



ST PETER'S
VC ACADEMY

St Peter's School

SEND Information Report



At St Peter's, we believe that all children have the right to an effective education in the setting of their choice. We are here to support families and children by providing an inclusive learning environment that meets the needs of every pupil whether they have a specific need or not. We foster a strong partnership between the school and wider community whereby any issues relating to SEND are brought to the attention of a teacher, the SENDCo or head teacher so that we can work together to find solutions.

Carefully considered involvement of external professionals promotes progress for learners with SEND and provides a support network for families. All cases are treated with respect and confidentiality whilst taking the pupil and family's views into account throughout.



Learning Environment

All staff contribute to create a positive and supportive environment for all pupils without exception.

At St Peter's we aim to remove barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promote high standards and the fulfilment of potential for all pupils.

We:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour.



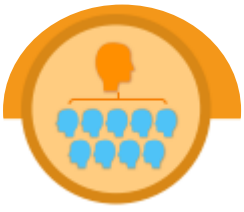
Understanding Pupils

At St Peter's we aim to build an ongoing, holistic understanding of our pupils and their needs.

We understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.

Assessment is regular and purposeful rather than a one-off event, and where possible we seek input from parents and carers as well as the pupil themselves and specialist professionals.

Teachers feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.



Quality First Teaching

We ensure all pupils have access to high quality teaching.

To a great extent, good teaching for pupils with SEND is good teaching for all.

Teachers at St Peter's have developed a repertoire of different strategies they can use flexibly in response to the needs of all pupils. Including:

- flexible grouping;
- cognitive and metacognitive strategies;
- explicit instruction;
- using technology to support pupils with SEND; and
- scaffolding.



Interventions

At St Peter's we complement high quality teaching with carefully selected small-group and one-to-one interventions

Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.

High quality teaching reduces the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

The intensity of intervention (from universal to targeted to specialist) increases with need.

Interventions are carefully targeted through identification and assessment of need.



Support Staff

We work effectively with teaching assistants.

Effective deployment of teaching assistants (TAs) is critical. Our School leadership team pay careful attention to the roles of TAs, well-trained and properly supported, ensuring they have a positive impact on pupils with SEND.

At St Peter's, TAs add value to what teachers do, not replace them. Where possible, TAs help pupils develop independent learning skills and manage their own learning. TAs deliver high quality one-to-one and small group support using evidence-based structured interventions.

At St Peter's we follow a graduated approach to supporting all our pupils, especially those with special educational needs. All children access the universal level, inclusive quality first teaching for all, with some children requiring some targeted support through additional interventions and in some cases, where necessary, specialist support is requested, providing additional and highly personalised interventions.








Universal

High Quality Teaching

Research shows that by supporting high quality teaching improves outcomes for pupils with SEND. Teachers develop a repertoire of the following strategies, which they use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

Where possible, teachers adopt the following strategies within their everyday practice:

<p>Explicit Instruction</p> 	<p>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</p>
<p>Cognitive and metacognitive strategies</p> 	<p>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</p>

<p>Scaffolding</p> 	<p>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</p>
<p>Flexible Grouping</p> 	<p>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</p>
<p>Use Technology</p> 	<p>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser/ipad to share students' work or to jointly rework an incorrect model.</p>

Targeted Additional Interventions

At St Peter's, our highly trained teaching assistants deliver targeted interventions to individual pupils or small groups. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.

Interventions are targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.

Teaching assistants deliver short sessions, over a finite period (usually 6-10 weeks) that link learning to classroom teaching, such as:

Success @ Arithmetic

First Class @ Number

Numicon

TRIP (The Reading Intervention Program)

RWI 1:1 Tutoring

Talk Boost – EYFS & KS1

Language for Thinking

We also offer interventions that support the children to develop their social, emotional mental health and wellbeing, such as:

Drawing and Talking

Brick Therapy

ELSA



Specialist

Additional and highly personalised interventions

At St Peter's, most children's needs can be met, however, some children with more complex and significant difficulties may require specialist services to support what the school can offer.

North Yorkshire SEND hub team work together to provide advice and support to school to help us to meet the needs of children and young people with SEND. The service consists of specialists in the areas of:



- educational psychology
- early years SEND
- communication and interaction (autism and speech, language and communication needs)
- cognition and learning (such as specific or general learning difficulties, dyslexia or dyscalculia)
- sensory and physical (hearing impairment, visual impairment, physical and medical needs)
- social, emotional and mental health

If we feel a child needs additional specialist support we would refer to the SEND hubs. During the referral process we need to provide evidence that we have already exhausted all our resources and skills in meeting the learner's needs. All referrals will be assessed, with consideration of the wider context taken into account, for example, family situation, experience of the setting and involvement of other agencies.

St Peter's also receive regular planned visits from our inclusion partner, Jessica Maiden, within the hubs to support whole school development and discuss how we are meeting pupils' needs.

Alongside referrals made to the North Yorkshire SEN Hub, we also make referrals to a number of outside agencies that provide vial support for our children and families.

These include:-

Be U **NORTH YORKSHIRE** BU North Yorkshire – Young People's Autism Assessment Service covering, Scarborough, Ryedale and Whitby.

CAMHS (Child and Adolescent Mental Health Services) – NHS services that assess and treat young people with moderate to severe mental health difficulties.

Speech and Language – provides care to patients who have speech, language, communication and/or swallowing difficulties.



Sandcastles Play Therapy – Therapeutic support for children, young people and their families.

Compass Pheonix – support and interventions for children and young people aged 9–19 (and up to 25 for those with special educational needs or disabilities) who are experiencing mild to moderate mental health difficulties.

