



As a church school, our vision is for each child to love learning and to have hope, confidence, wisdom and respect for all.

'Life in all its fullness' (John 10:10)

St Peter's Brafferton CE (VA) Primary School SEND Information Report September 2023 to September 2024

SEND Code of Practice January 2015, Section 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>



St Peter's Brafferton CE (VA) Primary School SEND Information Report

Academic Year 2023-24

Our SEND policy can be accessed at: <https://st-peters-brafferton.n-yorks.sch.uk/about-us/send/>

Our School Offer

SEND Provision in School

At St. Peter's Brafferton Primary School our motto is "Small school, big heart." We aim to work in partnership towards a shared vision between all stakeholders and are committed to being fully inclusive and welcome all children to our school regardless of their needs. At St Peter's our aim is to inspire and challenge our pupils to achieve their best and achieve their full potential. All staff in school are committed to providing high quality teaching so that all children can make at least good progress with their learning. Each term a range of interventions are used to help children with SEND to make progress with their learning and emotional literacy. Teaching and learning is adapted to meet the needs of all learning styles. Resources are allocated to meet the needs of all. The staff team meet regularly to ensure provision for all pupils is the best it can be.

Our school SENCo is Sarah Atkinson and she can be contacted via the school office on 01423 360250 or by e-mailing: senco@st-peters-brafferton.n-yorks.sch.uk
The school Governor with responsibility for SEND provision in school is Mrs Anna Blackwall.

What kinds of SEND are provided for in our school?

At St. Peter's Brafferton we provide an inclusive education. We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs and as such we welcome all children and families into our school. Admission for all pupils is through North Yorkshire Admissions:

<https://www.northyorks.gov.uk/school-admissions>

Special educational needs and provision falls into four broad areas:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, mental and emotional health (SEMH)
- Physical and/or Sensory needs (PD / SN)

We have a wealth of knowledge and experience to support children with: Autism, Attention Deficit Disorder (ADD & ADHD), Sensory Processing Disorders, Physical



Disabilities, Social, Emotional and Mental Health Needs, Specific Learning Difficulties such as Dyslexia, Dyscalculia, Dyspraxia, Communication and Interaction Needs and Speech, Language & Communication Needs, Precocious puberty.

Policies & SEND Provision

Our SEND Policy, available on our website, highlights how children's additional needs are identified and how the school will support these children. We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach. We consider children's needs, plan interventions / adaptations to class teaching etc., implement these and then review their impact. We try to determine what the root cause of the issue is, as children who fall behind do not always have SEND – there may be other barriers to learning.

If a child fails to make expected progress, the child will be identified by the class teacher. The class teacher will then make a clear plan of support for the child to address gaps in knowledge & skills which may include booster sessions, pre-teach activities or interventions. These may be in a small group or on a one-to-one basis and will be focussed on a particular aspect of learning. Information about progress and support will be shared with parents / carers at parents evening.

Children who have received this additional support but have not made expected progress will have their targets recorded on a Support Plan, applying Assess, Plan, Do, Review strategies building on strengths, and identifying needs and types of support to ensure progress. The Support Plan is written in consultation with the parents of the pupil, teacher and SENCo. Older pupils can be involved in their own target setting too. Additional Provision notes are written by intervention leads recording details of the intervention including assessments and next steps in learning. Progress is reviewed at least termly and for some children at more regular intervals. Some children in school with more complex needs will be referred for an Education, Health and Care Plan (EHCP) with parental consent. We will seek advice from specialist teams if we need to make amendments to our accessibility plan to support disabled pupils to access our school. Our accessibility plan and policy is available on request from the school office.

Consultation with and involvement of parents

We are a small village primary school and we pride ourselves on our open-door policy. We operate on regular contact with parents especially for children with SEND. We have official Parents' Consultation Evenings and more informal meetings on request before and after school. Teaching staff are available before the start of the school day to talk through any concerns that have arisen that morning or the night before. We work very closely to ensure we meet the needs of all children. We communicate with parents if their child is to be part of an intervention and feedback at the end of it to review progress. The SENCo and class teachers ensure regular contact through daily dialogue, face to face meetings, virtual meetings via TEAMS, telephone calls and email. Termly Support Plan meetings are held with Parents and Class Teachers and our support plans include a separate section for parental voice, which we encourage all parents to complete.

Pupil Voice

The children at St Peter's are consulted in a variety of ways to gain pupil voice. We ask all children for their views on learning they have completed in class, after school clubs and PE. Various other aspects to do with school life are discussed in class. We have half termly thinking circles where all children are asked for their opinions & thoughts on a variety of school related topics. In addition, subject leaders carry out pupil interviews and each class has a well-being display with systems in place for all pupils to make their voices heard. Children are involved in their own support plan, giving their views on progress, and reviewing & setting new targets in consultation with the class teacher and/or the SENCo. Ownership of targets has a positive impact on pupil attainment. All pupils with SEN are included in discussions about their learning (where appropriate). Their views will be heard, and this is a good opportunity for them to discuss things that help them



in school as well as things that might not help.

Assessment and Consultation with Parents

All schools have developed their own assessment systems in line with the National Curriculum. When children enter primary school there are national expectations which are the average levels for children at the end of an academic year / key stage. Not all children will be able to achieve these national expectations, and so some additional support may be needed to help a child to make progress. If children are working below the National Curriculum Levels we use The Engagement Model (<https://www.gov.uk/government/publications/the-engagement-model>) to assess progress. Our children are tracked from on entry to school and then termly Pupil Progress Meetings are held to ensure the needs of all pupils are met in a timely manner. Children are assessed within lessons through high quality questioning and Assessment for Learning strategies which are employed throughout school. Children identified will receive some extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case, then they will ask for a meeting with the SENCo to discuss strategies. If these strategies are not working and the gap is becoming wider than their peers in any area, then a discussion with parents/carers about the possibility of placing the child on the SEN list will take place. Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCo regarding the next appropriate steps. Parents / Carers have the opportunity to discuss your child's progress at the parent / teacher consultation evenings and at SEND review meetings. Personalised Support Plans are written for pupils with SEND in order to plan and summarise the support that has been provided for a child over a period of time. The Support Plan highlights individual strengths and achievements. It is a record of interventions that have taken place and the progress made towards the targets agreed, it notes strategies which may not have been successful as well as noting the positive difference particular support has made to the child's learning. At each Support Plan review meeting parental views are collected and recorded on the plan. This document will follow the child as they move through the school and to any new school. Some children in school with more complex needs will have an Education, Health and Care Plan (EHCP). The targets agreed within the EHCP and the progress made towards them are reviewed at least annually, in the same way that Support Plans are reviewed. The views of the pupil, parent, school and all outside agencies involved, including the Local Authority are considered and recorded at the review meeting.

Transition Arrangements

At St. Peter's Brafferton CE (VA) Primary School we are experienced in understanding and dealing with the implications of transition. Any transition process is started early, with a view to making it as smooth as possible for your child. Transition passports may be developed with children and highly personalised transition arrangements are put in place where necessary and appropriate. We involve and liaise with outside agencies, children and parents to hold transitions meetings when children are moving on to High School to ensure that a child's SEND provision is appropriate and consistent. This may include additional visits to the secondary school in addition to the routine induction arrangements made for all pupils. This also applies if pupils join mid-way through an academic year. Annual review meetings are also held to review progress towards targets the objectives laid out in the EHCP. Staff may work with colleagues from other schools (in and out of area) to facilitate smooth transition for pupils. Transitions from Early Years settings are initially facilitated by our Early Years Teacher, Miss Ellis. These involve visits into the setting, child's home and visits into school. As appropriate, the SENCo may join with the Early Years Teacher to liaise with setting staff, parents and the child.

Teaching & Learning

High quality, inclusive teaching and learning strategies are used throughout the school for all pupils. We also offer a range of catch-up interventions and highly



personalised support interventions across all areas of need. In line with shared desired outcomes, support interventions are carefully planned each term by the class teacher and the SENCO. The aims of these interventions are shared with pupils and parents through the child's Support Plan and are reviewed termly. Staff receive regular training and support provided by a number of different agencies in order to deliver the interventions. They are monitored by the SENCo in order to ensure that they have the best impact on children's learning.

Curriculum Adaptation

At St Peter's Brafferton CE (VA) Primary School, when necessary, reasonable adjustments will be made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. These may include: changing the colours of interactive whiteboards,- providing a visual timetable which is updated daily, paired work or small group teaching, providing coloured overlays, social stories, different styles of reading books, use of ear defenders, use of ICT to record ideas, quiet areas within the classroom, "chunking" learning into smaller sections, writing scaffolds/frames/sentence starters, use of practical resources, fidget toys.

For children with an EHCP or medical care plan, individual arrangements for support may be completed termly where necessary and appropriate in order to ensure that children receive the high level of support they require. Individual Risk Assessments are carried out for children who may need additional support both in school and on school trips. If your child has a sensory (e.g. significant sight or hearing loss), a physical (e.g. uses a wheel chair or another aid to support their mobility) or a medical (e.g. requires regular significant medical support) need, the sensory, physical, medical team via the Local authority will be involved in supporting the schools to make the necessary adaptations (see Accessibility Plan and Accessibility Policy). Parents will always be asked for your permission before this service is used.

Expertise and Training of Staff to Support Pupils with SEND

Support staff and teaching staff at St. Peter's Brafferton CE (VA) Primary School work with both individuals and groups of children throughout school to support and facilitate learning of children with special educational needs. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. Staff receive regular training in different areas of SEND from a variety of sources. Individual staff training needs may also be identified during the Appraisal process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school. The SENCo has successfully achieved the NASENCO Award through Edge Hill University (Feb 2023). The SEND Action Plan identifies school priorities and training needs. If the SENCo or Headteacher is unable to provide the training then outside agencies will be used for example: Yes@Arete Learning Trust for specific training linked to Dyscalculia or Intelligensa for positive handling training. We work with SEND Hubs in the area who liaise with us, providing specialist support and advice where necessary and appropriate.

Evaluating the Effectiveness of & Engagement with Provision



St. Peter's Brafferton CE (VA) Primary School is committed to ensuring equal opportunities for all learners; meeting the academic, social and emotional needs of all children in our care so that they can take full part in the life of the school, accessing the school curriculum at their own level. All additional provision in school is recorded and careful tracking of children's progress allows staff to evaluate the overall effectiveness of the different provisions being made. Baseline assessments and end of intervention assessments are made to ensure progress can be measured. This progress is monitored by the Class Teacher, SENCo, Headteacher and Governing Body. Termly Support Plan Reviews take place with parents and termly progress reviews are held with the Headteacher to ensure good progress is being made. All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities and registers are taken so attendance can be monitored and supported as necessary.

Pastoral & Emotional Support

We are dedicated to supporting and facilitating pastoral support for all children as we believe that children must first feel happy and secure in order to make academic progress. Children are always encouraged to talk to teachers and teaching assistants if they feel sad, or if they consider they are being bullied or are feeling vulnerable in any way. We have a trained Emotional Literacy Support Assistant who works with groups or individual children to support their emotional wellbeing and mental health. We are responsive to need and can quickly set up clubs such as Mindful Monday club. We have timetabled weekly sessions for SEMH sessions which allow children to talk in a safe space. In addition, all classes have a dedicated PSHCE area which are referred to daily as well as in dedicated PSHCE sessions. A number of staff have completed Level 1 and 2 of the Compass Phoenix Supporting Children's Emotional Wellbeing training, and two of our Teaching Assistants have also completed Level 3 (Compass Phoenix is a confidential health and wellbeing service for children and young people between the ages of 5-19) The school has received a Silver Healthy School Award for its wellbeing and mental health provision throughout the Covid Pandemic. Pupil voice is important to us; our pupils lead projects such as e-safety presentations and School Council. Spiritual, Moral, Social and Cultural understanding is strong throughout our school. Bullying of any kind is not tolerated. We work hard to promote British values and celebrate diversity.

Outside Agencies

St. Peter's Brafferton CE (VA) Primary School works closely with professionals from the following agencies to help meet the needs of children with SEND and their families, if appropriate:

The Educational Psychologist

School Nurse and Health Visitor

Sensory, Physical and Medical Teaching Team

Early Help

Compass Phoenix

NHS services, including Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians

Specialist teachers & practitioners for speech, language and communication and specific learning difficulties (including Autistic Spectrum)

Specialist teachers & practitioners for specific learning difficulties

Specialist teachers & practitioners for social, emotional and mental health

Professionals from all the above agencies support staff and children in school. School would only make a referral for specialist support from an outside agency



after consultation with and permission from parents.

In the event that the named agencies above cannot provide advice and support, we will actively seek out support from other agencies.

Further information for Parents

SENDIASS North Yorkshire is a service for parents and carers of young people aged 0-25 with special educational needs and /or disabilities (SEND) as well as young people themselves. It is impartial, which means it is not bias and gives confidential information, advice and support.

<https://sendiassnorthyorkshire.co.uk/>

Arrangements for handling complaints from parents of children with SEND about provision

At St Peter's Brafferton CE (VA) Primary School we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving.

It is always best to approach the teacher or SENCo (Sarah Atkinson, senco@st-peters-brafferton.n-yorks.sch.uk) first to see if your concerns can be addressed immediately. Alternatively, you can speak with Mrs Anderson, Headteacher. Tel: 01423 360250

If you still feel your view has not been listened to or answered to your satisfaction you can make a make a formal complaint, by writing to the Chair of Governors. The headteacher will facilitate this process for you through our general complaints' procedure.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice) Information on formal complaints about the school can be found at

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Chair of governors: Mrs S Sowray

SEN governor: Mrs A Blackwall

SENCo: Miss S Atkinson