St. Peter's
CE Primary Academy



Dyslexia Friendly | British Dyslexia Association

"Whatever you do, work at it with all your heart." (Colossians, 3:23)

Special Educational Needs (SEN) Information Report 2025-2026

Throughout the past year Mrs Roper (SENCo) has been responsible for Special Educational Needs and Disabilities (SEND) at St Peter's CE Primary Academy.

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 the school on 01722 448445 or admin@stpeters.dsat.org.uk.

Contents

1	Welcome. What is the purpose of this report?
2	What types of SEN do we support at St Peter's?
3	How will St Peter's staff adapt their teaching and/or environment for my child?
4	How do we know if a pupil needs extra help? Identifying pupils with SEND?
5	What is St Peter's approach to teaching pupils with SEND? (The Graduated Approach – Assess Plan Do Review cycle)
6	How do we monitor the progress of pupils with SEND? (The Pupil Learning Plan)
7	What happens if your child requires more additional and / or different support than is available through the school's SENS offer? (Education and Health Care Plan: EHCP)
8	Who helps Mrs Roper help you?
9	How do we work as a team?
10	What else does Mrs Roper do to help pupils with SEND at St Peter's?
11	What support is available for my child and our family? Use weblinks
12	Dyslexia Friendly Schools Re-verification Outcome

1.

Welcome

St Peter's CE Primary School is a mainstream primary school, which is part of multi-academy trust, called Diocese of Salisbury Academy Trust (DSAT). We are committed to providing high-quality education for all children in our school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

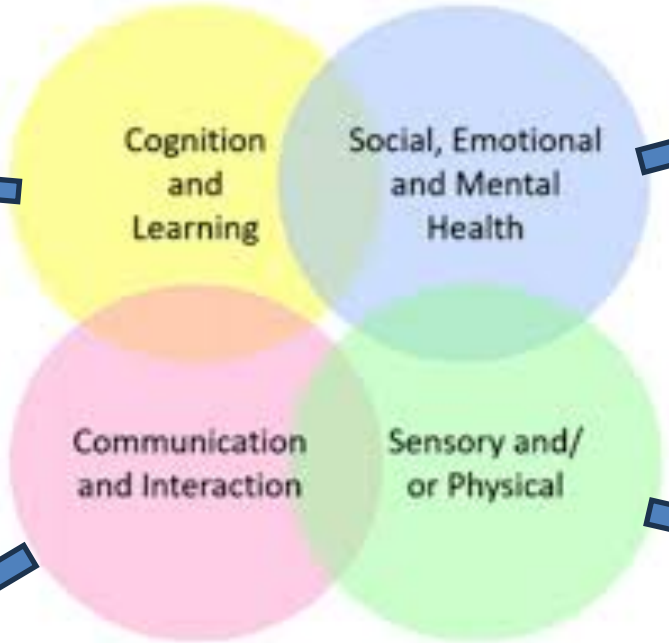
What is the purpose of this report?

The purpose of this report is to explain how we implement our SEND policy. In other words,we want to show you how special educational needs support works at St Peter's and to give parents, carers and children a clear understanding of the support available to them, as well as the processes that the school uses to identify and assess children with Special Educational needs (SEN). In 2015, the government publish the SEN Code of Practice. This is statutory guidance for organisations that work with and support children and young people with SEN and disabilities. It is a set of guidelines that the DfE (Department of Education) say local authorities and schools must follow.

2. What types of SEN do we support at St Peter's?

St Peter's provides for pupils with a range of needs

Broad Areas of Need



This may include specific learning difficulties such as dyslexia or dyscalculia. It may include more general learning difficulties.

Children experience a wide range of social and emotional difficulties. This may manifest in certain behaviours. Children with Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) may have SEMH needs.

Children may have Speech and Language Difficulties. They may find it difficult to say what they want or understand what is said to them. Children may not understand/ use the social rules of communication. Children who are autistic often have C & I needs.

This may include a physical disability, a visual or hearing difficulty e.g. partial deafness or multi-sensory differences.

3. How will St Peter's staff adapt their teaching and/or environment for my child?

Subject teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs as part of the schools Universal Offer. All children have the right to a broad and balanced curriculum that is relevant and adapted, and which demonstrates progression and coherence. As such, the Academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

Details can be found in our Special Educational Needs Universal Offer Policy and via the following link to the Wiltshire Ordinarily Available Provision (Ordinarily Available Provision Wiltshire Council) https://www.wiltshire.gov.uk/local-offer/ordinarily-available-provision

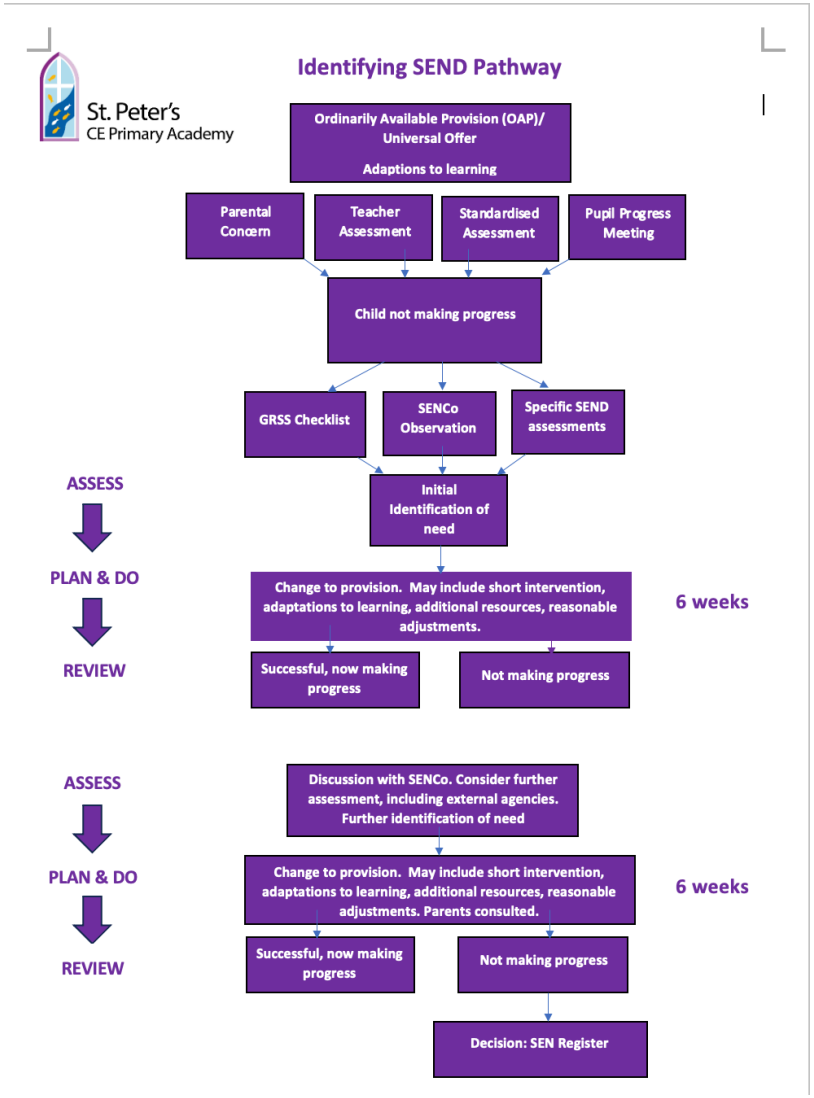
4. How do we know if a pupil needs extra help? Identifying pupils with SEND

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.

Teachers, with the support of the senior leadership team, make regular assessments of progress for all pupils. These may include standardised assessments as well as formative assessment of teachers and support staff, based on classroom practice.

From these assessments, it is possible to identify pupils who are making less than expected progress given their age and individual circumstances. Progress in all four areas of SEND are considered, i.e. appropriate development of speech and language, physical and sensory needs and social, emotional and mental health, as well as cognition and learning.

Typically, progress will be discussed at pupil progress meetings which take place three times/year. However, a teacher, parent or child may raise their concerns at any time. Following discussions with the SENCo (Special Educational Needs and Disabilities Co-ordinator) and subject leaders, any areas of weakness are targeted through high-quality teaching, which may involve adapting tasks and resources, providing additional adult support or intervention. This is discussed with parents.



Where progress continues to be less than expected, the teacher and class teacher assess whether the child has SEN. This may involve additional assessments by either the SENCo or external agencies. As well as NTS standardised assessments for reading, spelling, punctuation and grammar and maths, specific SEND assessments can identify specific areas of need. This graduated response is shown in the Identifying SEND Pathway below.

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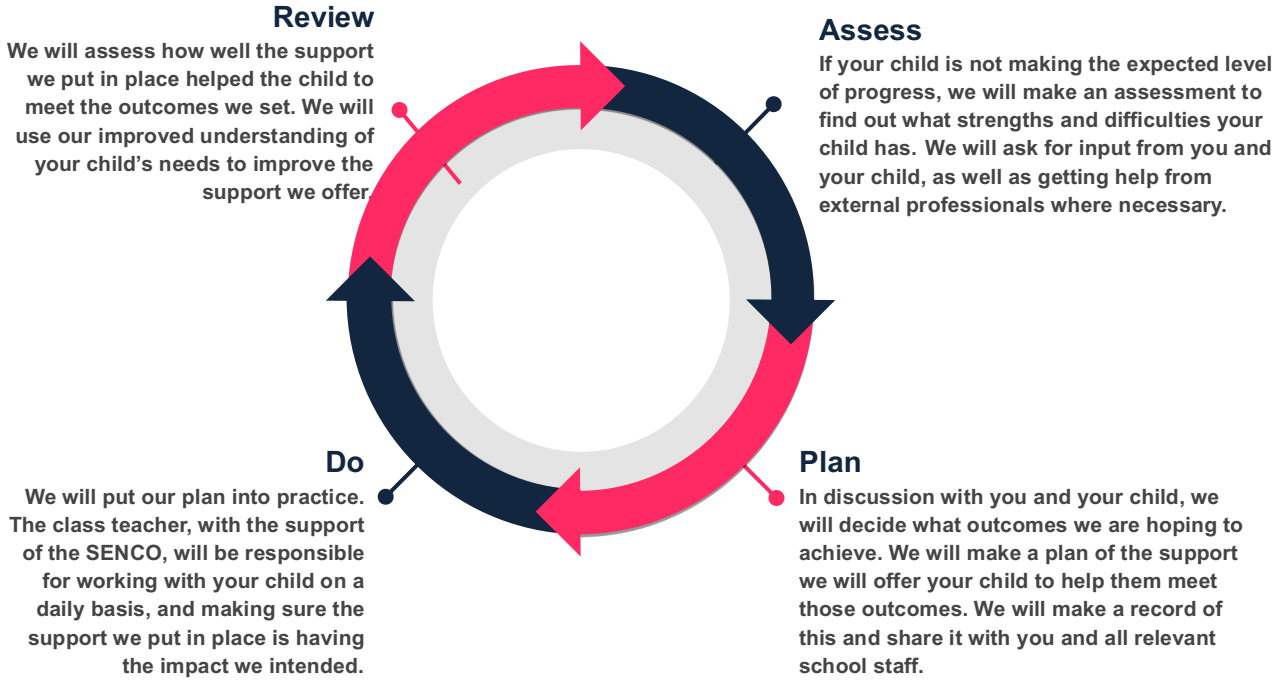
5. What is St Peter's approach to teaching pupils with SEND?

All children have the right to a broad and balanced curriculum that is relevant and adapted, and which demonstrates progression and coherence. As such, the school is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the school budget, provide such children with the levels of resources to meet their curricular needs.

We take a person-centred approach to meet individual needs. We may use a wide range of different strategies and adaptations to maximise progress. This may involve adapting learning activities, providing different resources, including teaching support.

We adopt an Assess, Plan - Do – Review approach. Teachers plan for individual children alongside group planning, deliver in an inclusive environment and set new targets in response to learning.

The graduated approach is a 4-part cycle of assess, plan, do, review.



6. How do we monitor the progress of pupils with SEND?

Once a child has been assessed as a child with SEN and is not making progress in at least one of the four broad areas of need, teachers create a **Pupil Learning Plan,** which focuses on the child's primary area of need.

We gain the views of parents/ carers and pupils. This plan is intended to ensure long term outcomes are achievable through achievable shorter-term targets. The plans are reviewed termly in collaboration with parents and pupils.

Progress towards these targets is monitored by the class teacher, SENCo and Senior Leadership Team (SLT).

St. Peter's
CE Primary Academy

Pupil Learning Plan 2025/26

Name:		**DOB:**		**Class:**	
Teacher:		**Year Group:**		**Level of Need:**	SENS/EHCP
First Language:		**Eligible for PP:**	YES / NO	**Initial Date:**	

SEND profile:

Cognition & Learning (C&L) Communication & Interaction (C & I), Social, Emotional & Mental Health difficulties (SEMH), Sensory and/or Physical needs

Primary Area of Need		**Other Areas of Need**	

Strengths	Needs

Outside agency summary:

Date	Notes

What I need	
What my adults have identified	What I think
T&L approaches, equipment, communication, social & emotional support School Parent/Carer	Pupil

Attendance

Previous Year	Autumn	Spring	Summer

Long Term Outcomes: *(RAG rate through the year to indicate on track)*

	Long Term Outcome	Baseline relevant assessment (with dates)	Pathway Targets		
			Dec	Mar	Jul
1					
2					
3					
4					

Target 1

Long Term Outcome:					
Starts	Target (Specific, focused)	Success criteria / small steps (pathway of learning)	Provision inc. ratio, frequency	Review (assess & evaluate impact)	Monitor (RAG)
Oct					
Dec					
Mar					
Jul					

Target 2

Long Term Outcome:					
Starts	Target (Specific, focused)	Success criteria / small steps (pathway of learning)	Provision inc. ratio, frequency	Review (assess & evaluate impact)	Monitor (RAG)
Oct					
Dec					
Mar					
Jul					

Target 3

Long Term Outcome:					
Starts	Target (Specific, focused)	Success criteria / small steps (pathway of learning)	Provision inc. ratio, frequency	Review (assess & evaluate impact)	Monitor (RAG)
Oct					
Dec					
Mar					
Jul					

Target 4

Long Term Outcome:					
Starts	Target (Specific, focused)	Success criteria / small steps (pathway of learning)	Provision inc. ratio, frequency	Review (assess & evaluate impact)	Monitor (RAG)
Oct					
Dec					
Mar					
Jul					

Parent/Carer views

Autumn	Spring	Summer

7. What happens if your child requires more additional and / or different support than is available through the school's SENS offer?

Education and Health Care Plan (EHCP)

A child who requires specific support in class and where progress and needs have not been met through a Pupil Learning Plan (as above) will be considered for an EHC Needs Assessment. Evidence is gathered from the parent/ carer, teacher and pupil and this is presented in an application which is put forward to the SEND Panel. At this point, the Local Authority (LA) will decide if the child needs to have an assessment or not. If an assessment is decided upon by the LA, further information is gathered, such as, an Educational Psychologist would come into school and complete further assessments. If the child is considered for an EHCP the child, at this level, will be allocated a SEND Lead Worker through Wiltshire Council SEND Service.

8. Who helps Mrs Roper 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.



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



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.



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).



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

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.



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

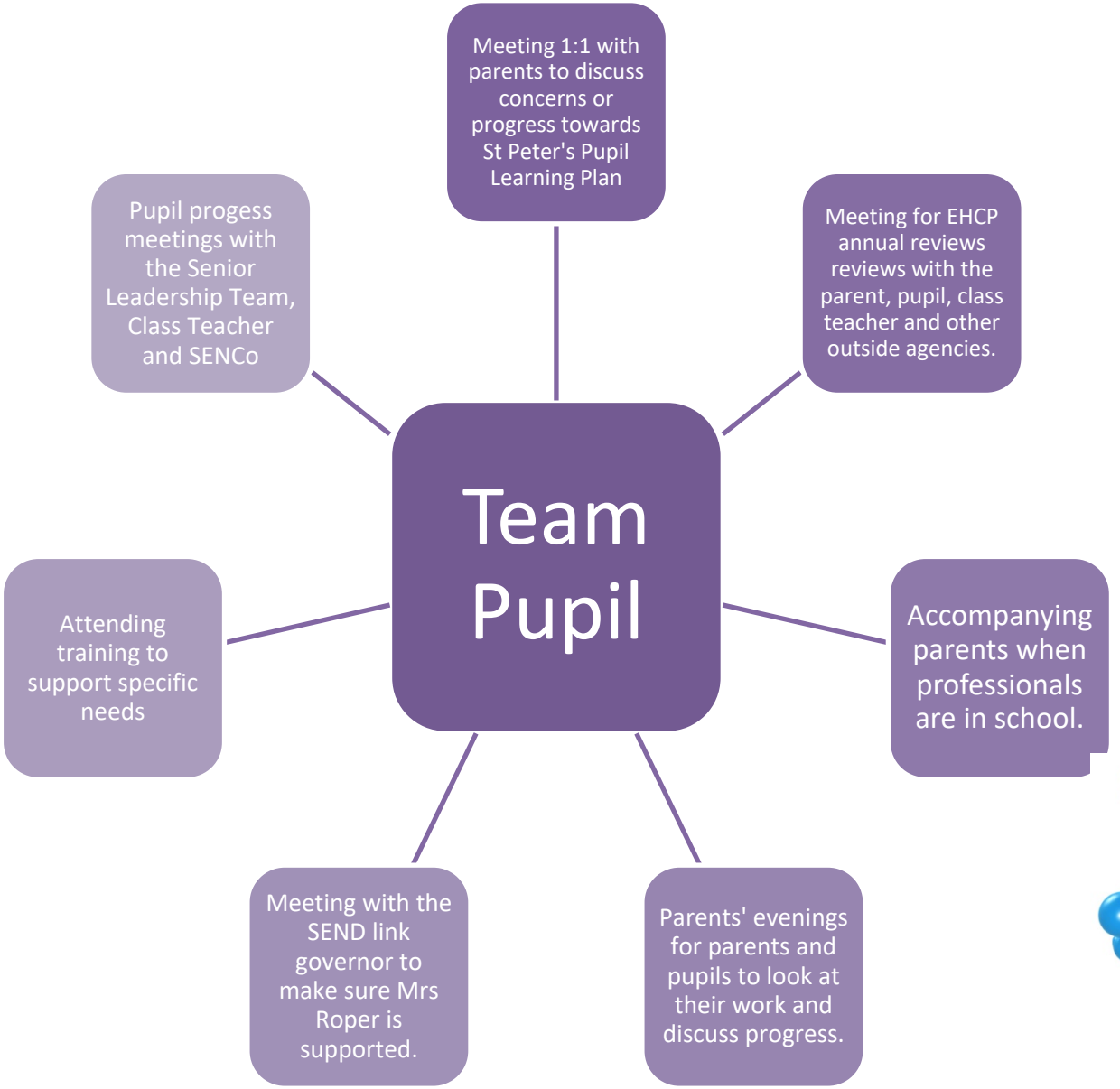


ELSA: Mrs Beha is fully trained in providing emotional and social skills support to children. She helps them to understand and express their feelings.

9. How do we work as a team?

Mrs Roper 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.







10. What else does Mrs Roper do to help pupils with 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 Roper'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 Roper 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.

11. What support is available for my child and our family?

- If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

- To see what support is available to you locally, have a look at Wiltshire's local offer. Wiltshire local authority publishes information about the local offer on their website: https://www.wiltshire.gov.uk/local-offer (Wiltshire SEND Support for 0 to 25 - Local Offer).

- Our local special educational needs and disabilities information, advice and support (SENDIAS) services is: Wiltshire SENDIASS - https://family-action.org.uk/services/wiltshire-sendiass/

- A local charity that offers information and support to families of children aged 0-25 in Wiltshire is the Wiltshire's Parent Carer Council (WPCC) https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

- If you would like any help to develop a better understanding of your child when approaching inflexible thinking, differences in communication and social interaction, sensory differences and difficulty maintaining attention then access the Supporting My Neurodiverse Young Person (SMNYP) online or in person course. Use the link below to book on. https://www.wiltshire.gov.uk/article/4264/Supporting-My-Neurodivergent-Young-Person-SMNYP





12. Dyslexia Friendly Schools Re-verification Outcome

Comments from the Verifier: Overall, St Peter's CofE Primary School has successfully sustained and strengthened its dyslexia-friendly provision. The school has established an ongoing commitment to inclusion, reflective practice and continuous development. St Peter's CofE Primary School continues to demonstrate a strong commitment to maintaining and further developing its dyslexia-friendly ethos.

All members of the team involved in the Dyslexia Friendly Quality Mark should be congratulated on their hard work in developing dyslexia provision within the school. The commitment and passion that has been given to this initiative has been demonstrated within the evidence supplied and during the verification visit itself.

Since achieving the Dyslexia Friendly Quality Mark, the school has successfully embedded inclusive practice within its leadership structures, teaching and learning approaches, wider school culture and communication systems. Evidence from documentation, discussions and the verification visit shows that dyslexia-friendly provision is no longer viewed as a standalone initiative but is integrated into the school's strategic planning and day-to-day practice.

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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 Roper would always be happy to talk to you about any concerns or questions you have about the information in this report or about your child. Contact details are on the front of this document.