



St Peter's is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. We are led by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance in everything we do, learn and say.

Be sympathetic, love one another, be compassionate and humble

1 Peter 3:8

St Peter's Brafferton CE (VA) Primary School SEN Information Report 2021-22

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:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



St Peter's Brafferton CE (VA) Primary School SEN information report

Date: Academic Year 2021-2022

Our SEND policy can be accessed at: <https://www.st-peters-brafferton.n-yorks.sch.uk/special-educational-needs/>

Our School Offer

1 SEND Provision in School

At St. Peter's Brafferton Primary School our motto is "Aspiring, believing, achieving together." 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 quality first 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 differentiated to meet the needs of all learning styles. Resources are allocated to meet the needs of all. Our SENCo is Miss Sarah Atkinson and our SEN Governor is Mrs Claire Dwyer. The team meet regularly to ensure provision for all pupils is the best it can be.

2 Policies & SEND Provision

The school has a range of documentation available for parents including the SEND Policy which highlights how children's additional needs are identified and how the school will support these children. Children who have been identified as needing some additional support 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 are 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 have an Education, Health and Care Plan (EHCP).

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 Claire Dwyer.



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.

4. 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 topics they have completed in class, after school clubs and PE. Various other things to do with school life are discussed in class. We have an active school council, 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.

5. 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. 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 putting 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. You have the opportunity to discuss your child's progress at the parent / teacher consultation evening and at 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.

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. 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 on school trips.

Staff Training

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 Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school. We work with SEND Hubs in the area who liaise with us, providing specialist support 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 ensure progress can be measured. This progress is monitored by the Class Teacher, SENCo, Headteacher and Governing Body. All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities.

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. We have a trained Emotional Literacy Support Assistant who work with groups or individual children to support their emotional wellbeing and mental health. All staff have completed Level 1 and 2 of the Compass Buzz Supporting Children's Emotional Wellbeing training, and two of our Teaching Assistants have also completed Level 3. 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 through our school. Bullying of any kind is not tolerated. We work hard to promote British values and celebrate diversity.

Outside Agencies

Sometimes it will be helpful for school to request some additional support from an outside agency. St. Peter's Brafferton CE (VA) Primary School works with professionals from the following agencies:

The Educational Psychologist

School Nurse and Health Visitor

Sensory, Physical and Medical Teaching Team

Early Help

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.



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 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 formal complaint, by writing to the Chair of Governors. The headteacher will facilitate this process for you through our general complaints' procedure.

Chair of governors: Mrs S Sowray

SEN governor: Mrs C Dwyer

SENCo: Miss S Atkinson