



SEND INFORMATION REPORT

(2023-24)

For Children with Special Educational Needs and / or Disabilities

As a church school, we believe that 'Giving children the keys to unlock their future' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

"I have come that they may have life, and have it to the full." (John 10:10)

"I will give you the keys to the kingdom of heaven." (Matthew 16:19)

St Peter's C of E Academy

A Church of England Primary School

within the

[Diocese of Bristol Academies Trust \(DBAT\)](#)

For the Local Authority local offer, use the following link <https://localoffer.wiltshire.gov.uk>

School Information

St Peter's C of E School is an average-sized primary school in the town of Chippenham. We offer a caring and supportive environment to all children from Chippenham and the surrounding villages. It is a place where all pupils are valued and are encouraged to do their best, fulfil their potential and share their talents with others within a happy, relaxed atmosphere.

Information on Specific Needs 2023/2024

Number of pupils registered with SEND within St Peter's C of E Primary School: 30

Key Stage	SEND Support	MSP	EHCP
EYFS	0	3	1
KS1	1	5	2
KS2	6	10	5
Totals:	7	18	8

Number of pupils awaiting an EHCP assessment: 6

There are currently 188 pupils on roll and 17.5% are identified as having special or additional needs. The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special.

Profile of current SEND cohort prime area of need is shown in the table below:

Prime Area of Need	%	No. of Children
Communication & Interaction (inc ASD) Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	5.8%	11
Physical & Sensory There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment in order to be able to fully access the curriculum.	2.1%	4
Cognition & Learning – MLD & SpLD Children with learning difficulties learn at a slower pace than their peers and may have greater difficulty acquiring basic literacy and numeracy skills or in understanding concepts, even with appropriate differentiation. We will help children with C&L by offering specific programmes to support their learning, more detailed differentiation or chunking the curriculum in smaller steps.	4.3%	8
Social Emotional & Mental Health Some children have difficulties in their emotional and social development that mean they require additional and different provision in order for them to achieve. Children may have immature social skills and find it difficult to make and sustain healthy relationships. Difficulties may be displayed through the child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour. We have two ELSAs and access to the Mental Health Support Team who can provide additional support in these areas.	5.4%	10

Key contacts for help and advice

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The first point of contact for parents or carers is always your child's class teacher. Some parents and carers speak informally to teachers after the school day, or you can request a formal appointment.

Tamsyn Wallis is the SENCo. She supports staff, families and children with additional needs. You can make an appointment to meet with her to discuss your child's needs.

Contact details: tamsynwallis.stpeters@dbat.org.uk

Additional points of contact are:

Mr Everett – Head teacher and SEND Advocate

Lisa Foster - Parent Support Advisor (Fridays only)

Sue Flavin - Local Board member who has responsibility for SEND provision.

Wiltshire Council - Phone Wiltshire Council on 0300 456 0100 and ask for SEND support

Wiltshire Local Offer at: <https://localoffer.wiltshire.gov.uk>

Provision

St Peter's Academy ensures all teaching is adapted to consider the needs of each unique child. This is achieved through high quality curriculum planning and quality first teaching that matches each child's needs. This includes children from all academic abilities, including those who are very able or have a special educational need. Our Quality First Teaching and an inclusion friendly environment for all children includes:

- A range of lesson activities that are planned to take account of different learning strengths, and practical activities offered where possible, e.g. learning from pictures, diagrams, mind-maps, using practical equipment, handling objects.
- A range of aids and resources that are easily accessible to support learning and aid independence, such as letter and number charts, high frequency word banks, topic word mats, knowledge organisers, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Task instructions are clearly explained, modelled or scaffolded, and staff check for understanding and misconceptions.
- Visual cues and prompts are available, including class and individual visual timetables.
- Some children may require more focused support from additional adults where appropriate.
- Children who are more able will be challenged through effective differentiation in class and invited to attend external workshops in chosen subject areas.
- Children with additional needs may require a personalised, targeted intervention to support their learning and enable them to access all areas of the curriculum.
- Children with additional needs may be offered 1:1 or group support for periods of time, but are always encouraged to participate fully in the life of the school.
- Sensory or movement breaks
- A Nurture room is available to all pupils who may need social or emotional support and some time out from the busy classroom environment. This room is called "The Nest."
- We offer pupils social and emotional support through intervention sessions with our ELSA team (Emotional Literacy Support Assistants) and the MHST (Mental Health Support Team).
- St Peter's Academy offers an inclusive approach to learning giving children the keys to unlock their future.

Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the SENCo to develop a personalised programme of support for your child. All intervention

programmes are evidence based, and used to narrow the gap between your child's attainment and the attainment of their peers and to remove any barriers to learning.

We are fortunate to have good relationships with many agencies and are able to refer children to them when appropriate. The school has worked effectively with the following agencies this year:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Service (CAHMS)
- Specialist Special Educational Needs Service (SSENS).
- Behaviour Support Service (BSS)
- The School Nursing Service
- Parent Support Advisor (PSA)
- Outdoor Learning
- Pets as Therapy (with Lady the dog)
- Advisory Teacher of the Hearing Impaired
- SEND Lead Workers at the Local Authority
- Link to RISE Family Support
- Access to parenting classes (through RISE)
- Access to SWAPP courses (Support in Wiltshire: Autism Parent Programme)

SEND Training

All staff within the school have SEND training as appropriate to their role and also to the needs of the children that we have in school at any one time. General SEND training is arranged at points within the year, and specific training related to individual needs, disabilities or children happens as and when necessary. We endeavour for as many staff to be trained as possible to ensure a consistent approach with children throughout the whole school day.

St Peter's Academy have staff members that have trained or specialised in the following areas:

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|-------------------------------------|--------------------------------------|
| • Trauma Informed Practice | • Better Reading Partners |
| • Emotional Literacy Support (ELSA) | • Lexia (Dyslexia IT programme) |
| • Attention Autism Bucket Time | • Wesford Dyslexia screening |
| • Outdoor Learning | • NELI (Speech and Language support) |

We have five members of staff trained for Paediatric First Aid and most other staff are trained in Emergency First Aid. Identified members of staff have received training on allergies and the use of Epi-pens. We also have a number of staff who are trained in Positive Handling. All staff have regular Safeguarding and Child Protection training.

Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed or needs that you feel we may not support fully, please come in and discuss this with us.

Monitoring

St Peter's Academy strives to identify any additional needs as early as possible in order to provide the appropriate support. We do this by carefully monitor your child's needs through a number of channels: You (as parent or carer) may tell us, the previous setting may pass on any information that they have, and/ or other professionals/ agencies will liaise with the school to ensure that your child's needs are met. Pupils who have additional needs are monitored through Pupil Progress meetings each term. Parents are consulted throughout this process with review meetings each term.

Appropriate assessment procedures are in place which will inform ambitious, but achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENCo when appropriate. As part of the 'Assess, Plan, Do, Review' process, if your child is identified as having any additional needs then there are termly opportunities (3 x per year) throughout the year for parents and teachers to review and agree new targets and plan together to ensure we do our very best for your child. If a class teacher, in consultation with the SENCo, considers it appropriate to involve outside agencies to support your child, the parents/ carers will be involved with the decision making process and asked to fill in the necessary referral forms. Parental consent is required for any referrals and all paperwork is treated confidentially and copied to the parents.

If you think that your child may have unidentified needs, you should speak with their class-teacher and ask their opinion. You may then wish to make an appointment to meet with the SENCo.

Policies

We try to ensure that parents are well informed about all we do at school. These key policies can be found under Policies on our website:

- SEND Policy
- Accessibility Policy
- Medical Conditions Policy
- Alcohol and Drugs Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality & Diversity Policy
- Complaints Procedure

Supporting your child

What support will there be for my child?	Teachers will plan and teach activities to match and extend your child's cognitive ability. They will also give physical resources to help your child learn. Teaching assistants are in each class to support children's additional needs. If needed, small group work or targeted 1:1 intervention will be provided. We can also offer ICT resources to pupils who need different access to their learning.
How is the decision made about what type and how much support my child will receive?	We want all children to make progress, so if they have a period where they are not making progress, we will give them targeted support using an additional adult to support them. Teachers and TAs will assess pupils as part of the normal lesson time and then decide what intervention programme is needed to support that particular need. If we use an external agency to assess a pupil, they will suggest strategies or support and the school will put these in place.

	<p>If a child has more complex additional needs, we may request a statutory assessment and this is followed by a My Plan or Education Health Care Plan. These documents clearly explained what support is needed and how it will be funded.</p> <p>Each year, the school creates a 'Provision Map' and this shows what support is being put into place for each child in school who needs additional support.</p>
How will school keep me informed about my child's progress?	<p>At St Peter's Academy, we highly value working collaboratively with parents to ensure successful outcomes for their children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate their children's success.</p> <p>Class teachers hold SEND review meeting three times a year in Term 1, T4 and T6. Parents will also receive two written reports, one in T3 and one in T6.</p> <p>Communication also takes place through the reading journals and both formal and informal discussions with your child's teacher and SENCo.</p>
Are parents and carers involved in planning, assessment and review of needs?	<p>Most definitely – parents are key to helping their child progress – we need to work together to ensure the best outcomes for your child.</p> <p>Class teachers also hold Parent Consultation Evenings twice a year, one in October and one in March. Parents of children with additional needs have a third meeting in July to review transition targets for the next year.</p>
Are pupils involved in reviewing their learning?	<p>At St Peter's Academy, we encourage the children to play an active part in reviewing their progress, along with parents and carers. We actively listen to all children and put their needs at the centre of all that we do:</p> <ul style="list-style-type: none"> • Your child will be involved in self evaluating their learning in class, depending on their age. • Your child will be involved in sharing their views with the teaching staff on what is working well and not so well in school. • Your child will create a One Page Profile with an adult to share their pupil voice. • Pastoral support for pupils with SEND to listen to their concerns and views.

Frequently Asked Questions

How accessible is the school setting?	Our school is fully accessible as it is all on one level. We do have disabled access into the school and we also have toilet facilities for those with disabilities.
Who will be responsible for my child's day to day needs?	The class teacher is responsible for your child's day to day needs and they are supported by a teaching assistant.

Will my child be included in all curriculum areas?	We will do all we can to ensure that your child will have access to the curriculum, just like the other children.
Will my child be able to go to after school activities and trips?	All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible. All children can go on trips as they are carefully selected with the current cohorts in mind.
What do you have in place to make sure my child is not bullied?	We have a comprehensive, very clear behaviour management policy which includes anti-bullying. Through our curriculum, ethos and collective worship, we foster a culture where everyone is valued, and where everyone feels happy to talk to an adult if they have a problem. If a child finds it difficult to communicate, we would ensure that there were appropriate means for any issues to be raised and dealt with swiftly.
What is a 'one-page profile' sheet?	This is a single sheet that captures all a child's needs, what makes them happy, what works well, what does not work well etc. – it is a useful document for anyone to see relevant information quickly and clearly.
What are the expectations for a child with SEND?	All children throughout the school have next steps to work towards. Children with SEND will also have next steps and this may be broken down into smaller graduated steps to ensure success and build confidence. Children on the SEND register are discussed with the Head Teacher, SENDCo and Class Teacher at designated Pupil Progress meetings to monitor progress. Any children who are of concern to the class teacher will also be raised at these meeting to ensure no child's learning and well-being is left to chance.
What is the difference between a 'Communication Passport', 'SEN Support Plan' or 'My Plan' (EHCP)?	These are the different levels of needs within our school. Communication Passports are used for those children with additional needs and who are receiving school support. If your child requires further support, then they may have a SEN Support Plan which is a non-statutory plan that details targets and additional support. A SEN Support Plan includes a one-page profile of the child and highlights their strengths and difficulties. The My Plan or EHCP is a statutory plan when Wiltshire Council have made an assessment of need and may issue additional funding to help support the child's needs.
Who makes sure that children with SEN are looked after well?	All staff working in school are responsible for the well-being of all children in the school. However, the class-teacher will be the person who spends most time with your child along with any teaching assistants working in the class. The SENCo monitors the progress and wellbeing of all our SEND pupils.
Who do I contact if I am not happy with the support or education my child is getting?	In the first instance, you should speak with your child's class-teacher if you have any issues with the support that your child is receiving. If this does not resolve the issue for you or if the teacher feels it is necessary, you will need to speak with the SENCo, Mrs Wallis will investigate and suggest how to change things or try something differently, or put you in touch with someone who can help. We hope that any issue will be resolved by this point but if not, you may

	<p>wish to speak with the Head teacher, Mr Everett. In the unlikely event of your issue still being unresolved, you could then contact the governor responsible for SEND and you can email them through admin@st-peters.wilts.sch.uk or call 01249 653 537.</p> <p>The school has a Complaints Policy available on the school website.</p> <p>You can also use the Wiltshire Parent Carer Council service to request advice: WPPCC (wiltshireparentcarercouncil.co.uk)</p> <p>Or Wiltshire SENDIASS: Welcome to Wiltshire SENDIASS KIDS</p>
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Transitions

<p>What will happen before my child starts school?</p>	<p>We work very closely with our pre-schools to make sure that this process is smooth and happy:</p> <ul style="list-style-type: none"> • St Peter’s Academy has very close links with a number of local preschools, in particular Lordsmead Preschool Playgroup. • The EYFS Lead liaise the children’s preschool settings to ensure a smooth transition. • If possible, the SENCo will attend any transition review meetings prior to your child starting school. • We can arrange additional visits to the reception Class for children with additional needs prior to them starting school.
<p>How could I arrange a visit before my child starts at the school?</p>	<p>Visits to the school are warmly welcomed. Please contact the school office to make an appointment and you will be given a personal tour of the school by one of the co Headteachers, Mr Everett and Mr Nunn. admin.stpeters@dbat.org.uk or 01249 653537</p>
<p>What will happen when my child moves to their next school?</p>	<p>We take transition for our children very seriously, so pupils will be able to visit their new school, more than once if necessary. We have meetings to share information so that the new teachers will know all about a child’s needs. We work very closely with the secondary schools to make sure that this process is smooth and happy:</p> <ul style="list-style-type: none"> • St Peter’s Academy has close links with each of the three secondary schools in Chippenham and we work in collaboration to ensure a smooth transition from the end of primary school to the beginning of secondary school. • We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school. • We actively collaborate with all three secondary schools supporting children in their turnaround days / weeks.

Useful Links:

National Autistic Society	http://www.autism.org.uk/
Dyslexia Action	www.dyslexiaaction.org.uk/
Rise Trust	http://www.risetrust.org.uk/
SEN Local Offer	https://localoffer.wiltshire.gov.uk
Wiltshire Parent Carer Council	WPCC (wiltshireparentcarercouncil.co.uk)
Wiltshire SENDIASS	Welcome to Wiltshire SENDIASS KIDS

For more information please see our web site www.st-peters.wilts.sch.uk where a copy of the school prospectus can be downloaded.

We do hope that this gives you all of the information that you need about our school in relation to SEND. If you have any further questions or comments about how we may be able to improve our service, please do not hesitate to contact Mrs Wallis on 01249 653537 or tamsynwallis.stpeters@dbat.org.uk