



St Peter's C. E. Primary School

SEN Information

Report

2024-25



Unlocking....

Minds that learn, Hearts that love, Faith that gives

SENCO: Mrs Michelle Glass

SEND governor: Mrs Anne Armitage

Introduction: About our school

At St Peter's School we are committed to ensuring that the education we provide inspires and enables all pupils to achieve. Through our school vision ('Unlocking minds that learn, hearts that love, faith that gives), curriculum, planning and teaching, we seek to remove barriers to learning to help all pupils to recognise their goals and aspirations to succeed. This Report is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with Special Educational Needs and Disabilities.

As a school, we constantly review and evaluate our practice to meet the changing requirements of individual children.

At assessment point 3 at the start of July 2024 there were 15 children on the school's SEND register (Nursery-Y6); one with an Education, Health and Care Plan (EHCP).

Currently (November 2024), we have 15 children on the school's SEND Register who are identified as having an additional need. This is 15.6% of the children on roll. We have additional funding for two pupils and are in the process of waiting for an EHCN assessment for two pupils.

Area of SEN need	Cognition and learning (Learning/specific learning difficulties)	Communication and Interaction	Social, emotional, mental health (SEMH)	Hearing Impairment	Visual impairment	Physical disability	Total
Primary need	8	4	1	2	0	0	15

What are our school's admission arrangements for pupils with SEN or disabilities?

St Peter's Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place. For further information on admissions please refer to the Admission Policy on our website www.st-peters.oxon.co.uk

What are our school's access facilities for pupils with SEND?

We have a wide range of resources to support differentiation of teaching and learning activities and our staff have high levels of expertise and know where to find information regarding inclusion of children with SEND. Our building is accessible for wheelchairs and adaptations ensure that all areas of the school are safe and easy to get around for all our pupils.

What areas of need exist in our school?

St Peter's Primary currently supports a number of children with a range of additional needs including children with:

- **Communication and interaction needs**; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs**; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health** needs. Some children will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.
- **Sensory/physical needs**

How do we identify and assess pupils with SEND?

If the school has concerns that a child is finding certain aspects of learning difficult we will bring together all the information needed to get a more detailed picture of the child's needs.

The school will be using the new Oxfordshire County Council's Indicator's Toolkit to help identify detailed information about a child's progress and needs. We then use the following documents to help plan and implement provisions to meet those needs.

- The Ordinarily Available Toolkit provides guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire.
- The Inclusive Support Series which are strengths-based tools to identify reasonable adjustments in learning settings. They can be used to facilitate conversations with class teachers about a specific pupil(s) and to develop inclusive practice.

With discussion with the Class teacher, SENCo and parents it may be felt that a child will be categorised as requiring SEND Support. This means that a child may benefit from specific support within the school or from an external agency. They will be placed on the school's SEND register, which is monitored centrally by the local authority.

How are parents and pupils involved?

Parents are informed when school is making special needs provision for a child and are actively involved in decision making regarding SEND. All pupils who are on the SEND Register have a carefully planned Pupil Profile, which lays out the strategies to support learning in class, additional support and intervention, and outcomes to be achieved over the year. Parents of children with SEND meet with their child's class teacher at least termly to review and set new Individual Pupil Profile targets drawing on current performance data.

The views of pupils are important to the way in which we support them during their time at St Peter's. Where possible children have been invited to attend their termly reviews or they were asked to discuss their progress with their teacher before the review took place. All parents receive regular communication from their child's class teacher, both formally in the midyear report; at Parents' Meetings in the autumn and spring term; as well as informally via email, phone calls or face-to-face. Termly Parent Information evenings are held over the course of the year.

Class teachers and the SENCO are available to discuss any concerns you have. Meetings are available with them at any point throughout the year.

How is pupil progress and attainment tracked?

As a school we constantly review and evaluate our practice to meet the changing requirements of individual children. This is known as the 'Assess, Plan, Do, Review' cycle. Three times a year teachers, the Headteacher and SENCO meet to look at pupil progress data. The data for each child is analysed via our assessment system (Sonar) and our PiXL assessment tests. The achievements and progress of each SEND pupil is discussed to ensure s/he is progressing well; provision to accelerate progress is carefully planned from these discussions.

How do we ensure inclusion?

We offer a broad and balanced curriculum for all children and young people including those with SEND.

Barriers to inclusion are identified in individual Pupil Profiles and measures for their removal are put in place, to ensure that all pupils can participate fully in activities alongside other pupils. Approaches may include:

- Differentiated teaching and support

- Providing additional resources or adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables
- Providing ICT resources including Reader pens
- Ensuring that the environment is suited to the pupils needs
- Differentiating our teaching, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud or giving small step instructions.

What outside agency support is available to support children with SEND?

There are a range of professionals and services that the school can call upon for advice and support in meeting the needs of a child with SEN or disabilities including:

- Inclusion Consultant
- The Early Intervention Hub at Eynsham School
- Speech and Language Therapists
- Communication & Interaction Support Service
- Educational Psychology
- The Owl therapy Centre
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Therapy
- Mulberry Bush Outreach Team
- Safeguarding: MASH (Multi Agency Safeguarding Hub) ; Child & Family Assessment Team
- Attendance Team
- School Nurse Service
- Health Visitor
- Early Years SEN Team

The school can help parents get support from these teams if it is appropriate for the needs of their child. In some cases the child's GP can also make a referral.

What support is available in school for a child with identified SEND?

This will vary depending on the child's needs, but could include:

- Use of individual, pair and small group activities to teach specific skills or reinforce classroom learning.
- Access to suitable individual or small group intervention programmes.
- Models, images and multisensory resources to promote understanding.
- Use of laptop to support recording of ideas.

Resources and equipment are selected often following recommendation in assessment reports from external professionals. Resources are also chosen following specific SEND training courses.

Resources are also shared and recommended within the EPA SENCo group.

What specific resources/additional interventions does this school offer?

Communication and Interaction:

- Spirals programme (language and social skills group)
- Individual social stories
- Input from Communications and Interaction Team
- Speech and Language support from SaLT, TA delivering SaLT targeted activities
- Colourful Semantics

Cognition and Learning:

English/Maths:

- Precision teaching (individual word reading)
- Write From the Start (Handwriting Programme)
- Read Write Inc. Fast Track 1:1 sessions
- Tailored Booster Maths and English sessions
- Plus 1/Power of 2 maths intervention
- Fresh Start (Read Write Inc)
- TA support
- daily reading with an adult
- small group phonic booster
- PIXL group therapy interventions
- Volunteer 1:1 readers

Social, Emotional and Mental Health:

- Forest school
- Individual behaviour plan or pastoral support plan
- Individual visual timetables including individual 'Now and Next' /management boards.
- Social Stories/Social Skills sessions
- Support from the Communication and Interaction Team
- ELSA support
- Additional seats/wobble cushions
- The Owl Therapy Centre 1:1 sessions

What expertise can we offer?

Our SENCo holds a teaching qualification, and has the National Award for SEN Coordination from Brookes University.

TAs have had training to deliver the programmes: FFT, Spirals, ELSA, Fast Track

One TA has finished now her ELSA course. The Early Years Team attended the following courses last academic year: Descriptive Commentary, Autism in the EY' and Emotional Regulation and Visual Support.'

How do we know if SEN provision/intervention is effective?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing and evaluating the impact of interventions through pre and post assessments
- Using pupil questionnaires
- Monitoring interventions and data by the SENDCo
- Using provision maps and tracking to measure progress
- Holding reviews for pupils with a profile

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

Attendance of SEND pupils

The overall attendance of SEND pupils at St Peter's:

	2023-24
SEND	92.9%
Whole school	95.1%

Exclusions: During the course of 2023-24 there was 1 exclusion.

Progress and Attainment of SEND pupils (2023-24)

Attainment 2023-24 data analysis % (10 pupils on the SEND register in years 1-5)

Years 1-5	Below ARE %	ARE and above %
Reading	70	30
Writing	90	10
Maths	40	60

Progress 2023-24 data analysis (10 pupils in years 1-5) from Autumn 1 -Summer 2

Years 1-5	expected or higher %
Reading	100
Writing	100
Maths	70

Attainment of SEND at end of each Key Stage

Attainment at the end of <u>KS2</u> at or exceeding ARE	SEND attainment July 2024 (4 pupils) %
Reading	75
Writing	75
Maths	75
GPS	75

Attainment at the end of <u>KS1</u> at or exceeding ARE	SEND attainment July 2024 (2 pupils) %
Reading	0
Writing	0
Maths	0
GPS	0

Impact of interventions for SEND children

2023-24 ELSA interventions were individually evaluated at the end of the programme but all children were more successful in using strategies taught in the sessions. Examples of some intervention results for children with SEND are below:

Intervention	Impact
precision teaching of spellings	Average gain +3.6 months spelling age
Reading interventions in LKS2 (project X Code)	The children on the SEND register made an average 3.8 months more progress in reading accuracy and +6 months in comprehension.
Maths 1:1 intervention UKS2	Scaled scores made an average of + 4 on their scaled scores.

What SEND funding do schools receive?

Government funding to school is based on three factors:

- Core Education Funding : The AWPU (Age Weighted Pupil Unit).

This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.

- Additional Support Funding (ASF)

On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

- Top-up Funding

If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block. St Peter's has additional funding for two children on role.

What was our SEND budget last year and how was it spent?

As a school we prioritise spending to support the needs of our children who have additional educational needs and those who are at risk of underachieving. During 2023-24 we spent in excess of ??? on educational support staff to prioritise the needs of all pupils including those with special needs, using the money to access support from outside agencies, including input from an Educational Psychologist. The money was also spent on EP assessments, OXSIT subscription. The SENDCo has half a day a week to carry out her duties. This time is used to meet with parents, monitoring the teaching and learning of pupils with SEND in classrooms, monitor the progress of children with SEND meet with external professionals, support and advise class teachers, carry out observations and assessments of individual pupils and maintain statutory records.

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through various leadership groups. We listen to the views of children/young people with SEN by ensuring that they are included in these groups.

One of our TAs has undertaken ELSA training and is currently supporting children 1:1 using the ELSA programme.

At St Peter's we understand the need to make wellbeing a priority. As a school we follow the Inside Out programme. Inside Out proactively supports children and helps them to gain a 'toolkit' of fun and practical life skills and activities that they can use in their everyday lives to reduce stress, find

focus, increase confidence and resilience to feel better, to learn better and to flourish. When children are in year 5 and 6 they also have the opportunity to take part in Magical Days Out. We also follow the Zones of Regulation at St Peter's.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by raising the awareness of this with the staff and children. We also have an antibullying week each year lead by the children, which focuses on different topics and ensures that the children recognise the different forms of bullying and how to stop or prevent it from happening.

How are the Governing Body involved in our SEND provision?

The school has a Special Needs Governor, Mrs. Armitage, who supports the SENDCo in implementing the SEND Policy. Governors are provided with attainment and progress information of all pupils with a focus on SEND pupils. The link governor meets termly with the SENDCo to review progress, interventions and their impact as well as carry out SEN learning walks.

How are pupils with SEND helped to access activities outside of the classroom?

Pupils are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

How do we manage smooth transition between years and between settings?

Early Years Transition

The SENCO and Foundation teacher will attend transition meetings for pupils with SEN making the transition from pre-school/nursery to reception. The class teacher will visit the child in their early years setting. Parents are invited to attend a pre-admission meeting.

Moving on from Year 6

There are three transitional days over the course of the year for Year 6 to attend their feeder secondary school (Bartholomew). Additional visits to the secondary school may be arranged for identified pupils if necessary. Key staff from secondary school will visit children in Year 6. If appropriate, children with SEND may access a transition group within school. Last year this was run by an advisory support worker from the Communication and Interaction team.

Moving Schools;

If your child is moving to another school we will:

- Contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support

Moving Classes:

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Curriculum overviews are provided at the beginning of term which provides information about arrangements for such things as homework, the curriculum topics and reading expectations.

What if I have a complaint?

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns.

If your concern is not resolved by the teacher, you should then ask for a meeting with the SENDCO, Michelle Glass who will do her best to help resolve the issue. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure can be obtained from the school office and on the website.

Where can I find further information on SEND?

Our SEND Policy, Accessibility Policy and Equality Policy can be downloaded or read online via our school website www.st-peters.oxon.co.uk If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office

Useful web links Oxfordshire County Council's guidance "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings" may be found at:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducational/SEND/CompilationFoundationYearsandPrimary.pdf>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

For information about a range of specialist support services go to the Oxfordshire County Council SEN web pages at:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

SENDIASS Oxfordshire offers informed and impartial support to parents/carers of children with SEN and/or disabilities, and children and young people with SEND. They can be contact by:

Telephone: 01865 810516

Text: 07786 524294

Email: sendiass@oxfordshire.gov.uk