

Special Educational Needs Information Report 2024

*A new command I give
you: Love one another. As
I have loved you, so you
must love one another*

John 13:34



1. What kind of special educational needs and/or disabilities (SEND) are provided for?

Stanground St John's CofE Primary School is an inclusive, mainstream school that aims to meet the needs of all SEND pupils. Our pupils are aged between 4 and 11 years old and include those who have:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

2. How does the school identify children with special educational needs?

We aim to identify children with SEND at the earliest opportunity. Each child is tracked according to their progress in English and Maths. Regular assessment is completed followed by meetings that identify those children who are falling behind.

Where concerns are raised about this, we involve the Special Educational Needs Co-ordinator (SENCo) in discussion with the class teacher. We identify alternative methods of support to establish whether different teaching strategies, additional resources or more targeted support is needed. The child continues to be closely monitored to establish if the agreed programme has resulted in the child's progress accelerating. During this process we alert parents to what is happening in school and invite their comments and support.

SENCO details: Ms Lauren Steels sendco@stanground-st-johns.peterborough.sch.uk

3. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Parents/carers of children who receive any SEND support will be notified and included in regular reviews over the academic year. If you are concerned about your child's progress you should talk to the child's class teacher in the first instance. They will then make relevant adaptations to the curriculum and seek advice from the school's SENCO if needed.

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

We make sure that where possible and appropriate children are included at some point in the consultation we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their profile. All targets and intended outcomes are shared with children and children are encouraged to advise where they feel it needs adapting. Arrangements are in place so that class teachers will alert the SENCO to any child whose views are perhaps not included due to their needs. It is our aim to find out just how every child feels about our provision.

5. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

All pupils are assessed regularly by the class teacher. If additional assessments are required the SENCo will support the teacher in carrying out the appropriate assessments. For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Peterborough County Council, which are described on the Peterborough local offer website.

6. What arrangements are there for supporting children in moving between phases of education?

We have a series of transition arrangements to support children and parents who are entering from local pre-schools. This includes a range of activities across the year that enable the children to get to know us and staff to meet them. During year 6 there are opportunities for children to visit secondary schools and meet their teams to identify which one might be

most appropriate for your child.

Where a pupil has SEND there may be additional opportunity for you to meet with the SENCO at the secondary school of your choice. We also arrange in Year 6 for additional visit(s) for those children who we feel will find the transition particularly difficult. Where children transfer mid-year, our SENCO will arrange a discussion with the SENCO of the receiving school. We will keep you informed of how your child's new school will be maintaining any provision we have already established.

7. What approaches to teaching children with SEND are in place?

Our priority is to ensure we deliver quality teaching. We aim for all lessons to be outstanding. Part of our criteria for a good and outstanding lesson is that children with SEND are catered for appropriately.

We expect that:

- teachers have high expectations for what our SEND pupils can achieve
- each lesson is considered in relation to the needs of all the pupils in the classroom
- that teachers support each other by sharing their areas of SEND expertise in order to meet the needs of all our pupils
- teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes
- teachers and teaching assistants work closely together in targeting pupils who assessment has indicated are making less than expected progress.

8. How are adaptations made to the curriculum and the learning environment of children with SEND?

We aim to ensure that all our children can access all aspects of the curriculum and can use all the facilities in the school. We make reasonable adjustments within the classroom and to resources to meet the range of needs.

Although we have long-term plans to ensure a broad and balanced curriculum in our schools, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group. Resources are selected specifically and are tailored, with the help of the SENCO, to the individual needs of the child and any outcomes identified as part of their profile or education, health and care plan (EHCP). Class teachers are provided with advice from occupational therapists and other experts on ways the classroom can best suit the needs of children with disabilities or specific problems that must be addressed.

9. What expertise and training do staff have to support children with SEND?

Staff training is audited regularly to identify training needs and this is delivered through both internal and external providers. Where we are due to admit a child with a medical condition or SEND that we have not previously experienced, the SENCO and person responsible for administration of medicines will organise training, with support from the local School Nursing Team.

10. How is the effectiveness of the provision made for children evaluated?

Our regular Pupil Progress meetings are an opportunity for the class teacher to share progress not only of individuals but of the effectiveness of strategies being used. We track pupils as individuals but also as groups to ensure that our provision is enabling all our children to progress and is correctly targeted. Class provision maps are completed by teachers and are reviewed every half term. The impact of interventions is regularly monitored by the SENCO.

Our governing body is closely involved at every stage in monitoring the effectiveness of our SEND provision. This includes our link SEND governor:

- Having meetings with the SENCO
- Involved in the review of the SEND policy

- Governor involvement in writing the annual SEND information report.

11. How are children with SEND enabled to engage in activities available to children in the school who do not have SEND?

We provide a range of enrichment activities which include:

- After-school activities
- Every year group has at least one trip a year

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's class teacher. Arrangements are made for each visit to accommodate any specific medical or SEND there might be. We liaise closely with you to ensure you have all the necessary information.

12. What support is available for improving emotional and social development?

We recognise the importance of building into our curriculum opportunities for our pupils to:

- Develop resilience
- Recognise their own strengths
- Build upon their self-esteem
- Make friends within and across year groups
- Recognise their important role as valuable members of our school society
- Take leadership responsibilities within the school.

Our Personal, Social and Health Education (PSHE) curriculum includes units that allow children to explore who they are and how they feel. We have an agreed set of values (Love, Joy, Respect and Excellence) as a school that are shared and discussed in Collective Worship. PSHE provides an opportunity for children to discuss issues on an individual, class and school basis. For children where there are particular concerns about the emotional, social or behavioural needs we have mentors (including sports mentoring).

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

When necessary, referrals are made to the relevant external agencies for support. The range of services available can be found on the Peterborough Local Offer website SEND Information Hub (Local Offer) - Peterborough City Council.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We aim to ensure that parents are closely involved in their child's SEND assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with the class teacher and SENCO. If you are still unhappy with the provision that is being made, our Headteacher, Mr Steenkamp, will be happy to discuss this with you. Our named governor for SEND is Sue Chesters and she can also be contacted through the school office. The Trust Complaints Policy can be found here https://irp.cdn-website.com/c650f102/files/uploaded/Complaints_Policy-fa1e9606.pdf

There are formal means of pursuing a complaint where you are unhappy with an EHC needs assessment or EHC plan. Details of this can be found on the local authority Local Offer SEND Information Hub (Local Offer) - Peterborough City Council