who can act as a representative during meetings
- Complete an annual pupil questionnaire.
- Follow clear policies and procedures to support them with any concerns or worries.

8. How will the school adapt its teaching for my child?

- Personalising our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis, as required
- Teaching assistants will support pupils in small groups to deliver targeted support.
 - **Quality First Teaching** - the class teacher will make changes to the style and way that he/she teaches. This may be moving your child to a better position in the class in order to see or hear the teacher more clearly. It may be a child needs a pencil grip or the teacher's language may need to be adapted to help your child follow instructions. Class work is adapted to meet your child's needs. Resources may be shared between home and school. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. We will adapt how we teach to suit the way the pupil works best., we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.
 - **Providing Intervention and Support** – the class teacher will decide if any children need additional interventions to catch up to meet age-expected expectations. Teachers and teaching assistants will support pupils in small groups to deliver targeted support.
 - **Individual Planning** - If classroom strategies and interventions do not show accelerated progress you will be invited in to discuss your child's special educational needs and advice may be sought from another professional such as the Educational Psychologist and an Individual Education Plan will be implemented with parents, child and school working together. This Plan will identify priorities and support and provision for your child.
 - **Education and Health Care Plans (EHC Plan)** – If your child continues to have difficulty despite interventions and a differentiated curriculum and after advice from The Educational Psychologist, an application can be made for Statutory Assessment in order for your child to have an Education, Health and Care Plan. You or the school can apply to the local authority for an EHC Plan. If the local authority agrees to an EHC Plan you will meet with all the professionals working with your child to form the Plan. An Education, Health and Care Plan is a legal document which is reviewed annually.
 - **IEPs** - If your child is having difficulties at school and either is seen by a specialist regarding a particular need or they are taking part in a targeted intervention, your child will have an IEP or Individual Education Plan to help build on the curriculum that your child is following and sets out the strategies being used to meet that child's specific needs. A meeting will be held termly to identify targets and to assess your child's progress.

9. What are the different types of support available for children with SEN and/or disabilities in this school?

There are 3 categories of support to children. They are universal, targeted and specialist:

Universal Support (Wave 1)	All children receiving support in class through high quality first teaching and differentiation.
Targeted support (Wave 2).	In addition to universal support, children will be receiving extra intervention to support them with their learning outcomes. They may have intervention in class and/or outside of the classroom. These children may have an IEP if appropriate
Specialist support (Wave 3)	In addition to universal and targeted support, children may have an IEP or EHCP and therefore the children will receive specialist support. This may be in the form of the school's ARP or internal intervention space.

Support	Approach	Target Pupils
Class teacher input via good or outstanding targeted classroom teaching.	The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child. The teacher will use specific strategies which may be suggested by the SENCo or staff from outside agencies to enable your child to access the learning task.	All children in school will be getting this as a part of good and outstanding classroom practice.
Specific group work within a smaller group of children. This group may be run in the classroom or outside, run by a teacher or a teaching assistant who has had training to run these groups. (intervention group)	Your child's teacher will plan group sessions for your child with targets to help your child to make more progress. A Teaching Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans or Specific interventions including Little Wandle	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups

Any gaps in your child's understanding/learning will be identified.	catch up, Speech and Language, Zones of Regulation groups or Talk About groups. • Work with specially trained staff for those children with complex social communication needs, cognition and learning difficulties, emotional and social and mental health or physical/sensory needs including a speech and language therapist. • Additionally Resourced Provision (ARP) where highly trained staff work with those children who have had significant difficulty accessing the mainstream curriculum despite High Quality First Teaching. The ARP caters for groups of children up to 12 and in particular focus on those children who have identified Needs in Cognition and Learning. • Write from/Healthy hands to support fine motor skills • 'Talk About' Groups • Sensory Circuits • Social Stories • Phonics • Specific learning tasks • Lexia • Talk time, social skills, mindfulness • Communication Table • Workstation • Targeted Group work	may be at the stage they have been identified by the class teacher as needing some extra support in school.
Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational Therapy groups AND/OR Individual support.	If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups. Referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more successfully • Provide target setting using their specific expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. • Group or individual work directly with an outside professional The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place, this will only take place with Parental agreement.	Children with specific barriers to learning that prevent them from making acceptable progress through good and outstanding teaching and/or intervention groups.

Specified individual support. This is usually provided via an Education, Health and Care Plan (EHCP). Your child will have been identified by the class teacher/ SENCo as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school. If your child required, this high level of support they may also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services e.g. for students with a hearing or visual need • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, • Physiotherapy and/or CAMHS	The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more detail about this in the Local Authority based Local Offer, on the Local Authority web site. https://localoffer.lbbd.gov.uk/ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report together, outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place and will advise you in person of the outcome. After the reports have all been sent, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in the school to make good progress. If this is the case, they will write an Education Healthcare Plan (EHCP). If this is not the case, they will ask the school to continue with the support identified and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	Children whose learning needs are: • Severe, complex and lifelong • Need more than 20 hours of support in school
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10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

11. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school budget, received from the LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and/or Disabilities in consultation with the school governors, based on the current needs of the children in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress

The Head teacher and SENCo use these discussions to decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes are made as needed.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to go on our school trips, including our residential trips for upper KS2.

All pupils are encouraged to take part in school council, wellbeing champions, sports day, plays, productions, workshops and assemblies. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

13. How does the school support pupils with disabilities?

St. Peter's school is very accessible to pupils and parents with disabilities, this is clearly identified in the Accessibility plan.

- There are flat paths leading into the building and playgrounds.
- There are three disabled toilets strategically placed around the school. We have one wet room with a shower and an electronic changing facility.
- There is a stair lift at the front reception area of the building.
- There is a red light in the Junior hall which flashes when the fire alarm goes off.
- Doors and ramps across the school are wide enough for wheel chair access.
- There is an accessibility plan on our school website.

- Children with special educational needs and disabilities are included in all aspects of school life and are included in school trips. Health and safety is paramount for all our children and a risk assessment will be carried out to ensure that the trip is safe and accessible for your child.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to become a class Wellbeing Champion to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND with access to two Senior Mental Health Leaders who offer targeted support.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.
- We adapt the teaching of the PSHE curriculum to meet the needs of pupils with SEND
- A Buddy system, where children have a circle of friends that the teacher has chosen to support your child at playtimes.
- The "Circle of friends" intervention which includes the whole class being involved in supporting your child.
- Rainbows Bereavement Service
- ELSA – Emotional Literacy Support Assistant
- Touch point – where a child can have weekly or daily contact as required to support their well-being.
- There are a variety of school clubs that children can join which promote wellbeing.
- St. Peter's Behaviour Policy promotes positive behaviour and includes rewards and sanctions.

15. What support will be available for my child as they transition between classes, phases or schools?

Between Classes

To help pupils with SEND be prepared for a new school year we:

Hold annual detailed transition meetings between all teachers, to ensure all pupils, including those with SEND, are identified and discussed to ensure provision is appropriate and allows all children to make progress.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Before you start our school, parents and carers will be invited to look around the school and meet with senior staff. Your child may also be invited to visit and stay for a short while.

We will contact the nursery or early years setting that your child attended to find out more information about their special needs. We will ask the setting to invite us to a Transition meeting for your child, where we can meet with you and prepare for your child to have a smooth transition into our school.

We will contact other professionals or agencies who support your child and ask for relevant reports and information which will help us to have better understanding of your child's needs.

When your child is moving to another school or another Key stage opportunities will be given to meet with their new teacher and to attend assemblies and other discrete activities.

Between Phases

In Year 5, you will be advised to attend secondary open evenings and to help you decide on the best provision for your child.

The SENDCo of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss S Doe- Designated Teacher

Miss S Doe is the school designated teacher. She will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported, much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Please see our complaints policy in the key documents area of our website [here](#).

Complaints about SEND provision in our school should be made to the Class teacher or SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

- Local support is available for this through IASS Information Advice Support Service based at Barking and Dagenham Carers
- 020 8593 4422
- Email: carers@carerscentre.org.uk

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the LBB Local offer [here](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- Local support is available for this through IASS Information Advice Support Service based at Barking and Dagenham Carers
- 020 8593 4422
- Email: carers@carerscentre.org.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Additional Resource Provision for pupils (ARP)

Who decides which children attend the ARP?

- The ARP is a specialist setting with additional resources which is funded by the Local Authority for children from Year 1 to Year 6. St Peter's Primary School is directed on which children attend the ARP; this is decided by the Local Authority.
- Children who have an Education Health Care Plan, whose primary need is related to cognition and learning are referred to us via parental preference or by the Local Authority.

What is the ARP?

- Known as The Nazareth room. This is a specialist provision where children from Year 1 to Year 6 attend full time. It is a provision which can support children in making progress in several ways using the child's Education Health Care plan outcomes to plan their curriculum.

Who will be teaching your child?

ARP staff include:

- Specialist Teachers
- Special Support Assistants

What will my child be taught?

- Your child's different areas of need will determine how their curriculum is structured and how staff will personalise their teaching. We will use observation, your comments and other professional reports to support us in knowing what your child's next step needs to be.
- Depending on your child's developmental level they will access either a sensory curriculum, pre-formal curriculum, semi-formal or formal curriculum. All children whatever their level of need, has a right to access a broad, balance and relevant curriculum. For children accessing semi-formal or formal curriculum we may adapt the planning used within the mainstream to meet the needs of your child.

How will my child be taught?

- Your child's area of need/s will determine the best way for us to support your child in making progress. We use a range of teaching strategies including structured teaching, worktable, communication tables, small group focused activities, one to one speech and language sessions, and larger group focused activities.

Will my child visit the mainstream school?

- Your child will be allocated a class, within the mainstream school, according to their year group. ARP staff will observe your child within the ARP and mainstream setting and will determine when the best time for your child to access mainstream will be.

- The aim of your child accessing mainstream is for them to build on areas of strengths within their learning, speech and language skills and social skills. We do this on a case-by-case basis and will talk with parents about how their child is accessing mainstream.

What is an Education Health Care Plan (EHCP)?

- An Education Health Care Plan is a legal document which will sets out your child's different areas of need, long term outcomes, steps towards that outcome and your child's educational setting. While your child attends the ARP, their EHC plan will be the basis of their curriculum.
- Staff will use the long-term outcomes and steps towards these outcomes to create your child's individual education plan, support planning and the deliver of their personalised curriculum, using the support and strategies as stated.
- Your child's EHC plan will be updated annually during an Annual Review which will be held within the school with the Lead ARP teacher and any other relevant professionals.
- Staff will respond to the needs of your child and are aware that these needs and outcomes will change more over the time with us. As the EHC plan is updated annually, staff will meet with parents on a termly basis to keep you informed on the progress of your child.

How will my child be supported to transition to another educational setting?

- If your child was to move from our ARP to another specialist provision or to a mainstream school, we will work closely with the setting to ensure a smooth transition. We will invite staff from the school to come into the ARP, observe and spend time with your child. Talk with members of staff and share information.
- We will also invite them to a transition meeting with parents to talk through any concerns, ask questions and share information. We will ensure that all paperwork is passed to your child's new school.
- When you child moves from us to secondary, we will work with you, your child, and their next setting.
- Meetings between the new setting and parents will be arranged.
- Staff from the new school will be invited in to observe your child in their classroom and discussions with teaching staff can occur.
- We will work with the new school on arranging visits.

Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

SEND Category (Area of Need)	Acronym	Description of Need
Cognition and Learning Difficulties	SpLD	Specific Learning Difficulties
	MLD	Moderate Learning Difficulties
	PMLD	Profound & Multiple Learning Difficulties
	SLD	Severe Learning Difficulties; includes children who have difficulty developing basic skills.
Social, Emotional & Mental Health	SEMH	Social, Emotional and Mental Health Needs
	ADHD	Attention Deficit Hyperactivity Disorder
Communication and Interaction Needs (CI)	S&L	Speech, Language and Communication Needs; including expressing themselves or showing understanding of what others are saying.
	ASD	Autistic Spectrum Disorder, difficulties with social communication, making friends or relating to adults.
Sensory and/or Physical Needs	VI	Visual Impairment
	HI	Hearing Impairment
	MSI	Multi-Sensory Impairment
	PD	Physical Disability
Other	MED	Complex Medical