

## UNIVERSAL PROVISION

St. Peter's Church of England Primary School is a mainstream school of 290 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 remove barriers to learning created by difficulties in these areas.

Our SEND governor is Mrs Gill Gray. 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 may be contacted through the school office on 01395 443167 or by email [afuller@sps1.org.uk](mailto:afuller@sps1.org.uk) If she is not available, the office staff will take a message and she will endeavour to make contact as soon as she is able. Alternatively, the Headteacher will endeavour to help.

## 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, teacher's raise initial concerns by discussing pupil's difficulties with the child and their parents/ carers to gauge their views. The SENDCo is informed and pupil's difficulties discussed. The SENDCo will then suggest or carry out further observations and assessments and assist putting strategies and interventions in place.

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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 vulnerable within their learning are included on 'Accelerated Learning Grid' (ALG) populated by the class teacher. If the measures put in place to address these needs are not fruitful and it is agreed that these children requiring more specific or specialised support then the class teacher begins an 'Individual Education Plan' (IEP). 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. Some of these children and their families then 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
- 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

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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 supports 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>

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

**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

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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.

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.

## EMOTIONAL, SOCIAL AND MENTAL HEALTH NEEDS

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.

Small group SEAL sessions on emotions and coping strategies are for children who are undergoing difficult life situations and who need a little extra help.

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Social and Emotional Learning (SEAL) groups are used to enhance the PHSE sessions which children receive in class. In these groups children generally work on feelings, e.g. anger, anxiety, relationships and changes as we prepare for the summer holidays and next year. <http://www.devon.gov.uk/devonseal.htm>

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 co-delivered with a member of Exmouth Child's Centre team and the school SENCo.

## SENSORY AND PHYSICAL NEEDS

Occupational Therapy and Physiotherapy: we carry out any therapeutic tasks recommended by Vbranch 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 Vbranch 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 Vbranch House for an in-depth assessment.

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

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

## 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 use to advise and support us as necessary.

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### 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 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 and Weekly Class letters are sent out, outlining important news, events and learning activities. 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

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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 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.

## TRACKING OF PROGRESS AND EVALUATION OF PROVISION

The progress of all children is tracked by class teachers as they evaluate 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. Progress is recorded on Tracker Box. Teachers make decisions based on information contained in the ALG, 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.

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## PROGRESS DATA ON CHILDREN WITH SEN

The progress of children with SEND is at least good.

In 2018, at KS1, SEN children at St Peter's achieved better than SEN children nationally.

In 2018, at KS2, SEN children did better than SEN nationally, and closed the gap with non-SEN peers in reading and writing.