SEN Information Report

Last reviewed on:	09/09/25
Next review date by:	09/09/26
Reviewed by:	Helen Fawcett

We aim to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers in school provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities through our quality first teaching. Our whole school provision map identifies the provision for all children to achieve and therefore ensure that all pupils have a full access to the National Curriculum.

We work alongside external agencies under the support team: WISENDSS. This includes, The CIAT team (communication, interaction and access team), Educational Psychology, Speech and Language, The Early Years Team, Learning Support Service as well as other professionals to ensure that we can provide the best support and education for all our pupils.

We have a 'Special Educational Needs' Policy which all of our staff follow which can be viewed on our website.

Our school has one SENCO, Helen Fawcett. She works alongside external agencies to ensure that the support is appropriate and tailored to children's individual needs. As a school, we also support with in-house training of staff and the management of children with SEN.

The areas of SEN that are provided for in our school.

In Horbury St Peter's and Clifton Primary school, we provide additional to and different from provision for a range of needs. These include:

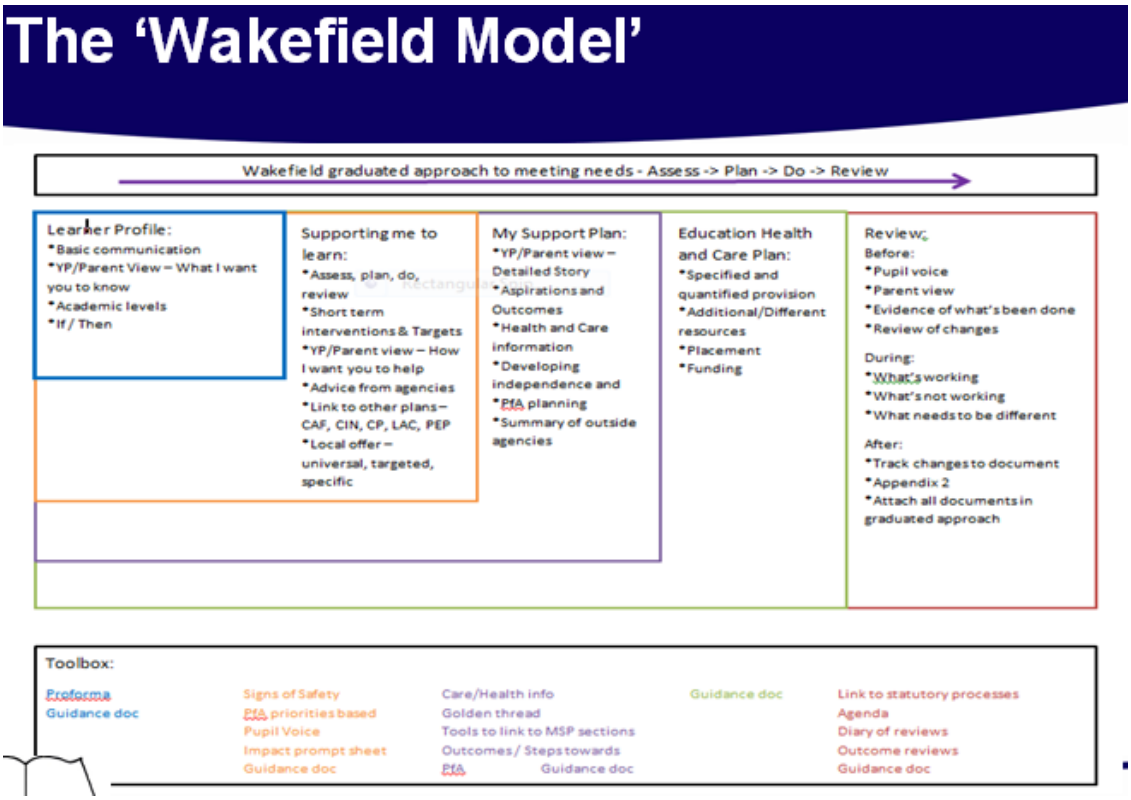
- Speech and Language
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs
- Learning difficulties

What is the policy for identifying and assessing pupils with SEN?

Children are regularly monitored and assessed across the school year by class teachers. Information from monitoring and assessments are shared with the Senior Leadership Team (SLT) and the SENCo regularly. When monitoring the assessment data, the school will identify children who are making significantly slow progress, children who have a gap beginning to emerge in their learning or children who fail to close a gap in their learning.

It is important to understand that slow progress and low attainment does not automatically mean a pupil is recorded as having SEN.

Interventions are put in place to close any gaps in learning or support progress. These interventions are reviewed regularly to ensure they are successful through a provision mapping system. Parents are notified of their child being involved in an intervention through an intervention letter and discussions with class teachers. If children's learning or progress continues to cause concern, parents will be invited to discuss support moving forwards. At St Peter's and Clifton we follow the Wakefield Model below.



If a pupil receives something 'Additional to' or 'Different from' their peers in class, then a document called a 'Learner Profile' is used. This documents what works well for the individual child and what support helps them to achieve. It takes into account parent and child views. This is reviewed at least annually.

If a child needs further support from external services, then a 'Supporting Me to Learn' plan will be written. These are reviewed termly with parents and children and take onboard advice and strategies from external services. Short term SMART targets are written to ensure that the child's progress can be closely monitored.

If a child has a number of agencies supporting then a 'My Support Plan' is used to coordiante support in one document. Targets will be reviewed termly looking at short term

achievements towards longer term goals. If school and other professionals feel that addional support is still required for the child to achieve then, the plan with supporting evidence can then be submitted to make a request for an Assessment of Education, Health and Care Needs. An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

How is the school accessible and what equipment is available?

Our school has a range of features to support access for all children and visitors to the school including lifts, disabled toilets and changing facilities, accessible space for wheelchairs around school with wide corridors, ramps and accessible car parking. Our school has an accessibility checklist for you to view on our website if you require further information.

What facilities and equipment does school offer?

We have a wide range of resources available to support children in school with a variety of needs. We work alongside external agencies who advise the SENCo and class teachers of the best ways to support children in school. We have access to ICT equipment such as I-pads and pupil laptops to support children with electronic communication where necessary, for example pupils who may struggle to record in the written form can use ICT to record. We purchase equipment such as coloured overlays, pencil grips, tactile resources where necessary to support pupils. We have a number of interventions that run-in school to support all areas of learning such as reading, writing, spelling, handwriting, motor skills, maths and speech and language.

What training and expertise have staff in school got?

Our SENCO is currently obtaining the SENCo qualification. The school's SENCo is allocated time out of class each week to carry out the SENCo role duties.
Staff in school receive regular updates and training from external services alongside in-house training from SENCos to update on new information and practices. For example, staff have had recent training on 'de-escalation techniques' and 'Relate to Educate' to support social, emotional and mental health needs. Staff have also had support from the hearing impairment team to update their knowledge on how to support children with hearing difficulties in school.

We have two learning mentors who support children's mental health.

How are parents involved in the process of SEN?

Our school has an "open-door" policy, if you are concerned about your child you can make an appointment to see your child's class teacher in the first instance. Our website signposts parents to additional support and help that they can access.

If school feels that your child requires additional support, you will be invited into school to discuss the plans moving forward and the relevant documents that are to be put in place to detail the support your child will receive. Plans will be reviewed termly with class teachers. Many children receive short term interventions to support their learning. Each term class teachers will send you some information about the interventions your child takes part in. If you want to discuss this or require further information then please contact your child's class teacher.

How are children involved in the process of SEN?

Children's views are gathered in a variety of ways through discussions with teachers and support assistants, involvement in review meetings as well as drawing and writing about their experiences. It is important to us that pupil voice is heard. We ask children regularly to feedback about what they need help with and what is working well for them as every child is different and what works for them will be different to their peers. Children are asked during intervention groups what they have learnt which helps us to gage the progress they feel they are making.

Which support services are we linked with?

- Communication, Interaction and Access Team (CIAT)
- The Early Years Team (Pre-5 service)
- Education Psychologists (EP)
- Social, Emotional and Mental Health Team (SEMH)
- Occupational Therapists
- The hearing impairment team
- Physiotherapists
- Speech and Language Therapists
- Community Paediatricians

We are lucky in school to have a new Speech and Language therapist who will visit our school on a fortnightly basis. Teachers are able to refer children (with parental permission) who are causing concern and resources will be provided for support staff to deliver to children in school and parents to deliver at home.

How do we ensure transition between schools is smooth?

Children joining our school are warmly encouraged to visit prior to joining. The more information we have about your child's needs the better so we can prepare to support them from the beginning of their school journey and education.

For pupils with SEN, moving class in September can be stressful. We build in additional transition sessions for pupils to meet their class teacher. It may be going to visit the classroom and teacher a few times, reading a book in the classroom when it is quiet for example. For younger pupils, transition books may be prepared to support their understanding of moving classroom, which the children can refer to. Class teachers will ensure that details about Supporting Me To Learn plans, My Support Plans and EHCPs are passed on to the new teacher during transition meetings.

When children leave us at the end of Year 6 we want to make their transition to high school as easy as possible. We arrange additional visits to the high school to ensure they are familiar with their new setting. We invite SENCos from the high school to attend the Year 6 review of an EHCP in the Autumn term. We try to ensure SENCos at high school are fully aware of the needs of the children in Year 6 in the final term of school.

We have an electronic database (CPOMS) which can be transferred to another school if children move schools/transition to high school.

Enabling pupils with SEN to engage in activities available to those in school who do not have SEN.

All pupils are encouraged to join in after school activities such as; sports and enrichment clubs. All pupils are encouraged to join in school productions, sports days, theme days and school celebrations. Staff will always ensure all pupils will be encouraged to join in all activities available to them, making adaptions where necessary.

Support for improving emotional and social development.

As part of our church school ethos, we encourage all children to take part in our St Peter's and Clifton school spirit. We provide support to all children and their emotional and social development through all sections of our spirit.

Service – we help and serve our community. We support and provide a safe space for all children. We encourage children with SEND to take part in extra-curricular clubs and activities.
Perseverance – we never give up. We actively encourage all children to fulfil their potential in learning and life.
Inquisitive – we open our hearts and minds. We listen to all children and support their health and mental well-being.
Respectful – we treat everyone with kindness. We are an inclusive school and encourage children to be respectful of all people and needs.
Inspirational – we inspire ourselves and others. We encourage children with SEND to take on roles similar to their peers to promote independence.
Trust – we trust each other and our faith.

How do I make a complaint?

If you have a concern please contact our SENCo and Head Teacher in the first instance. You can refer to our complaints policy available to view on our website in the 'policies' section.

If you require further advice or support, please refer to the following services:

https://www.kids.org.uk/sendiass

http://www.barnardos.org.uk/wesail-wakefield.htm

https://wakefield.mylocaloffer.org/Home - The Wakefield Local Offer

Contact details for raising concerns.

Please see the class teacher in the first instance. Communication can be obtained through the school office and the school email address. enquires@st-peters.wakefield.sch.uk

Helen Fawcett

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