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SEND Information Report

‘Love Challenge Inspire’

‘Let your light shine’ Matthew 5:16

At St Peter’s we believe that all our children can shine as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God’s love, to challenge each other and ourselves and be inspired to love God and learning as disciples of Jesus Christ.

(In accordance with children and families act (2014), Regulation 51, Part 3, section 69-3a)

This special educational needs Information report should be read in conjunction with the school’s policy on Special Educational Needs and Disabilities (SEND) which is available on the website.



What kinds of Special Educational Needs and Disabilities do we provide for?

St. Peter’s C.E is a mainstream primary school who welcomes everybody into our community. The Staff, Governors, pupils and parents work together to make St. Peter’s Primary School a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that Inclusion and equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We

monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Currently school have provision in place to meet the needs of pupils in the following areas:

- ✚ **Autistic Spectrum Disorder (ASD)**
- ✚ **Social, emotional and mental health difficulties, including behaviour**
(making friends, relating to adults or showing inappropriate behaviours in school)
- ✚ **Cognition and learning** – learning difficulties (in acquiring basic skills in school. This can be moderate or severe)
- ✚ **Specific Learning Difficulties** (with reading, writing, number work or understanding information etc...)
- ✚ **Communication and interaction**
- ✚ **Sensory or physical needs** (such as hearing impairment, visual impairment or physical difficulties that affect the child accessing the curriculum)
- ✚ **English as an additional language support**
- ✚ **Medical or Health Conditions** (a medical condition that affects the child's learning)

Often, a child's needs are varied and it is important to remember that he/she does not need to 'fit' into a single category. At St Peter's we have previously and are currently supporting children with Autistic Spectrum Disorder (ASD), dyslexia, dyscalculia, speech and language difficulties, hearing and visual impairments, social and emotional difficulties, Attention Deficit Hyperactive Disorder (ADHD) and physical developmental needs.

The School Leadership Team (SLT) meets regularly to look at the needs of pupils in school and the level of support that is required to be put in place to meet those needs; this produces the school's **SEND provision map**.

The provision map is regularly reviewed throughout the year and adjusted in light of any changing need. It ensures that any needs that have been identified are being met.



Children have a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996



Our SEND profile

Number of children on roll: 289

Number of children on SEND register – 44

Number of those on SEND register with EHCP – 9

Our SEND profile for 2025-2026 shows the number of children that we have identified as having SEND and the category in which their *primary need* is recorded:



Profile of SEND pupils Jan 26

	EHCP	SEN support	Total SEND
EYFS	0	6	6
Year 1	0	3	3
Year 2	2	6	8
Year 3	0	4	4
Year 4	2	4	6
Year 5	5	3	8
Year 6	0	9	9
Total	9	35	44

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

At St. Peter's the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning. Class teachers discuss any concerns with the SENDCO. The school have clearly defined, graduated responses and procedures for identifying children who have Special Educational Needs and Disabilities.

We have a rigorous 'Assess, Plan, Do, Review' policy, whereby children's educational progress against national or age-related expectations is regularly monitored during consultation with the School Leadership team, Special Educational Needs and Disability co-ordinator (SENDCO), class teachers and parents on at least a termly basis. In addition to this, there is opportunity for teachers and TA's to raise specific concerns directly to the SENDCO. Parents and carers are encouraged to chat to their child's teacher or TA on an informal basis should they have any worries regarding their child's progress or wellbeing, as St. Peter's offers an 'open door' policy at all times. This means any concerns a parent or school staff may have which relates to the

child's educational progress or personal, social, emotional well-being, physical or mental health will be highlighted, recorded on CPOMS and, as appropriate, acted upon immediately.

Should a pupil's assessment data or feedback from parents or staff indicate a cause for concern then the needs of the pupil will be discussed and action will be taken. This may involve assessment of the child which may lead to them accessing an intervention to help support their educational progress.

Children who are identified as having SEND are included in the school SEND register by the SENDCO, so that their progress can be tracked. Targeted, planned interventions with measured outcomes which are designed to meet specific needs or close gaps in knowledge or skills are recorded on a provision map.

Early identification of children with SEND is a priority at our school. Staff in the Foundation stage observe and assess children before, on entry and throughout Reception, and will then liaise with parents, the SENDCO and relevant professional agencies should any developmental concerns arise. In some cases, a child's needs may have already been identified and Foundation Stage practitioners and the SENDCO will plan for the transition needs of the child to our Reception class.

If, after support strategies have been put in place, the child is not making adequate progress they will be assessed further using outside professional agencies to support and advise staff on how best to meet the child's needs.

Pupils who are experiencing difficulties, or are identified as requiring extra support in areas such as Social, Emotional or Mental health (which may also create barriers to learning) may receive additional support from a family support worker. If further support is required then school will seek advice regarding specialist agencies, and will complete referrals if required to do so.

With interventions in place, if a child continues to have unmet needs, or concerns relating to academic progress are more complex and persistent, the SENDCO, in collaboration with parents and staff might also request the involvement of external specialist agencies (such as the School nurse, Educational Psychologist, CAMHS, Speech and language therapy).

The SENDCO is able to access support and guidance from Lancashire County Council's Special Educational Needs and Disability Officers (SEND O) and the school-link Educational psychologist. When necessary, a report from an Educational Psychologist, the services of an external support agency or personalised equipment will be procured by school.

If a child is identified as still having unmet needs following repeated interventions by school, is at risk of permanent exclusion, needs access to Specialist Education, or requires a level of support or expertise on a personal basis which is above and beyond that which is possible through funding normally allocated to a mainstream school, then the SENDCO in collaboration with the parents can request a Statutory Integrated Assessment to try and obtain an Education, Health and Care plan (EHCP). If successful, Lancashire County Council will allocate additional funding for that child. The EHCP will be reviewed at least annually until either the child or young person requires the extra support or they reach 25 years of age.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

-  A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
-  Attendance and punctuality
-  Health and welfare
-  English as an additional language (EAL)
-  Being in receipt of Pupil Premium grant
-  Being a Looked After Child
-  Being a child of Serviceman/woman



Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENDCO in consultation with class teachers.

How do we involve parents and consult with them about their child's education?

At St. Peter's the school's policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office.

To keep parents informed we have a SEND section on the school website. We have two parent's evenings a year where the SENDCO is available to meet with parents.

In addition, for children who are on the Special Educational Needs and Disabilities register we have individualised education plans (IEP). This details the child's specific needs and any individual targets the child is working on. Parents are invited to discuss the individualised education plan with the class teacher on a termly basis.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long process but school will guide parents through each step. The SENDCO will help parents to complete forms and paperwork when necessary and will signpost to agencies that may support the child and/or family.

How will the school staff support my child and how will the curriculum be matched to meet my child's needs?

At St. Peter's the support for pupils with SEND is delivered using a graduated response. In accordance with the SEND code of practice, school does everything it can to meet children's SEND. All pupils at St. Peter's have access to Quality First Teaching from their class teacher,

who in addition to working with the whole class will also work with groups of different ability, including children with SEND and those who receive full time 1:1 support from a TA.

Teachers produce differentiated plans in order to meet the children's needs (including those with specific SEND). All class teachers have at least one Teaching Assistant linked to their class for the majority of the school day, who is available to support children of all abilities.

The class teacher knows the next steps in learning for each child in their class – these 'next steps to success' are also shared with the children. Class teachers and TA's encourage regular, informal contact with parents on a daily basis to celebrate achievements as well as to share their concerns.

The next stage of the graduated response is additional time limited provision in the form of small group intervention to accelerate progress and enable children to work at age related expectations, typically in the areas of phonics, Reading, Writing or Maths.

Some children go on to require increasingly personalised interventions when those small group interventions are not having the desired effect. Focused teaching activities on a 1:1 basis are provided to tackle fundamental errors, misconceptions and gaps in their knowledge, skills or understanding that are preventing progress.

Should a child be identified as having a Special Educational Need or Disability, every care is taken to ensure they sensitively receive the support they require in an inclusive environment. Much of the support will take place in class, either during a lesson or at a convenient time which will not interrupt access to other parts of the curriculum. Occasionally, the child or group may be withdrawn from class to access a particular resource or activity.

Children with an EHCP may also have a dedicated Teaching Assistant who delivers a highly personalised intervention which enables the child to access the curriculum, and in some instances remain in mainstream education.

When specified by an EHCP, school may also buy in the services of a specialist teacher.



Other professionals such as Children's physiotherapist, Occupational therapists or behaviour management specialist may also work with children in school, and provide support or advice for teachers and TA's. If poor attendance is felt to be a factor in pupil's under-achievement, school may request the involvement of the schools' Attendance Support Officer to liaise between home and school.

How does the school adapt the curriculum and learning environment to support the needs of my child?

At St Peter's we will provide a range of adaptive equipment. Where required, specialist furniture and/or access equipment will be purchased, depending on the needs of the individual child. For more complex and expensive items, an access assessment will be requested and the school will apply to the Local Authority for funding to purchase the recommended equipment.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or

targeted support in class. Children with ASD may benefit from adaptations to the class environment such as a Visual timetable and sensory equipment. We will provide physical aides and personalised resources such as writing slopes, support cushions or pencil grips for children with fine motor difficulties, if required.

Coloured overlays, 'Reading Rulers' or coloured writing books are available for children identified as Dyslexia or having difficulties resulting in visual stress. We also have specialised Dyslexia interventions, which are monitored by the Class Teams.

Other children identified as requiring extra support through meetings with parents, SENDCO, teachers and SLT may access small group or 1:1 interventions. Meetings are held to update the child's 'All about me' profile. Progress will be monitored and next steps decided, which in some cases may involve

Our school has access to a range of established, measurable interventions aimed at particular learning needs and age ranges. In addition, a wide range of ICT or online resources such as the dyslexia friendly IDL cloud are available in school or at home to help children make progress towards personal targets.

Some children with SEND may require support during the Year 6 SATS – this will be organised as appropriate by the Year 6 teacher and may include additional time to complete a test or an adult to read a question.



How will my child be included in activities outside the school classroom including school trips?

At St. Peter's we are a fully inclusive school and we strive to ensure all our pupils feel valued and have the opportunity to flourish. Our school has a wide range of after-school clubs which are open to all pupils. In addition to this we have a Breakfast and Stay and play club. Individual needs are discussed for pupils with SEND, particularly those who require 1:1 support.

All extra-curricular activities take into account the individual needs of children with SEND, for example the staffing ratios and the qualifications/experience needed. Staff always take the needs of all their pupils into account when deciding on school trips and take care to choose activities which are accessible to the whole class.

Year 5 and 6 pupils also have the opportunity to take part in a residential holiday. Arrangements in school will be made for pupils not participating in the residential visits, should they not wish to take part. Each child's needs will be handled sensitively.



How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with the class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCO's of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. For children with an Education, Health and Care plan, a more formal Transition meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENDCO will contact the SENDCO of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.



What support will there be for my child's overall wellbeing?

At St. Peter's we work hard to meet the emotional needs of the children. All children are seen as individuals and the caring Christian ethos ensures the children feel valued. Staff are adept at recognising when individuals are in need of emotional support and strategies are in place to do this, at both a class level and, if needed on an individual basis.

Class teachers and TA's provide excellent pastoral support to their pupils, giving their time to listen to pupils' problems and issues in order to resolve them as quickly as possible.

We pride ourselves on having strong links with other agencies.

We work alongside:

-  SENDIASS (Formerly Parent Partnership)
-  Children's Social Care
-  School Nurse Team

We use the Early Health Assessment (EHA) process and Team around the Family (TAF) to facilitate links with other agencies

School has a rigorous Anti-Bullying policy. Bullying is regularly dealt with through PSHE curriculum, Worship and key events throughout the year.

The SENDCO also has access to support or advice from Golden Hill Short Stay School to help us support children with behavioural difficulties. School works in partnership with these specialists, as well as other professionals such as trained counsellors, Educational Psychologists and CAMHS in order to ensure behavioural difficulties are understood, managed appropriately and recommendations put into place.

Children who have medical conditions such as Asthma or food allergies which may require medication to be administered during the school day will have a Medical Care Plan, compiled by the relevant professional and are reviewed annually. Care plans are shared with the class teacher and staff working with that child. Medicines are kept in a sealed container in the family support worker's office, out of reach of the children. A form must be filled in by the parents to give school permission to administer *any* kind of medication.



How are staff trained and kept up to date?

The SENDCO attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. She attained the National Award for SEN Coordination (NASENCO) in 2013.

Many of our current teaching assistants and some teachers have been trained to support children with a range of Special Educational Needs and Disabilities, in areas such as:

-  Precision teaching methods
-  Behaviour management
-  Autism
-  Speech and language programmes
-  Subject specific support programmes

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff.

How else do we make the school safe and accessible?

At St. Peter's we have our own gated car park which is electronically controlled by staff working at the school and uses a buzzer with the office for people to gain access to the site. Under normal circumstances, this is for use by staff and visitors. Access from the car park to the entrance lobby is via tarmac pathways and playground with a ramp to the main door. There are two sets of stairs within school, however they all have rails to support and we do have access to a stair climber. There are disabled toilets on each level of the school. In the event of children with a physical, visual or hearing difficulty being in school an individual plan for evacuation from the building will be put in place. This will be shared with staff. These children are also identified on risk assessments for activities both within and outside of the school environment. All new building work is undertaken in line with Local Authority and Statutory requirements.

School staff are on duty from 8.45am as children enter the school building. A member of staff is on each door to greet the children as they arrive. All infant and lower junior children are supervised as they leave school to ensure safe handover. Upper junior children are allowed to make their way home or to a pre-arranged off-site collection point, providing this intention is made clear to school via a parent/carer.



How are children and young people supported to ensure that their voice is heard?

At St. Peter's pupil participation is central to the SEND process, with the views of the child included in the writing of the 'individualised education plan' as well as the review of SEND Education, Health and Care plans. They are asked how they would like to be helped and what others can do to help them. If a parent or adult has responded on their behalf, this will be

noted on the form. We have a philosophy of 'no meeting about me, without me' where appropriate developmentally and in relation to age and content.

Should any pupil or parent disagree with the level of support provided, they should speak to the class teacher in the first instance who will either adjust provision within the classroom or raise a concern with the Head teacher or SENDCO. Should a problem still not be resolved, they have the option of contacting the Governing body or their Local authority. Where applicable, statutory procedures involving appeals will be followed.



Independent information for parents regarding the SEND process, the role of schools and support is available by visiting the website for Lancashire Special Educational Needs and Disabilities Information, Advice and Support Service (previously known as 'parent partnership') <http://www.iassnetwork.org.uk/find-your-iass/north-west/lancashire/>

What is the name and contact details of the SEND co-ordinator?

At St. Peter's the school Special Educational Needs and Disability Co-ordinator is Mrs Rebecca Singleton, who can be contacted on 01257 262625 or email: SENDCO@stpeters.lancs.sch.uk.

Taken from the children and Families Act 2014 - paragraph 69 (3)

The SEND information report is:

- a) such information as may be prescribed about the implementation of the governing body's or proprietors policy at the school with special educational needs and disabilities;
- b) Information as to: -
 - (i) the arrangements for admission of disabled persons as pupils at the school;
 - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
 - (iii) the facilities provided to assist access to the school by disabled pupils;
 - (iv) the plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan)