



Information Report

An SEN information report will be updated annually to reflect changes and plans within the school. The report states the current provision within St Peter's Bratton

What are the kinds of special needs for which provision is made at St Peter's Bratton School?

Children with speech and language needs

Occupational therapy/physiotherapy needs

Literacy

Numeracy

Behaviour modification

Personal care

Cognition and learning

Social, mental and emotional health

Sensory and or physical needs

What are the school's policies for the identification and assessment of pupils/students attending the school?

We identify children who may have additional needs via:

- Ongoing assessment for learning, marking and feedback in every lesson
- Tracking of attainment outcomes that indicate performance below age expected levels or a lack of progress
- Monitoring of teaching and learning programme within school including team around the child meetings
- Concerns raised by parents/carers, teachers or the pupils previous pre-school or school
- A pupil expresses concerns or asks for additional help
- Changes in behaviour or a concern that an emotional difficulty is affecting attainment and progress
- Liaison with external agencies
- Health diagnosis via a paediatrician

What is the provision for pupils/students at St Peter’s Bratton and how is it evaluated?

Intervention
<p>Social skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • This promotes independence and a ‘can do’ attitude to learning. Nurture Groups supports our PSHE Policy
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • We provide language enrichment groups for identified children following professional intervention • We have the support of a qualified Speech Therapist who sets targets as a result of observations and reviews progress • We have the facilities for NHS speech therapy sessions to take place here • We use Makaton signing to support communication when appropriate • For children with more specific needs, we have also enabled our children to have short term placements as a Specialist Language Unit before returning to school.
<p>Access to strategies/programmes to support occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • We support any referrals to these services and work with the professionals to provide resources as required or implement programmes as needed • We liaise with services to provide specific resources and intervention for children • Staff are trained in provision of the Cool Kids programme which helps to develop co-ordination and listening skills for pupils
<p>Strategies to promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • We operate an open door policy whereby parents/carers can speak to a key teachers before/after the morning and afternoon sessions. For parents who are working fulltime we are happy to speak over the telephone when convenient • We visit all the pre-schools and private Nurseries in July to support a smooth transition into our setting. Furthermore we provide support when our children move to Primary school. We encourage staff from these schools to visit the children here and also provide a member of staff to accompany them on their visit to the new setting • Additional visits can be arranged if it is felt that a child will need extra support • Transition from Y6/7 is carefully planned with liaison between primary and secondary school staff taking place throughout the year to ensure a smooth transition of all pupils.
<p>Strategies to support/develop literacy</p> <ul style="list-style-type: none"> • The environment (inside and outside) is set out to provide plentiful opportunities to support literacy • We begin the Letters and Sounds programme, phase 1 in the first term and extend this into the children’s daily learning • SCLN staff have participated in this initiative
<p>Strategies to support / modify behaviour</p>

<ul style="list-style-type: none"> • Strategies are provided to promote understanding of appropriate behaviour • Inappropriate behaviours are addressed immediately and strategies agreed with parents • We adhere to a comprehensive behaviour policy which is available to parents and are happy to talk through strategies as the need arises. • We have links with Bridge School and staff have been trained to help address behaviour issues and explore ways forward.
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • The environment (inside and outside) is set with plentiful opportunities to support numeracy • We offer an opportunity for parents to attend workshops about how children develop an understanding of numeracy
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • We promote Quality First Teaching in maths – but organise intervention groups for those children who find maths difficult. This includes Tables Learning Groups at KS2 (i-pads) • We plan a personalised curriculum as appropriate • We adapt resources and the environment as required with the support of appropriate professionals • For those children with Hearing Impairments experienced staff use a processor and check equipment daily. We have access to signed dictionaries • We work in collaboration with the teacher of the deaf • We are confident in supporting children with diabetes • All staff receive epi-pen training annually
<p>Support/supervision for personal care</p> <ul style="list-style-type: none"> • Extra lunchtime supervisors are employed as required • We liaise with school nurse to provide support for whole class and to give advice where necessary about individual pupils • See disability policy
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Staff plan collaboratively to ensure all children’s needs are met through the curriculum delivery • Differentiated tasks allow children to achieve their own potential (see Teaching and Learning Policy) • Assessments by staff are moderated in school and externally • Bromcom Data enables staff to monitor progress
<p>Liaison/Communication with Professionals/Parents, attendance at meeting and preparation of reports</p> <ul style="list-style-type: none"> • Our SENCos have overall responsibility for liaison with all necessary parties so that lines of communication are maintained • Provision Maps are drawn up when appropriate and targets are shared with parents/carers. They are encouraged to contribute to these • CAF and TAC – we liaise with outside agencies as appropriate, through integrated services manager. • We are supported by Inclusion Mentors, including an Early Years Mentor, who are linked with and work with specific children where necessary

- The LSAT visits school on a regular basis, working with individual children at SA+ and advising staff on how to meet their specific learning needs
- Where appropriate school take the advice of Educational Psychologists who may work with individuals or groups of children and undertake staff training to help them support pupils with specific needs

What training do staff have in relation to the needs of pupils/students at St. Peter's – Bratton?

The Senior Leadership Team supports staff in their development of understanding and in their ability to support pupils with SEND both individually and through in house or specialist continued professional development which is incorporated within the school improvement plan.

Individual needs are addressed through ongoing monitoring and feedback. The SENCO's are involved in the performance management of learning support assistants.

Regular and ongoing attendance at local forums and national conferences along with personal reading and research ensures up to date and in depth knowledge regarding how to support pupils with SEND and to support in the development of staff knowledge and skills.

Relevant staff are accredited to Elklan to provide effective speech and language interventions and support staff in this area.

When staff join our school they undertake an induction process, this includes working with the SENCO to understand the systems and structures in place for SEND provision and practice and to discuss the needs of individual pupils.

How will equipment and facilities be provided to support pupils/students at St Peter's Bratton?

Access to a supportive environment – IT facilities/equipment/resources (inc. Preparation)

- All resources are available to the children and are labelled appropriately. The children are encouraged to access them during their doing time and once they have completed a task they learn to tidy away

Our outside provision is outstanding supporting all areas of the Early Years Curriculum alongside Forest School opportunities and a creative curriculum

What are the arrangements for consulting parents of children/young people at St. Peter's Bratton and involving them in the education of their child?

St. Peter's Primary School believes in developing a strong partnership with parents and that this will enable children with additional needs to achieve their full potential. We recognise

that parents have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership

The parents of all children on our SEND register will be informed to review the impact of strategies and monitor progress towards agreed outcomes for their children. All teachers are more than happy to meet with parents to discuss any concerns; after school is typically the best time. Parents should contact the school office to arrange an appointment.

Our SENCO's and leadership team are available to meet with parents at their request. Parents should contact the school office to arrange an appointment.

We regularly hold parent workshops. These all aim to foster an effective partnership with our parents. We also encourage parents to complete questionnaires and to complete Ofsted's Parentview.

Our SENCO's support parents in working with external agencies. We have found that together we can provide the most rounded picture of our pupils.

What are the arrangements for consulting young people at St. Peter's Bratton about, and involving them in their education?

At St Peter's we work closely with our pupils and teach them to be aware of their own needs and to recognise what help they may require and what may support them.

We have a school council consisting of elected representatives from each class. The school council is actively involved in decision making within school through regular meetings.

Children who are receiving additional support are involved in reviewing the impact of any additional to and different from provision through discussion at termly reviews.

We actively seek the viewpoints of all children

Children will play an active role in creating their provision maps and pupil passports, identifying what they are interested in, what difficulties they have, what they can do to help themselves and what others can do within school to help them.

In line with the new SEND Code of Practice we are keen to develop pupil involvement and attendance at SEND termly progress reviews and in annual review meetings.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupil/students in relation to the provision made at St Peter's Bratton?

Working with parents is crucial in supporting our pupils. We welcome discussion with parents around any concerns or complaints they may have. We have a formal complaints procedure detailed in our school website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupil/students at St Peter’s Bratton and in supporting their families?

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with additional needs. The school has access to the Telford and Wrekin Education Special Needs Service and SEN Consultants. There is a specialist teaching team covering hearing impairment, speech and language difficulties, preschool SEN and English as an additional language. The local authority also provides advice and formal assessment through an Educational Psychologist.

We work closely with Family Connect to seek advice and support for our families via completion of a Common Assessment Framework (CAF) and through safeguarding referrals to children’s social care.

The local authority has produced its Local Offer in line with statutory guidance in the SEND Code Practice July 2014. It can be accessed via the link on our school website.

What are the school’s arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

Teaching staff visit preschool establishments before children join us and liaise with external agencies where a child is identified as having an additional need.

Children have a staggered entry to St Peter’s over a period of a few weeks in September, attending mornings or afternoons only, staying to lunch before staying all day. This process may be slowed and modified in response to individual need.

Children are observed for their base line levels of attainment in all areas of development as soon as they join us. This information is used to plan early interventions and targeted focus work within class.

When children join our school other than in foundation or mid-term we will gather information from parents and previous schooling wherever possible and carry out informal observations to identify attainment and any areas of need or barriers to learning. This will ensure then can fulfil their potential.

We recognise transition is a vital time for all pupils particularly those with additional needs. During the summer term all pupils spend time with their new teacher. At this time teachers liaise closely and share their knowledge of individual pupils. This enables staff to be fully aware of the needs of every pupil prior to them joining their class in September and also supports the emotional needs of our pupils.

In addition Year 6 pupils spend two days or more at their secondary school during the summer term. Teaching staff have meetings with secondary school staff.

Transition support we also run at our local secondary schools additional intervention for vulnerable and identified pupils. any areas of need or barriers to learning. This will ensure then can fulfil their potential.

Where is the information on Telford and Wrekin's Local Offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website www.telford.gov.uk if you have any queries or requests for policies or information relating to this report, please contact the school on 01952 387980