



St Petroc's C of E Primary School
Through God's love and lessons, we care, share and grow together.

SEND INFORMATION REPORT 2023-2024

Address	Athelstan Park, Bodmin, Cornwall. PL31 1DS Telephone 01208 72526
Website	http://www.stpetrocs-cornwall.co.uk/
Email	pet.admin@stbarnabasmat.com
Head of School	Mr. Shaun Perfect
SENDCo	Miss Claire Chapman- 01208 72526

St Petroc's C of E Primary School is a **MAINSTREAM** Primary School with an **INCLUSIVE** ethos.

1. How does the school know if children need extra help?

At St Petroc's Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing below 'age expected' levels or equivalent. (E.g. percentile rankings)
- Concerns raised by a parent/carer.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority.

2. How do I raise concerns if I need to?

Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Claire Chapman). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

3. How will the school support my child?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SLT and SENCo will oversee the progress of any child identified as having SEND.
- Children who have SEND will have a SEND Learning Plan designed by the class teacher and SENCo to meet the needs of the individual.
- Support may be given by the class teacher, an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child, either individually or as part of a group.
- Parents/carers will be updated with information termly showing progress made and next steps.
- There will be the option to meet formally, across the school year at parent teacher meetings in order to discuss a child’s progress and the support that they are receiving.
- If you have concerns and would like to discuss your child’s progress, you can contact your child’s Class teacher to arrange a meeting.
- An appointment can also be made with the SENCo to discuss support in more detail if required.

4. What support will there be for my child's overall well-being?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- As a school one of our top priorities is looking after social, emotional and mental health of our children and staff. We have a team around the child approach. We have staff training in Trauma Informed Practise and Emotion Coaching.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDCo.

5. How does the school manage the administration of medicines?

- The school has a procedure regarding the administration and managing of medicines, see school's medical policy.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the class teacher.
- On a day-to-day basis, the class teacher would generally oversee the administration of any medicines and another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- There are designated members of staff throughout the school who hold first aid qualifications, which are updated regularly.

6. What support is there for behaviour to avoid exclusion?

The school's relationship policy is available on the school website. If a child has significant behaviour difficulties, appropriate provision and if necessary an Individual Behaviour Management Plan/Contract (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

We also ensure social and emotional needs are being met and support is in place to support gaps in social and emotional development.

7. What support is there regarding attendance?

- The school has an attendance team and attendance of every child is monitored daily by the school. Lateness and absence are recorded, parents are sent letters highlighting persistent lateness and attendance that drops below 90%. If there is no improvement parents are invited in for an attendance meeting with member of SLT and Parent Support Advisor.
- Incentive schemes are used to promote positive attendance throughout the school including a weekly popcorn party for the class with the best attendance.
- The school's PSA (Parent Support Advisor) are also able to support families in making contact with other agencies who can provide appropriate support.
- If the support from the school is unable to result in an improvement in attendance and lateness, then a referral to the EWO (Educational Welfare Officer) will be made.

8. How will my child be able to contribute their views?

- Children who have a SEN Learning Plan or behaviour contracts, discuss their progress when these are reviewed (age appropriate), as well as sharing work they are proud of.
- A child with an EHCP Plan has their views sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel during the course of their daily learning.
- All children are provided with the opportunity to be elected onto the school council, as well as hold other positions of responsibility, by their class or teachers.

9. How accessible is the school environment?

- Our school has an accessibility policy and accessibility plan- see website for more details.
- Most areas of the school are accessible by wheelchair and this is being developed further over the next 12 months to ensure all areas of the school are wheelchair friendly.
- There are disabled parking bays available in the staff car park.
- Accessible toilet facilities are available both by the main reception, in the year 6 area, year 3, year 2 and year 1 classroom areas.
- If you have specific access queries or concerns, please speak with us.

10. How will the curriculum be adapted to match my child's needs?

- All learning activities within class are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo, will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon.
- The SENDCo reports to the Head and Governor's termly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

11. How will we know if this has had an impact?

- Ensuring that your child is making progress academically against national/age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's progress on their SEND Learning Plans and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

12. How will I know how my child is doing and how will you help me to support my child's learning?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Your child will have an SEND Learning Plan that will show support in school. This is shared with you on a termly basis.
- If your child has complex SEND they may have an EHC Plan. In such instances, a formal meeting will take place to discuss your child's progress and a report will be written annually.

13. How does the school know how well my child is doing?

- As a school, we track and analyse the children's progress in learning against national expectations and age-related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Foundation through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held each term between the SLT, SENDCo and the class teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- The Head and SENDCo report regularly to the governors.

14. How will my child be included in activities outside the classroom including trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school offers both extended school services of breakfast and afterschool club.
- A child's needs will be considered on an individual basis.

15. How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- We create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Foundation, there is a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- A transition form is sent to all pre-schools and other schools prior to children transferring to St Petroc's Primary School.
- The class teacher, PSA and possible SENDCo will visit settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, an EHC Plan review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.
- Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

16. What specialist services and expertise are available at or accessed by the school?

- Our SENDCo has the National SENDCo accreditation.
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams and Early Help Hub, social workers; educational psychologists and specialist advisory teachers.

17. What training have the staff supporting children with SEND had or are currently having?

We look to ensure that we have a variety of skills among our staff team, in order to enable us to support children in the best possible way. The specific training held by support staff includes: Autism Champ, TEAM TEACH, behaviour for learning, Wave 3 interventions, such as phonological awareness and precision teaching. The school also operates an internal training programme for support staff. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled when necessary.

18. Who can I contact for further information?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the: SENDCo (Claire Chapman) or Head of School (Mr Shaun Perfect).
- The school has a complaints policy, which is available on the policy page of the school website.

19. Who should I contact if I am considering whether my child should join the school?

Please contact the school office for further information about the school and to arrange a meeting, in the first instance. Tel: 01208 72526