

Annual SENDCo Report

Key Facts and Figures about SEN at St Peter's

Number of pupils on roll	305
Number of pupils on the SEN Register	53 (17%)
Number of pupils with an EHCP (Educational Health Care Plan)	6
Headteacher	Steve Hitchcock (head@sps1.org.uk)
SENDCo	Rose Barahona (racres@sps1.org.uk)
SEMH Lead	Beverley Cawthera (bcawthera@stpeters-budleigh.devon.sch.uk)
SEND Governor	Louise McPhie (lmcphe@sps1.org.uk)

Our approach

At St Peter's Primary, our underpinning ethos for all pupils, including those with SEN or Medical needs, is growing together in mind, body and spirit. Therefore, we support and value the abilities of all our pupils and believe that all children should be given the best possible opportunity to reach their potential. We achieve this through having high expectations for our pupils and by teaching them the skills needed to become independent and to feel confident and empowered to manage their individual needs.

As a school, we endeavour to provide equal opportunities for every person in our care and a safe, fully equipped learning environment that caters for the needs of every child as an individual. Our teaching arrangements and strategies are fully inclusive and the majority of pupils will have their needs met through the normal classroom arrangements. We believe that all teachers are teachers of SEN and we work as a team to identify any needs that pupils may have and support them in reaching their potential.

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

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Communication with Parents

As part of our whole-school policy for communication with parents, all parents will receive a Parents' Evening meeting with their class teacher in the Autumn and Spring Terms as well as a written report in the Summer Term.

For our pupils with SEND, we offer the opportunity for an extended Parent's Evening meeting if we feel more time is needed to discuss the needs and support we can offer for you and your child. All parents can also contact the SENDCo or Class Teachers to arrange additional meetings if they have any further questions regarding the support we can offer.

How we assess progress

At St Peter's, we consider all four areas of SEND to be of equal importance in order for all our children to Grow Together in Mind, Body and Spirit. Therefore, when assessing progress, we consider how our pupils with SEND have made progress across all areas of their needs as well as within the curriculum. This progress will be reported to parents as part of our Parent Evenings and the Summer Term report.

How we structure our support

As a school, we tailor our support for our pupils with SEN into three areas:

Whole Class Provision

Group Provision

Personal Provision

We believe that the best provision for our pupils with SEN is provided first through high-quality, whole-class teaching that meets the needs of all of our pupils. For pupils whose needs are not fully met through this provision, we then provide Group Provision where learning is more closely tailored to their individual needs. Finally, where needed, we provide Personal Provision which is tailored specifically to the needs of each child and is put into place through communication with and advice from outside agencies.

It is our aim to enable all pupils with all degrees of SEND, to become increasingly empowered and independent in recognising and managing their individual needs ahead of attending secondary school. Thus, our support is continually reviewed and adapted over time in order to give our pupils as much confidence and independence as possible before leaving our school.

Below are examples of the current Whole Class, Group and Personal Provisions that we offer based on the current needs of our pupils.

Whole Class Provision

Cognition and Learning	High-quality teaching using up-to-date research methods to support learning and retention including: <ul style="list-style-type: none"> ● Regular revisiting of previous learning ● Relating new learning back to previous learning and making links ● Zoom Out/Zoom In approach (showing children how their learning fits within a bigger picture)
Communication and Interaction	Communication friendly classrooms <ul style="list-style-type: none"> ● Clear displays with only the key information up ● Use of fabrics to soften noise and prevent echoing <p>Explicit teaching of new language using visual aids to support learning</p> <p>All pupils joining us in Reception are screened for any possible Communication and Interaction needs</p>
Social, Emotional and Mental Health	Relational approach to behaviour management (please see our behaviour management policy for full details)
	Buddy System <ul style="list-style-type: none"> ● Every Reception child is paired up with a Y5 buddy who supports them as they transition to the main school following nursery. We have found this to be beneficial to the self-esteem and confidence in both our Reception and Y5 pupils. <p>Weekly PSHE sessions focussed on different areas of SEMH development</p>
Sensory and/or Physical Needs	Daily Run/Stretch/Bodyweight exercise after 30 - 40 minutes of learning. Deliberate variations in classroom noise levels

Group Provision

Cognition and Learning	In-lesson, adult-led support in <ul style="list-style-type: none"> ● Maths ● Literacy
------------------------	---

	<ul style="list-style-type: none"> ● Reading Comprehension ● Spelling ● Phonics ● Handwriting <p>Afternoon, adult-led Precision Teaching groups</p> <ul style="list-style-type: none"> ● Maths ● Literacy ● Spelling ● Phonics <p>Before and After School Clubs</p> <ul style="list-style-type: none"> ● Pre-teaching of Maths and Literacy ● Pre-Teaching of upcoming Topic Vocabulary
Communication and Interaction	<p>Adult-led groups for our Reception and Year 1 pupils</p> <ul style="list-style-type: none"> ● Using the NELI programme following a screening
Social, Emotional and Mental Health	<p>Afternoon, adult-led groups to develop children's skills in the following areas</p> <ul style="list-style-type: none"> ● Interacting with their peers ● Self-esteem ● Resilience ● Self-regulation strategies <p>Opportunities to attend out-of-school events such as:</p> <ul style="list-style-type: none"> ● Sporting competitions ● Reading challenges ● Author meet-ups
Sensory and/or Physical Needs	<p>Adult-led groups to support pupils with their physical and/or sensory needs</p> <ul style="list-style-type: none"> ● Fun Fit ● Funky Fingers ● Proprioceptive Activities ● Self-regulating Strategies

Personal Provision

Cognition and Learning	<p>One to one sessions with our spelling/reading specialist</p> <ul style="list-style-type: none"> ● Available to KS1 pupils who have been identified as having significant learning needs in spelling and reading <p>Access to Nessy Programme</p> <ul style="list-style-type: none"> ● Available to our KS2 pupils who have been identified as having spelling difficulties. <p>This is completed in class in place of whole-class spelling lessons and at home as part of home-learning expectations.</p>
Communication and Interaction	<p>Visual timetables with Now/Next steps</p> <p>Pre-teaching of upcoming vocabulary</p>
Social, Emotional and Mental Health	<p>One to one sessions with our SEMH lead</p> <ul style="list-style-type: none"> ● For pupils who have been identified as needing extra support with their SEMH needs ● For parents who have requested extra support in helping their child with SEMH

	needs
Sensory and/or Physical Needs	<p>Theraputty</p> <ul style="list-style-type: none"> ● For pupils who have an identified attention and listening need who have been recommended the use of a fiddle toy for concentration. ● For pupils who have been identified as having a physical weakness in their hands/arms to build finger strength for writing. <p>Wobble Cushion</p> <ul style="list-style-type: none"> ● For pupils who have been identified as having difficulty maintaining a proper seated position for written activities. <p>Writing Slope</p> <ul style="list-style-type: none"> ● For pupils who have been identified as having difficulty maintaining a proper seated position for written activities. <p>Individual Sensory Breaks</p> <ul style="list-style-type: none"> ● For pupils who have been identified as needing regular sensory breaks in order to maintain focus. <p>Ear Defenders</p> <ul style="list-style-type: none"> ● For pupils who have been identified as having audio-processing needs

The Local Offer

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.

A link to the Local Offer can be found here:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

The agencies which we work with are listed below:

- School Nurses and Community Health Workers
- The Educational Welfare Officer
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy and Physiotherapy
- Communication and Interaction Team
- Visual Impairment Support Team
- Hearing Impairment Support Team
- Multi-Agency Safeguarding Hub (MASH)
- Heads-Up