



SEND Information Report

School's Offer

November 2025

<p>What are special educational needs and disabilities?</p>	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The SEN Code of Practice states a child has special educational needs when they</p> <p>“have a significantly greater difficulty in learning than the majority of others of the same age”</p> <p>and/or</p> <p>“have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”</p> <p>There are 4 broad areas of SEND:</p> <ul style="list-style-type: none">➤ Communication and Interaction (including Autistic Spectrum Condition and related conditions).➤ Cognition and Learning (range of learning difficulties including dyslexia and dyslexic tendencies).➤ Social Emotional and Mental Health difficulties. (Including ADHD)➤ Sensory and/or Physical difficulties (includes disabled pupils and those with hearing and visual difficulties). <p>Many children do not broadly fit into one of these categories but may have needs in more than one.</p> <p>Looked After Children or children with English as an additional language (EAL) are not children with SEND based on this alone. However, looked after children and EAL children can have SEND.</p>
<p>How does St. Peter's Primary Academy know if children need extra help?</p>	<p>At St Peter's C of E Primary Academy, early identification of Special Educational Needs and Disabilities is key so that we can ensure that the right support is in place for all children to reach their potential. We know that a child needs extra help when, despite receiving high quality teaching:</p>

	<ul style="list-style-type: none"> ➤ They are making less than expected progress given their age and individual circumstances ➤ Their progress is slower than that of their peers ➤ There is a gap between the child’s attainment and that of their peers ➤ The gap in attainment widens over time, despite additional support being put in place ➤ They require additional adult support to access the curriculum ➤ They require additional resources to support their learning <p>Concerns may also be raised from parents/carers or previous settings attended – e.g. previous school or early years setting.</p> <p>If after making reasonable adjustments the class teacher still has concerns, a referral will be made to the SENCo.</p>
<p>What should I do if I think my child has Special Educational Needs?</p>	<p>Speak to your child’s teacher about any concerns. There are always members of staff on the playground at the beginning/end of a school day. You can also make a more formal appointment to see your child’s teacher by contacting the school office or sending them a message on Class Dojo.</p> <p>Concerns can also be raised at termly Parent’s Evenings.</p> <p>Once you have spoken to your child’s teacher, the SENCo (Miss Hiley) may become involved. Miss Hiley can meet jointly with parents and teachers to discuss any concerns and to help plan any additional support for your child, as well as facilitating referrals to outside agencies, if required. Miss Hiley can be also be contacted directly on Class Dojo.</p> <p>All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.</p>
<p>How will St Peter’s C of E Primary Academy teach and support my child?</p>	<p>All children at St Peter’s have access to a broad and balanced curriculum. St Peter’s is an inclusive school and we make reasonable adjustments to support the varying needs of all our pupils. Some of the ways we do this are listed below:</p> <ul style="list-style-type: none"> ➤ Identifying any barriers to learning and taking steps to remove these. ➤ Providing additional adult support in class to scaffold, model and break down tasks into chunks to make the curriculum accessible to all ➤ Following the advice and guidance from outside professional agencies as to strategies to use and equipment to purchase ➤ Including children in evidence-based intervention programs to work on specific targets on a one-to-one basis, or as part of a small group ➤ Monitoring and reviewing the impact of all the adjustments listed above before planning further intervention and support <p>Staff supporting children who are placed on the SEND register will work together to create a PFP (Plan for Progress)</p>

	<ul style="list-style-type: none"> ➤ A Plan for Progress (PfP) is used to set targets and aid planning and preparation: It is a working document. ➤ The PfP is shared with all staff working with the child and support is put in place. ➤ The PfP is reviewed 3 times a year with child and parents. The PfP will be reviewed mid-cycle if needed. <p>For a minority of children, when SEND support is not enough and where they meet County criteria, school and/or parents may make an application for an EHCP (Education, Health, Care, Plan). This will involve on-going involvement of external specialists resulting in a detailed assessment of the child's strengths and needs.</p>
<p>How will the curriculum and learning environment be matched to my child's needs?</p>	<p>At St Peter's C of E Primary Academy, all children have access to a broad, balanced curriculum. Teachers plan to incorporate the needs of all children in their class through adaptive teaching and the effective use of teaching assistants where present.</p> <p>Teachers and teaching assistants model examples, break down instructions into smaller chunks and make explicit links between new teaching and prior learning.</p> <p>Children will be provided with specialist equipment and resources whenever this is required. These resources may include coloured overlays to aid reading, a pencil grip and writing slope, visual checklists and a visual timetable, a fidget toy or a wobble cushion.</p> <p>Some children may take part in intervention groups to address gaps in their learning, or to support other areas of need, such as Speech, Language and Communication needs, Social, Emotional and Mental Health needs, Sensory and Physical needs. The SENCo monitors these interventions and measures their impact on your child's progress.</p>
<p>How will I know how my child is doing?</p>	<p>We will communicate your child's progress in a number of ways</p> <ul style="list-style-type: none"> ➤ You can discuss your child's progress at termly Parents Evenings ➤ You can make an appointment to speak to your child's teacher, either by speaking to them directly on the playground or by sending them a message on class Dojo. ➤ The SENCo's (Miss Hiley) working days Wednesday, Thursday and Friday. If you would like to discuss any concern relating to SEND with Miss Hiley, please make an appointment through the school office or VIA class Dojo. ➤ PFP review meetings are held once per term. ➤ All parents receive an end of year report about their child, outlining progress and attainment.

	<ul style="list-style-type: none"> ➤ All reports from outside agencies are shared with parents as soon as we receive them. ➤ Your child's class teacher or SENDCO may contact you by phone call or VIA Class Dojo if it is thought an update is needed in between scheduled meetings.
<p>How will St Peter's C of E Primary Academy help me to support my child's learning?</p>	<p>Your child's teacher or the SENCo will suggest additional ways to support your child at home at PFP review meetings and parents' evenings.</p> <p>The SENCo completes referrals to outside supporting agencies following discussions and permission from parents- these include but are not limited to the Speech and Language Service, the School Nurse, Community Paediatrics, CAMHS and the Educational Psychologist.</p> <p>There a number of ways you can support your child's learning;</p> <ul style="list-style-type: none"> ➤ Know your child's targets and actively encourage your child to work towards them. ➤ Check homework set regularly and support your child in completing it. ➤ Encourage your child to attend clubs and activities in and out of school. ➤ Visit the school website for links and information. ➤ Follow the advice given by staff and other agencies. ➤ Attend planning and review meetings. ➤ Let school know if your child is unhappy or worried about anything.
<p>What support will there be for my child's overall wellbeing?</p>	<p>St Peter's C of E Primary Academy highly values your child's wellbeing. There is a range of pastoral support on offer. This includes:</p> <ul style="list-style-type: none"> ➤ An effective Personal, Social and Health Education (PHSE) curriculum and Relationships and Sexual Education (RSE) Policy that provides pupils with the knowledge, understanding and skills they need to promote their Personal, Social and Emotional development. ➤ Pupil voice mechanisms are in place in school such as the School Council ➤ Pupils who find playtimes and lunchtimes difficult are supported and alternative opportunities can be made available or additional support can be given. In addition, Pupils who find it difficult to come into school in the morning can be met and greeted by a familiar member of staff, who will help them to settle into school and get ready to learn. ➤ Interventions and nurture groups are put into place for any children who are experiencing anxiety, including bereavement and loss. ➤ Staff deliver a range of interventions for SEMH needs including but not limited to Friendship Terrace, Lego therapy and zones of regulation coaching. ➤ Pupils with a diagnosis of Autism may access support from the Autism inclusion team. ➤ A worry box is displayed in each classroom where children are encouraged to write down their worries should they not feel comfortable in verbalising to an adult.

	<ul style="list-style-type: none"> ➤ Pupils are supported to use safe spaces and talk to trusted adults should they be experiencing periods of anxiety or need to self-regulate in order to continue their learning. ➤ If a pupil has a medical need, a detailed Care Plan is compiled by the school in partnership with parents and the school nurse or other medical professional. The staff member responsible for the administration of medicines will be discussed with you when reviewing/writing the care plan.
<p>What specialist services, outside agencies and expertise are available at or accessed by St Peter's C of E Primary Academy?</p>	<ul style="list-style-type: none"> ➤ Behaviour Support Service ➤ Special Educational Needs and Inclusion Hub ➤ Action for children ➤ Educational Psychologist Service ➤ Autism Inclusion Team (AIT) ➤ School Nurse ➤ Hearing Impairment Team ➤ Malachi Service (Tier 2 Family Support) ➤ Speech and Language Services ➤ Visual Impairment Team ➤ Educational Welfare Officers (EWO) ➤ Physical and disability support service ➤ Occupational Therapy service ➤ Physiotherapist ➤ CAMHS ➤ Early Help team ➤ Children and Young Persons Autism Service (CYPAS) ➤ Stay Well <p>These services are accessible through a range of school referral procedures or via medical access directly through your GP.</p>
<p>What training is provided for the staff supporting children with Special Educational Needs and Disabilities?</p>	<p>Whole School training on SEND issues are planned into the school's training calendar. These sessions have recently included SMART target setting, Adaptive Teaching and a guide to the SEND Code of Practice.</p> <p>If a need arises on a specific area of special needs the SENCo will gain advice from specialist services and arrange training to meet the individual needs.</p> <p>Individual teachers and teaching assistants may attend courses run by outside agencies that are relevant to the needs of specific children in their class.</p> <p>The Autism Outreach Team provides support for individual teachers and TA's where necessary.</p> <p>The SENCo attends termly SEND Network Meetings in order to keep up to date with strategies to improve outcomes for pupils with SEND and attends the Lichfield and Burntwood SEND and Inclusion Hub to discuss how individual pupils can be best supported.</p>

	The SENCo (Miss Hiley) has completed the NASENCO qualification
How will my child be included in activities outside the classroom including school trips?	<p>St Peter's C of E Primary Academy is an inclusive school:</p> <ul style="list-style-type: none"> ➤ All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. ➤ Pupils with SEND are encouraged to be part of the School Council or volunteer as play leaders ➤ All pupils are encouraged to go on our residential trips ➤ All pupils are encouraged to take part in sports day, school productions, special assemblies, and workshops. No pupil is ever excluded from taking part in these activities because of their Special Educational Needs or disability ➤ St Peter's C of E Primary academy will make reasonable adjustments in order that all children with SEND can go on educational visits, using risk assessments and care plans, and providing additional adult support where required. Parents and carers are encouraged to communicate with their child's teacher if they have any concerns about a forthcoming school trip. ➤ If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
How accessible is the school environment?	<p>We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010. A copy of this plan is available on the school website or on request via the school office.</p> <p>Individual access requirements may be required and we can discuss these if they arise. Equipment and resources are available for children who have specific needs. Our exits and entrances are wheelchair friendly and our doors are wide enough for wheelchair access. All classrooms are accessible All classrooms and toilets are on one floor and we have a toilet that has been adapted for wheelchair users.</p> <p>Reasonable adjustments can be made if what is in place is not suitable for any reason.</p>
How are St Peter's C of E Primary School's resources allocated and matched to children's Special Educational Needs?	<p>All teachers are teachers of children with SEND and are trained to enable them to meet the variety of needs of pupils in their class through Quality First Teaching. They put additional support into place within their own class by deploying their teaching assistant (if applicable) or providing additional support themselves as part of high quality teaching.</p> <p>Teaching assistants also deliver evidence-based interventions to individual pupils or small groups during the afternoons and the impact of these interventions is measured by the SENCo.</p>

	<p>A range of resources and equipment are provided, such as table prompts for literacy and maths, physical support like pencil grips, writing slopes and emotional resources such as social stories.</p> <p>Where children have a higher level of need school may, in conjunction with parents apply for an Education, Health and Care plan, guided by county criteria. Where a plan is in place, school will allocate resources to meet the objectives of the plan and enable pupil progress as a priority.</p> <p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <p>Further support or resources may be allocated to your child following assessments by outside agencies.</p> <p>Funding may be used to buy in specialist support.</p>
<p>How will St Peter's Primary Academy prepare and support my child to join school or transfer to a new school?</p>	<ul style="list-style-type: none"> ➤ If your child joins us in Reception, you will be invited to a welcome meeting and to attend a Stay and Play session with your child. We encourage prospective parents to visit our school so that your child can see their classroom and meet their teacher. Miss Hiley (Reception Class Teacher and SENDCO) will carry out visits to nurseries, child minders or the home setting prior to beginning in September. If extra transitions are needed due to SEND we can accommodate this. ➤ If your child joins from another setting, you will be invited for a tour of the school beforehand. Ahead of transition, your child will be invited to spend a day/ half day at St Peter's. We will make contact with your child's previous school to request data and relevant documents. ➤ If your child leaves to join a new school before Year 7, we will liaise with the new school and all important information and documents will be passed on securely in line with GDPR. ➤ For all children moving to a new school for Year 7, transition days are held for the Year 6 pupils to become familiar with their new school. Children with SEND can have extra transition days. The Autism Outreach Team provide extra support for pupils anxious about their transfer and accompanied visits can be arranged. Information is passed on from the SENDCo, Miss Hiley to the SENDCo at the Secondary School. Ahead of transition to high school, support groups can be put into place for those who are feeling anxious.
<p>How is the decision made about what type of support and how much support my child will receive?</p>	<p>The progress of all pupils is tracked and discussed by teachers at termly Pupil Progress meetings with the Head Teacher and Deputy Head Teacher. When a child is identified as having additional needs, we use a graduated response to support and identify the additional support a child may require. Parents will be involved in all discussions and kept up to date with how their child is being supported.</p>

	<p>The Graduated Response</p> <ul style="list-style-type: none"> ➤ Monitoring - a teacher has recognised a child may have certain needs and additional interventions and reasonable adjustments may be offered. Progress is measured by the class teacher and SENCo and reviewed termly. ➤ SEND Support – children who have been identified as having special educational needs and who require provision that is additional to and different from the mainstream curriculum. These children have a Plan for progress (PFP) with specific targets and all additional support and reasonable adjustments that they require are listed on it. These plans are reviewed on a termly basis by teachers and parents or carers. ➤ Pupils with an EHCP- children who have been identified as having complex and significant needs and may be in the process of an Education Health and Care assessment or have an EHCP plan already in place. These plans are reviewed annually by parents, the class teacher, the SENCo and any other outside agencies supporting the child.
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Complaints Procedure

If you are dissatisfied with any procedures or policies relating to this report please follow these guidelines:

Request a meeting with class teacher and or SENDCo.

Request a meeting with the Acting Principal, Mr D Castledine

Contact the Local Academy Committee – school office 01543 372060

Contact the Academy Trust 01543 306040

Who can I contact for further information?

If you wish to discuss your child’s educational needs or have a query regarding your child’s schooling please contact the following:

- Your child’s class teacher.
- The SENDCo, Miss N Hiley.
- The Head of School, Mr David Castledine
- Local Academy Committee

This Policy will be reviewed annually.

Next review due November 2026