



St. Peter's
CE Primary Academy



SEN Information Report 2022-2023

Throughout the past year Mrs Miller-Goddard (SENCo) has been responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at St Peter's CE Primary Academy, browse through the report below, have a look at our SEND Policy ([website link](#)) or contact Mrs Miller-Goddard in person on 01722 448445 or rthomas@stpeters.dsat.org.uk.



Verification Outcome:

Comments from the Verifier:

The teachers are enthusiastic and clearly enjoy their job, working in a school with such a supportive and inclusive ethos. They have taken onboard all quality training that they have received from SENCo, which relates to CPD support provided by Wiltshire Advisory Teacher service and adopted best practice. Teachers are also aware that they are responsible for SEND. The staff are working hard to develop their depth of knowledge of SEND and they are very aware that if they get provision right for learners with dyslexia, this benefits all learners. The SENCo has been instrumental in driving this initiative across the school.

Finally, with the inclusive supportive ethos in this school, and the support and vision of the senior leaders, it will continue to grow and strengthen for all pupils, as the school itself continues to evolve. The Dyslexia Friendly Practise and awareness of strategies to enable inclusion is very strong at this school.

In the light of the evidence presented as part of the verification process,

**I am pleased to confirm that St Peter's CE Primary Academy has achieved the
Dyslexia Friendly Quality Mark.**

What did SEND look like at St Peters?

How were pupils identified as possibly having Special Educational Needs (SEND)?

Occasionally, a pupil's needs were identified before they started school. When this occurred, we liaised closely with the pre-school setting and the Local Authority to ensure all the relevant information regarding the pupil and their needs was passed on to enable us to meet their needs successfully. Generally, teachers and parents initially raised concerns that pupils were not making the progress that they were expecting. Following this, Mrs Miller-Goddard monitored the pupil's progress through classroom observations, book scrutiny's and the use of formal assessments in Reading, Spelling and Maths. Sometimes a pupil's doctor referred them to see other professionals who sent a report to school to offer advice and strategies to support the pupil in school.



What happened if your child was found to have a Special Educational Need?

Here is what happened to Peter (based on a real pupil at school) over the past year to explain what has happened to our pupils identified as having SEND.

Peter was finding it difficult to regulate emotions at school and was displaying some aggressive behaviour. This was affecting his progress. At home his behaviour was difficult to manage and would often be aggressive towards siblings and parents.

Peter's class teacher had a meeting with his parents to discuss Peter's learning and behaviour. Strategies of support were discussed and agreed to support learning and behaviour at school and home. Class teacher used some quality first teaching strategies to support Peter.

Peter was still finding the school environment overwhelming and his class teacher was concerned that although strategies were in place, Peter was still displaying aggressive behaviour which was impacting his learning. The class teacher spoke to Mrs Miller-Goddard.

Mrs Miller-Goddard, went to see Peter in his classroom to observe. She made some suggestions of things the class teacher could try (sensory tent, sensory seeking activities, choice cards and visuals)

All Professionals provided a long report detailing their findings and offering recommendations of support.

Professionals from multiple agencies met with Peter and observed him in the classroom to see if they could find more ways to support her and understand his needs. The professionals also liaised with parents and school to gain more of an insight into Peter's behaviour.

Mrs Miller-Goddard decided with Peter's parents that although school were supporting, they needed some specialist advice for Peter. She referred Peter to multiple agencies (behaviour support, educational psychologist, SENSS) and parents visited GP for advice.

Peter and the teacher tried these things for a term, but it wasn't as successful as hoped. They had another meeting with Peter's parents and completed a My Support Plan. This helped them focus on a few key areas and shared information on how everyone was going to help Peter.

Mrs Miller-Goddard and class teacher met with parents to review Peter's My Support Plan and the recommendations from the professional reports.

Class teacher implemented all the recommended strategies and monitored Peter's progress. More adult support was hired for the classroom. Peter was still struggling to regulate his emotions. His behaviour continued to be aggressive.

Mrs Miller-Goddard and class teacher met with parents to review Peter's My Support Plan and it was decided that Peter needed more specialist provision to support his needs. It was agreed to apply for an Educational Health Care Plan.

Mrs Miller-Goddard applied for an Educational Health Care Plan. Peter's EHCP application was accepted and the school received more funding to continue to provide the recommended advice, alternative provision and 1:1 support.

How much did SEND support help in 2022 – 2023?

Part of Mrs Miller-Goddard's role is to evaluate provision for children with SEND. She considered what worked well for pupils with SEND, what we need to develop and what additional support we can offer. Below is a breakdown of these areas.

What worked well and will stay the same.



Quality First teaching in every class.

- Teacher's knowing their pupils and making sure they plan and **adapt** carefully for them.
- Teacher's receive specific training based on children's needs
- St Peter's success plans to monitor children's individual targets.
- High expectations of children with SEND to develop independence.
- Sensory room
- Trained ELSA (Emotional Literacy Support Assistants) and counsellor.
- Trained Forest school lead to support with SEMH and Communication and interaction.
- Strong partnerships with parents established through frequent meetings and continual dialogue.
- Working with outside agencies.
- Targeted interventions including trained TA to deliver SALT.
- Dyslexia screener and provision to support analysis of needs.
- Assessment for SEND using HODDER scales.
- Enhance adapted provision for foundation subjects.
- Successful EHCP applications.

• **St Peter's achieving the 'Dyslexia friendly school Quality Mark' with the BDA!**

What we have developed for 2023-2024.



- Identify and explore additional alternative provision options within our local area, with a specific focus on creating opportunities for children who require time away from the traditional classroom setting.

What we plan to do in 2023-2024



- Coffee mornings to support community.

Who helps Mrs Miller-Goddard help you?

Everyone at St Peter's wants to make school as positive an experience as possible for the pupils and parents. Below are a few friendly people who have had extra knowledge to help us provide successful provision for children with SEND.



Outside Agencies: Sometimes we need some advice from people outside of school. This year we have worked with an EP (Educational Psychologist) and the Wiltshire SENSS team. We have also worked with professionals from CAMHS as well as some organisations to help parents at home.

TA's: Our TA's work closely with the class teacher and SENco to deliver interventions and monitor the pupils progress.



Forest School: Mrs Orchard is fully trained in supporting children's SEMH and communication and interaction needs through the use of the outdoor environment.

Parents: Parents know more about their child than we will ever know and are the best source of information and insight we have.

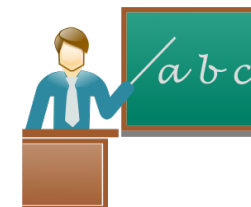


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Pupils: If we want to understand how to best support, we need to be talking to the children, which is why they are asked to come to every review (if they can).



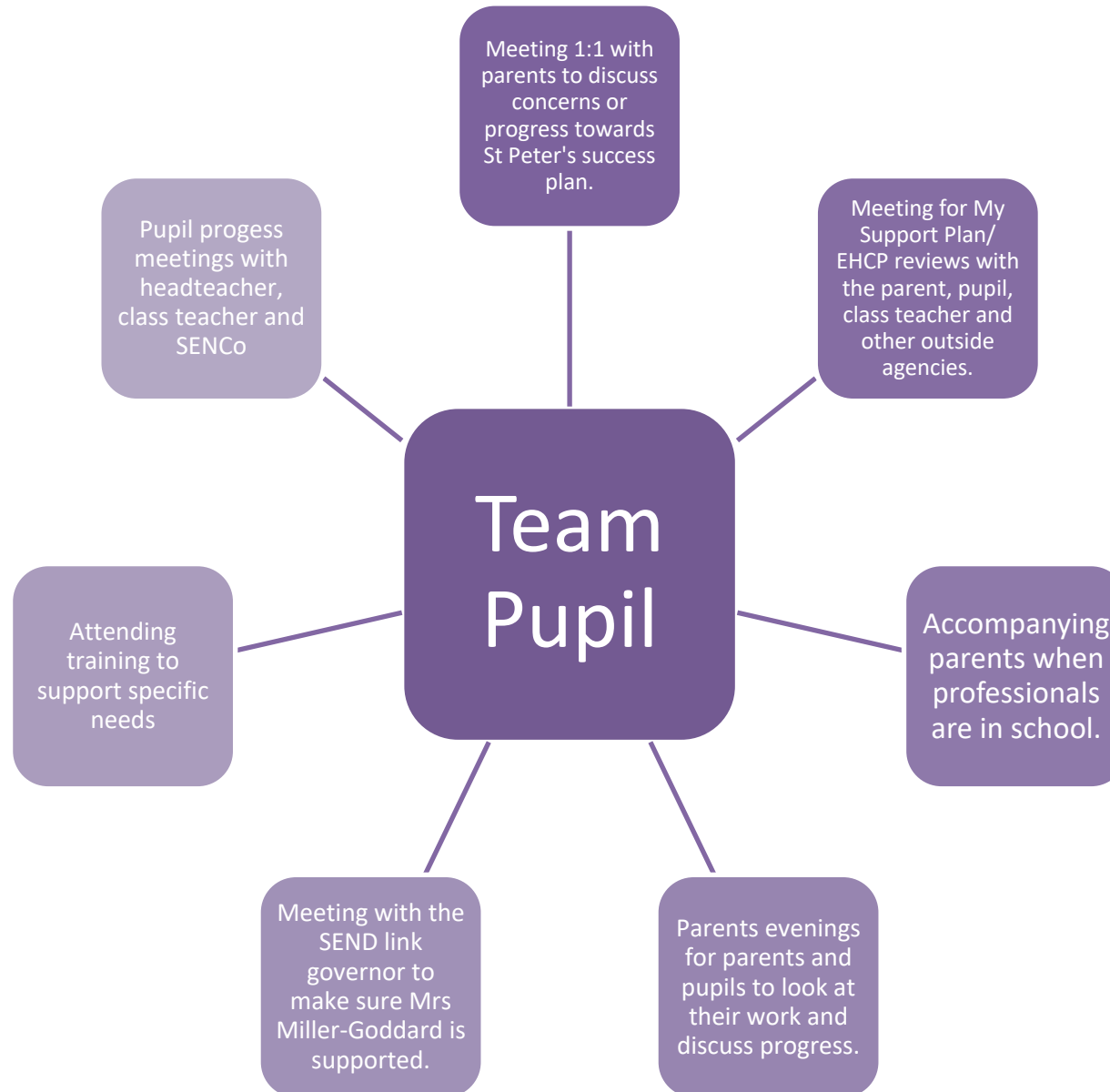
Teachers: Teachers are working with the pupils every day and are the people in school who know them best. They can effectively put provision in place to support them.



ELSA: Miss Brady is fully trained in providing emotional and social skills support to children. She helps them to understand and express their feelings.

How do we work as a team?

Mrs Miller-Goddard cannot do the job of SENCo without being part of a team. Here are just a few times St Peter's staff have collaborated to ensure the correct provision is in place for a child.



What else does Mrs Miller-Goddard do to help SEND at St Peter's?



Transition: Working with pre-schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on.

Arranging extra school visits to secondary schools to prepare children for their next stage and ensuring ongoing support for their smooth transition.



Supporting teachers: The class teachers lead the SEND process for pupils in their class as they are the professionals working with the parents and pupils everyday. It is Mrs Miller-Goddard's role to support them in this and to provide support signposting staff to ideas, resources and other professionals who might help this further.



Diversity: At St Peter's we celebrate and embrace who we are, despite our differences, no matter what race, religion, gender, sexual orientation, age, nationality or Special educational need and disability. We promote this ethos throughout the school by engaging in Diversity days. A day to reflect on and learn about different cultures and ideologies.



Complaints: If someone has a complaint regarding the SEND process, Mrs Miller-Goddard would like to talk to them about it first, however if they can not come to an agreement then she would work through the official complaints process with them outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for the St Peter's pupils.

What's next?

We hope that the report highlights how we put our pupils first and we will always investigate every possible avenue to help provide them with the support that they need.

Mrs Miller-Goddard would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. Her contact details are on the front of this document.

Please have a look at the appendixes that follow the report for further information or support.



What else is in this report that might be helpful?

- Appendix One: A blank copy of St Peter's Success Plan.
- Appendix Two: A progress report on pupils with SEND for the year 2022-2023
- Appendix Three: Helpful organisations that will be able to support parents with all aspects of the SEND process and a few useful websites for up to date information on some difficulties our pupils face.

Appendix One



St Peter's Success Plan

Name:		DOB:		Class:		Attendance		SS/MSP/EHCP
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Provision	
Quality first teaching strategies	
QFT Maths pre/re-teach QFT English pre/re-teach Priority reader	Supporting agencies <ul style="list-style-type: none"> • Social Care • Key worker • Parent Support Advisor • Education Welfare Officer • Young Carers – Spurgeons • Behaviour Support Team • SENSS support • Occupational Therapy • Physiotherapy • Speech and Language Therapy • Autism Pathways Team • Educational Psychology • Advisory Teacher for Hearing Impairment • Advisory Teacher for Visual Impairment • Looked After Children Education Services (LACES) • PCAMHs/CAMHs • Play therapy •
Forest school ELSA provision Check ins	
Occupational Therapy Physiotherapy SALT	
1-1 TA support Small group support	
Visual timetable Social Stories Sensory/fidget toys Move 'n' sit cushion Visual timers	
Interventions	

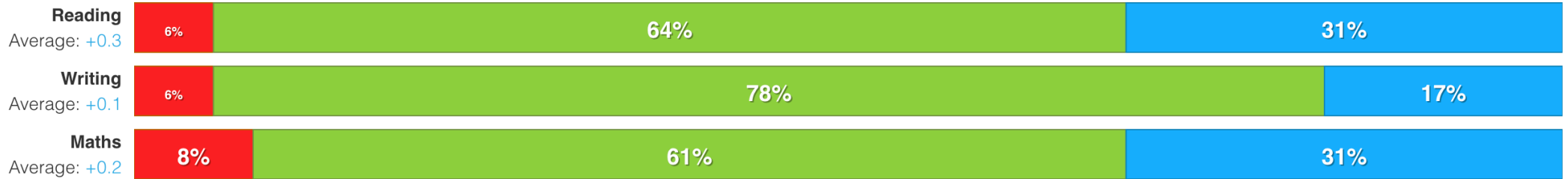
Category of need/diagnosis	
What I am great at/enjoy	Things I find challenging
What's important to me	Things you should know
What I am successful at in my learning	
How you can support me	

My Targets (SEMH/C&L/SPN/SLCN)		Strategies to achieve target	Weekly RAG rating						Area of need
1.									SEMH/C&L/SPN/SLCN
2.									SEMH/C&L/SPN/SLCN
3.									SEMH/C&L/SPN/SLCN
4.									SEMH/C&L/SPN/SLCN
									SEMH/C&L/SPN/SLCN

Appendix Two

Progress made by pupils with SEND

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



Summary of the Progress of Pupils with SEND over the past year.

- In reading 6% of pupils with SEND made less than expected progress, 64% made expected progress and 31% made more than expected progress. Pupils with SEND continue to be high priority to be read with by staff and receive daily interventions.
- 78% of pupils with SEND made expected progress in Writing with 17% making more than expected progress.
- Mastery Maths (a specific approach to teaching Maths) has helped to close the gap in progress in Maths with 61% making expected progress and 31% making more than expected progress.

Appendix Three

Here are some web links that might be helpful to you.

