

## UNIVERSAL PROVISION

St. Peter's Church of England Primary School is a mainstream school of 287 children, plus a Nursery of 60. We support and value the abilities of all our pupils and believe that all children should be given the best possible opportunity to achieve their potential. We believe in growing together in mind, body and spirit.

As a school, we endeavour to provide equal opportunities for every person in our care and a safe, fully equipped learning environment which caters for the needs of every child as an individual. Our teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through the normal classroom arrangements. We also have a Special Educational Needs and Disabilities (SEND) policy, which can be found on the school website.

We cater for pupils with additional needs under the four primary areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/ or Physical Needs

We endeavour to use a variety of strategies to recognise and remove barriers to learning created by difficulties in these areas.

Our SEND Governor is Mrs Penny Hargraves. Her role is to monitor provision, teaching and learning and progress of children with SEND throughout the school.

Our SENDCo is Mrs Amanda Fuller. She monitors and coordinates the assessment, identification, provision, tracking and intervention procedures implemented throughout the school and liaises with multi-agency support and parents/ carers. Amanda is a member of the Senior Leadership Team and works part time, flexibly across the week. Amanda may be contacted through the school office on 01395 443167 or by email [afuller@sps1.org.uk](mailto:afuller@sps1.org.uk) When she is unavailable, the office staff will take a message and she will endeavour to make contact as soon as possible. Alternatively, the Headteacher Steve Hitchcock, ([head@sps1.org.uk](mailto:head@sps1.org.uk)) will endeavour to help.

# SEN report 2020

## IDENTIFICATION AND ASSESSMENT PROCEDURES

All our staff are responsible for identifying pupils with SEND. Liaison between feeder preschools, private nurseries and our own nursery unit alerts our Reception staff to young children whose needs may have already been identified. Throughout the school, teachers raise initial concerns by discussing a pupil's difficulties with the child and their parents/ carers to gauge their views. The SENDCo is informed and the pupil's difficulties are discussed. The SENDCo will then suggest or carry out further observations and assessments and assist in putting strategies and interventions in place.

The school has a number of assessment materials available to assist in identifying a range of different SEND. If assessments are inconclusive or pupils require more specialised support, other multi-agency services to assist in further assessments are sought via referral procedures. Pupils identified as having a SEND under the four primary areas of need are then placed on the school's SEND Register. This is confidential and is not available publically.

All pupils who are identified as having additional needs have an Individual Education Plan (IEP), this is written by the class teacher, with support from specialist teachers and SENDCo. Parents are invited to work alongside the class teacher to complete the IEP, devising SMART targets and deciding upon the support both at school and at home. This plan may also include the recommendations from external agencies such as specialist teachers and individual provision. For some children and their families we begin the 'Right for Child' processes where information around needs is gathered.

IEP's are reviewed at least termly with all concerned including support staff, teacher, child and parents/carers. Those children with the most complex needs (or who previously have had a Statement of Special Educational Need) have their own Education, Health and Care Plan (EHCP) implemented. EHCPs are statutory documents finalised by the SEN 0-25 Team following a formal assessment of need by a range of Health care and educational professionals. Both the IEP and EHCP documents highlight the pupil's needs in health, social care, education, barriers to learning and the desired outcomes and progress for the individual pupil. EHCPs are reviewed annually, with 'team around the family' (TAF) meetings taking place at least every six to twelve weeks.

### Class teacher-generated intervention (led by teacher or TA)

We also have groups run by the teacher and/or teaching assistant in each class according to the needs found in that cohort of children. These could be run in or out of the class and can include:

- Spelling group
- Reading comprehension group
- Handwriting group
- Speaking and listening group
- Speech and language group
- Guided reading groups
- Guided writing groups

# SEN report 2020

- Higher ability creative writing group where technical skills are developed, such as Handwriting, spelling, punctuation and also creative skills such as story writing, descriptive work and poetry.
- Phonic groups
- Daily Arithmetic
- Small-Group Maths Intervention
- Fun Fit
- High Five Fine Motor Skills
- Lego Therapy

Teaching Assistants are deployed in a variety of ways including:

**In-class support:** The TA can be deployed by the classroom teacher to support small groups of pupils or individual pupils with a specified task that has been differentiated, or to work with a more able group to allow the teacher to work with a lower ability group of pupils.

**Intervention:** Small groups of pupils are withdrawn for specific learning objectives, to improve understanding by pre-teaching new concepts or rehearse previous learning, to improve rates of progress.

**One to one:** Specific pupils receive individual support to allow them to access learning activities and progress more effectively. We use the Precision Teaching approach in many of these interventions.

Parents receive regular reports of their child's current rate of progress. A parent can request information about their child's progress at any point within the school year by contacting the school.

We deliver a wide range of intervention support programmes for the four primary areas of need, including the following:

## COGNITION AND LEARNING

### **Literacy support**

1:1 or small group phonics support, based on the games and activities used during whole-class sessions such as 'Letters and Sounds' and spelling for KS1 and 2 children who have difficulty with using and applying phonological knowledge.

Sessions based on the TAAS programme and Jelly and Bean books support KS1 learners who require a more systematic approach when learning to read, write and spell successfully. These sessions are delivered on a 1:1 basis by an experienced retired teacher.

CODE uses the Project X characters and is a hugely popular and effective reading intervention for Key Stage 2. This link says it all! <http://www.youtube.com/watch?v=DSyuPryftnw>

# SEN report 2020

Conquering Literacy programme is delivered to children with specific literacy difficulties.

Nessy Online is used to reinforce direct teaching of phonics, reading and spelling strategies

As part of all class teachers continuous professional development the SEND team offer different training sessions on subjects such as reluctant readers, spelling strategies and how to teach them and observing and supporting different barriers to learning.

**1:1 Effective Hearing Reading:** All teaching assistants and community volunteers are trained in how to be more effective when hearing children read.

## Maths Needs/ Numeracy Support

At St Peter's we constantly monitor the progress of our children in mathematics. Where the need is identified, children undertake further detailed diagnostic mathematics assessments to identify key areas for development. Based on these assessments an intervention plan may be established. This may entail the class teacher addressing additional objectives for these children as part of their Quality First teaching, utilising the support of other adults or resources in the classroom or children taking part in targeted intervention sessions in addition to daily mathematics lessons.

Programmes used for intervention include 'From Counting to Calculating', 'Additive Reasoning' and 'Multiplicative Reasoning'. Additional tools include 'Number Shark', Doodle Maths and a selection of online resources. Progress is reviewed half-termly with intervention planning adjusted accordingly.

We believe that children receiving additional maths support will be able to achieve accelerated progress which will assist them on their journey to meet age-related expectations.

## COMMUNICATION AND INTERACTION

We have auditory memory groups, as directed by our educational psychologist, to help children with poor auditory working memory, as this can hinder learning.

## Speech and Language Therapy

The Speech and Language Therapist will assess a child experiencing difficulties with their speech and devise a personalised programme for them. The Teaching Assistant will carry out activities with the child to help them achieve the targets from this programme. Speech and Language groups operate across the school for children who need to work on certain sounds or understanding of specific types of language, as determined by a selection of specialist assessment tools.

## SEN report 2020

The Widgit programme supports learners who find language or reading words become barriers to learning. Widgit presents words as 'symbols' to aid the pre-teaching of vocabulary, organising of timetables or understanding parts of a sentence etc, ensuring all learners have equal and fair access to information.

Listening and Attention groups are more commonly found in Foundation or Key Stage 1 and are set up as needed for children who need more practice in turn-taking, communication skills etc. However, we have recognised the need for such groups to be running in KS2 to support reasoning, problem-solving, emotional literacy and communication in general terms.

We run the TALKABOUT programme, recommended by the Communication and Interaction Team, with children in small groups which explores self-confidence, self-awareness and how to interact with others.

We run Lego Therapy (LeGoff et al 2014) groups which can help and reinforce play skills and social skills such as verbal and non-verbal communication, joint attention, task focus, sharing and turn taking and collaborative problem-solving. Our groups are called 'Chatterboxes' and children from across the school access this therapy with excellent results.... And they love it!

For further information see example <https://network.autism.org.uk/good-practice/case-studies/using-lego-therapy-autistic-pupils>

## EMOTIONAL, SOCIAL AND MENTAL HEALTH NEEDS

The Boxall Profile is an online invaluable resource for the assessment of children and young people's social, emotional and behavioural development in all educational settings. This is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education. The two-part checklist, which is completed by staff who know the child and young person best, identifies the levels of skills the children and young people possess to access learning. Following the assessment of a child, the profile then supports the setting of targets and recommends intervention strategies to support this new learning.

THRIVE is a programme which teaches children how to understand and manage their emotions and reactions to things that happen to them. A THRIVE assessment and programme can be very beneficial as we sit with parent and/or teacher and work out an Action Plan for home and school to help a child who may have emotional challenges. An individual or group programme may be put in place.

As a school, St. Peter's has signed up to Coram Life Education as the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'.

## SEN report 2020

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give busy teachers skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Primary Support Partnership (PSP) is a service which can be accessed for children with significant social, emotional and mental health issues which may cause behaviours which put them at risk of exclusion or make them highly vulnerable in social contexts. Children may be referred for specific programmes and may work 1:1 or in small groups. Our local PSP is run from Marpool Primary School and attended by the Exmouth Learning Community SENDCo's.

Parent groups run throughout the year across the whole of the Exmouth Learning Community and are run jointly by SENCO's and our Educational Psychologist. These meetings are usually held once every half term and take a particular focus, eg. anxiety, change, learning to wait, sibling rivalry, etc. They are usually held at Withycombe Raleigh Primary School

Solihull Approach to Parenting - 'Understanding your child's behaviour', course runs for 10 weeks at the school. This is facilitated by the school SENCo, SEMH lead and another trained member of staff.

## SENSORY AND PHYSICAL NEEDS

Occupational Therapy and Physiotherapy: we carry out any therapeutic tasks recommended by V ranch House for children needing help with movement, proprioception, posture, motor skills and so on, either 1:1 or in groups if more children need the same help.

FUNFIT is a programme set up by V ranch House for children who need help with their gross or fine motor skills or core body strength. They have a series of lessons, after which improvement is usually remarkable. If not, we refer them to V ranch House for an in-depth assessment.

<http://www.vranchhouse.org/what-we-do/devon-fun-fit/>

We also run groups to Improve Fine Motor Skills, including the HIGH FIVE handwriting strategy from V ranch House. This helps with sitting correctly for writing, pencil grip, handwriting, using cutlery and scissors.

Children are also referred to the Occupational Therapy (OT) Team, within the Children and Family Health Devon, when they present with Sensory Processing difficulties. Once assessments have been completed by the Sensory OTs, the school follow their recommendations to support children in the school environment. We are lucky to have a Sensory Room within school, where children can access a range of equipment and activities to support them with their processing.

## SEN report 2020

### SUPPORT FOR MULTIPLE NEEDS

Children requiring support for one or more of the primary areas of need may also be offered additional support to meet their needs. An example of this might be Donkey Riding or Grooming Therapy at the Donkey Sanctuary, Sidmouth. These sessions provide intensive support for communication, emotional and social difficulties and sensory <http://www.thedonkeysanctuary.org.uk/>

We also have a special school, Mill Water, on our doorstep at Bicton, who we access for outreach services, advise and support us as necessary.

### SPECIALISED MULTI-AGENCY SUPPORT ACCESSED

As a school, we liaise with and access support from a number of outside agencies which provide more specialised advice and support to ensure that the staff of the school can deliver appropriate and effective interventions and support for children with a variety of SEND. The agencies which we work with are listed below:

- a) School Nurses and Community Health Workers
- b) The Educational Welfare Officer
- c) Educational Psychology Service
- d) Speech and Language Therapy Service
- e) Occupational Therapy and Physiotherapy
- f) Communication and Interaction Team
- g) Visual Impairment Support Team
- h) Hearing Impairment Support Team
- i) Multi-Agency Safeguarding Hub (MASH)

### ACCESS TO OUT OF SCHOOL AND EXTRA-CURRICULAR ACTIVITIES

Children with SEND are provided with the same opportunities available to all children at the school. They are welcome to stand for any of the pupil elected responsibilities, such as school council groups and participate in

## SEN report 2020

any extra activities. If extra support is required for children to engage in an activity outside the classroom it will usually be provided by a teacher or teaching assistant, or, for after school activities, parents are welcome to come and support their children if necessary.

A large range of different after-school clubs are run throughout the year and children with SEND are welcome to join any of these. Clubs include a variety of sports, cooking, art, music, games, ICT and drama

## COMMUNICATION WITH PARENTS

Communication with parents is an area that we feel is extremely important and pride ourselves upon. Weekly Newsletters are sent out, outlining important news, events and learning activities. Each class has a page which can be accessed through the school website, with specific information for their learning and provision. Termly Class Parent Information sessions also enable parents to see first hand the learning to be covered during the term. All children have regular parent/ teacher/ child meetings to discuss children's progress throughout the year and teachers, teaching assistants, the SENDCo and the Headteacher also make themselves available at times outside of these, at the request of parents. Staff will request a meeting with a parent if they need to talk to them. This is the same for parents of children with SEND. In addition to these meetings, all children with statements/ EHCPs, IEP and Children in Care of the Local Authority, who have Personal Education Plans (PEPs), will have team around the family (TAF) meetings and/ or regular reviews to enable parents to meet up with all the professionals involved in their child's care, to feedback and discuss individual progress towards outcomes and provision in place to meet required outcomes.

All parents of children with SEND are provided with information regarding the Devon SEND Pathfinder, DISC and Devon Information Advice and Support (DIAS)

<https://www.devonias.org.uk/>

Parents/carers can find the Devon 'Local Offer' information can be reached via this link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

There is also information regarding the SEND local offer in neighbouring LA by following this link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/neighbouring-send-local-offers>

Parents are also introduced to and/ or put into contact with the SENCo at Exmouth Community College or other providers prior to transition to Secondary School to ensure that parents are clear about what these schools can offer for their children when they leave St. Peter's School to begin their secondary education.

## SEN report 2020

### TRACKING OF PROGRESS AND EVALUATION OF PROVISION

The progress of all children is tracked by class teachers as they evaluate the results of regular assessments. The school uses a range of assessment techniques and programmes to ensure that children of all abilities can be assessed appropriately. As a school, we use the PUMA and PiRA assessment tests termly. These are based on the curriculum for Mathematics and Reading in each particular year group. When assessing children who are performing below age-related expectations (ARE) the class teacher can decide to use a test paper from the year group in which the child is more suited to, stage rather than age. This then contributes to the triangular approach of monitoring progress alongside teacher assessment and book scrutiny.

Progress is recorded on an Excel spreadsheet. Teachers make decisions about interventions and individualised programmes, based upon children's rates of progress and in discussion with subject leaders and colleagues from outside agencies. In addition to this, children on the SEND register are also monitored by the SENCo, SEN Governor and Headteacher. The SENCo also suggests and/ or provides intervention programmes for some children.

All children are assessed prior to starting interventions and after completion of interventions in order to track their progress and allow for the effectiveness of intervention programmes to be evaluated. Teachers and teaching assistants keep notes on how children have approached activities within intervention programmes also in order to provide qualitative data which can also be analysed to help in judging the effectiveness of intervention programmes.

### PROGRESS DATA ON CHILDREN WITH SEN

The progress of children with SEND is at least good.

In 2019, at KS1, SEN children at St Peter's achieved in line with SEN children nationally.

In 2019, at KS2, SEN children did better than SEN nationally and closed the gap with non-SEN peers in reading and writing.