

Canon Peter Hall C of E



Primary School

R. Brown

SEND Information Report

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SLT Responsible: **Rebecca Brown**

Governing Body Committee: **HR and Finance**

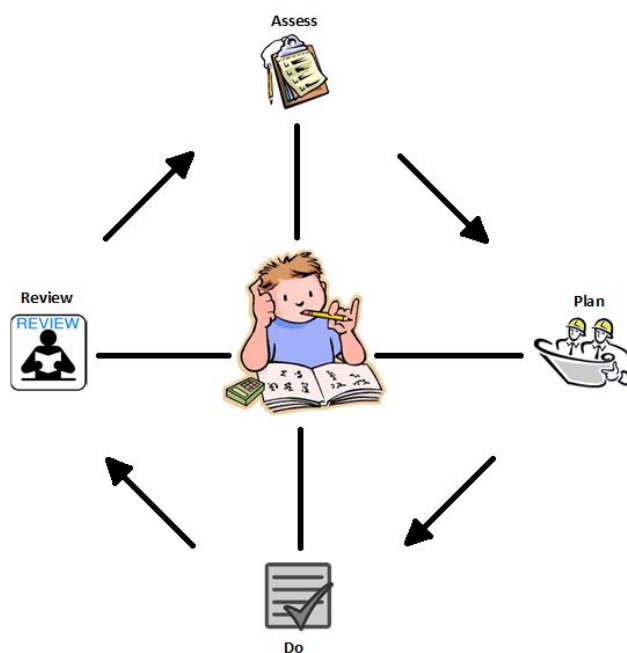
<p>What types of SEND are provided for at Canon Peter Hall C of E Primary school?</p>	<p>Communication and interaction Speech and Language and Communication Needs (SLCN) Developmental Language Delay (DLD) Autistic Spectrum Condition (ASC) including Asperger's Syndrome</p> <p>Cognition and learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Dyslexia Dyscalculia Dyspraxia</p> <p>Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder (AD)</p> <p>Sensory and/or physical needs Vision Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)</p>
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How does SEND work at CPH?

A whole school approach

High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our whole school provision. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners. We regularly review and record what we offer a young person in our care and keep documentation regarding this.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every pupil in their care, including those with special educational needs. We refer to all staff at Canon Peter Hall C of E Primary School (CPH) as the school team.

SEND support at CPH is implemented and regularly reviewed using the 'graduated approach', outlined above. The school team will be involved at every stage of this process.

1. **Assess:** the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying him/her as needing SEND support.
2. **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents/carers must also be notified and consulted. The support will be set out in a My Plan).
3. **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside of the main curriculum, but the focus for our school it to integrate all pupils, in our curriculum, continuing to use high quality, differentiated teaching.
4. **Review:** the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

	<p>The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p> <p>The SENCO and SLT work in partnership and meet regularly to discuss Inclusion, discussing any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the whole school approach on assessment.</p>
<p>How do we identify pupils with SEND and assess their need?</p>	<p>Identification of pupils with SEND results from:</p> <ul style="list-style-type: none"> • Information from - the previous year group's teacher, previous setting, early years setting or provider, which is passed to the SENCO. • The teaching team follow our school flow chart which outlines our procedures when identifying 'initial concerns' from themselves or parents. • Family Hub information • The school's own baseline assessments. • End of year scores. • End of Key Stage scores. • Progress based on data collections. • Parent/carer referrals. • Pupil referrals. • Referral from outside agency. • Class observations, enquiry walks and book scrutiny.
<p>What is the local offer?</p>	<p>The local offer contains information about how the local authority supports SEND in this geographical area.</p> <p>The local offer from North East Lincolnshire can be found using this link: https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/</p>
<p>What is the name and contact details of our SENCO?</p>	<p>Mrs. R. Brown 01469 510300 enquiries@canonpeterhall.laat.co.uk</p> <p>(for the attention of R. Brown)</p>
<p>What is the role of the SENCO?</p>	<p>The school SENCO works closely with the senior leaders to develop a whole school response to SEND. Any changes to the provision on offer are communicated with the stake holders and information published on the school website is updated to reflect any changes.</p> <p>The SENCO has an influence on the curriculum, teaching and learning throughout the school. The SENCO also has an influence on the pupils social, emotional, and mental health and well-being, working alongside the Designated Safeguarding Lead. All statutory paperwork, meetings and plans are all kept up to date by the SENCO.</p>
<p>How do we consult with parents/carers of pupils with SEND and involve them in</p>	<p>At CPH, we believe that regular and effective engagement with parents/carers often leads to improved pupil outcomes, attendance and behaviour.</p> <p>Where a pupil is receiving support, we talk to parents/carers regularly to set clear outcomes and review progress towards them.</p> <p>We discuss with parents/carers the activities and support that will help achieve them; and identify the responsibilities of the parent/carer, the pupil and the school team.</p> <p>In addition to parents' evenings, we meet parents/carers of pupils with an EHC plan or a My Plan at least three times each year. These meetings are to review</p>

<p>their child's education?</p>	<p>the progress pupils are making in relation to the targets in the pupil's plans and for their annual review. We work closely with our local Compass Go team. Parents can make referrals to this team for extra support, and school can assist when required.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>We consult with SEND pupils by:</p> <ul style="list-style-type: none"> • Class teachers and the school team, talk regularly with all pupils in their class and will pass on any useful information to the SENCo. • Pupils are involved in the planning process that takes place in order to create their IEP's and Pupil Profiles. • Pupils who need or have an EHCP are involved in the initial referral and all subsequent reviews and can tell us what they think. • All pupils can interview for Health and Safety officers, Lunch time helpers, School Ambassadors, and Collective Worship Leaders • SLT have meetings with pupils, lesson observations and learning enquiries and easily hear the views of all pupils on the way the school is run. • The SENCo collects 'pupil' voice regularly.
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<p>Pupil progress is assessed and reviewed by:</p> <ul style="list-style-type: none"> • Continual monitoring by the school team and SLT. • Formal reviews for pupils who have an EHC plan. • Examining the progress of pupils on the SEND register after the relevant data drops. • The SENCo being available at parents' evenings. • Pupil and parents/carers voice being captured ahead of termly meetings and annual reviews. • Considering pupil views when creating pupil profiles or IEPs. • Using discussions at Inclusion meetings to enhance practice.
<p>What opportunities are there to work with parents/carers and pupils are part of any assessments and reviews?</p>	<p>Parents/carers and pupils have opportunities to be part of any assessments and reviews by:</p> <ul style="list-style-type: none"> • Attending any meetings in person, or phone calls if needed. • Attending Parents' evening • Attending SENCo open days • Attending termly meetings and annual reviews • Engaging with our curriculum's expert outcomes • Attending attendance assemblies • Talking to our Safeguarding Officer on a daily basis • Engaging with information on the website. • Attending our Career Days. • Daily engagement with our School team at the start and end of the day. • Microsoft team meetings
<p>How do we support pupils in moving between phases of education and preparing for adulthood?</p>	<p><i>Extract from our RE Curriculum Design 19/20 – 'We intend to prepare children at Canon Peter Hall for "Life in all its fullness" (John 10:10.) We want children to understand that "We are all valued by God" (Luke 15:1-7) as all were made in his image. A young person that is adequately prepared for life in all its fullness and able to contribute to their local and global society must undoubtedly be religiously literate. Our RE curriculum therefore aims to create young people who are able to hold a balanced and well-informed conversation about religions and beliefs.'</i></p> <p>To ensure the successful transition of pupils with SEND at CPH, we:</p> <ul style="list-style-type: none"> • Invite parents/carers and pupils to 'Stay and Play' sessions for pupils starting our Nursery provision. Staff are highly alert whilst observing pupils

	<p>and during conversations with parents/carers, in order to address any needs at the earliest opportunity.</p> <ul style="list-style-type: none"> • Organise home visits for new starters in to our Nursery provision. • Ensure that early identification of need for any pupil is a priority. • Meetings with families that are new to the school – visits to and around the school. • Have a transition period at the end of each school year where pupils can spend time in their new learning space and get to know their new teaching staff. • Speak to staff from feeder nursery providers and collect the pupil's baseline and learning journeys. • Invite staff from feeder schools to meet the SENCo and class teacher. • Liaise with the secondary schools and organise transition for our Year 6 pupils. Pupils with SEND have extra sessions. Some pupils may require the use of the LA transition booklets. • Organise Career days to ensure that pupils have the experiences of meeting and talking to real business people. Pupils also have the chance to experience having a job interview. • Plan transition meetings between SENCo, Assessment lead, Inclusion team and class teacher to pass on information and data. • Mostly make sure that all pupils at CPH experience a curriculum that is designed to give them the skills that they need to succeed. <p><i>Extract from Abigail's Shoes – 3 Year Plan – 'Our curriculum design will ensure Abigail and Ben develop a wide range of detailed knowledge and skills. Ben and Abigail will have clear aspirations for their future. Ben will be entering Y6 with a reason to continue to be his best at secondary – he will have a reason to learn, a reason to challenge himself and a feeling of self-worth for his future. Abigail will be just beginning her journey.'</i></p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>Our SEND provision at CPH will depend on the pupil's individual needs.</p> <p>If a child has difficulties with cognition and learning</p> <p>Pupils have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice). • Access to assessment for identification of significant needs. • Support from the school team during learning • Read Write Inc. sessions and one to one sessions. • Early Years story time and daily talking time to develop vocabulary • Visual aids to support key vocabulary including the project key information resources which also aid long term memory retention. • Pencil grip and fine motor control exercises. • Dough Dastic, Dough Disco and Yoga exercises to promote gross motor and shoulder movement. • Movement and Learning songs and exercises to develop core strength • Times Tables Rock Stars • Billionnaire • Access to a wide range of practical resources for maths in all year groups • Herts Reading Fluency • Echo Reading • Building Blocks • Scotopic sensitivity screening

- Precision Teaching
- Targeted for reading in breakfast club or library time.
- Access to assistive technology, software, audio digital books and iPad applications.
- Local Authority SAS team or Child Development Centre (CDC) support after a referral.

If a child has sensory and/or physical needs

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary including the project key information resources which also aid long term memory retention.
- Access to assessment for identification of significant needs.
- Support from the school team during physical based learning
- Pencil grip and fine motor control exercises.
- Dough Dastic, Dough Disco and Yoga exercises to promote gross motor and shoulder movement.
- Handwriting/keyboard skills training
- Movement and Learning songs and exercises to develop core strength
- After school sports club.
- Access to Hearing and Vision team
- Access to the school nursing team.
- Access to Barnardo's (SEND outreach team)
- Access to assistive technology, software, audio digital books and iPad applications, visualiser
- Arrangements for a medical care plan to be in place.
- Local Authority SAS team or Child Development Centre (CDC) support after a referral.

If a child has difficulties with communication and interaction

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary including the project key information resources which also aid long term memory retention.
- Early Years story time to develop vocabulary
- Access to our school's speech and language therapist – Rachel Gomez
- Access to an NHS referral
- Access to assessment for identification of significant needs
- Wellcomm – complete speech and language tool kit for early years
- Social Dining
- Access to a member of staff with Makaton training
- Mr. Tongue stories – for early years
- Access to referral and support from our independent speech and language therapist.
- Access to assistive technology, software, audio digital books and iPad applications.
- Local Authority support for children working towards an EHCP

	<ul style="list-style-type: none"> • Access to CDC referral and support <p>If a child has difficulties with social, emotional health or mental health</p> <p>Pupils have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary including the project key information resources which also aid long term memory retention • Referral and support from our Educational Psychologist • Access to assessment for identification of significant needs • Access to our school’s educational psychologist – Tessa Goldsack • Self referral to Compass Go for one to one provision • Access to Compass Go pod group sessions in school • Access to staff trained in MFU Mental Health for pupils • Access to staff trained in Social Stories • Access to staff trained in Lego Play • Access to Safeguarding officer • Forest school sessions • Anti-Bullying policy and processes • Working memory resources • Local Authority SAS team or Child Development Centre (CDC) support after a referral. • SPOT diagnostic toolkit • Baking • Meet and Greet provision
<p>How are adaptations made to the curriculum and the learning environment of pupils with SEND?</p>	<ul style="list-style-type: none"> • Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child’s needs are met. • Grouping eg. small groups, 1-1, ability peer partners • Content of the lesson • Teaching style • Lesson format – thematic games, simulations, role play, discovering learning • Pace of the lesson
<p>How do we train staff to ensure that they are fully able to support pupils with SEND?</p>	<p>We develop our staff’s knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • SENCo attendance at SENCo network meetings. • SENCo keeping up to date with guidance from LA, other settings, internet websites and published journals. • Whole school INSET days that focus on SEND and Inclusion. • In school sessions – SENCo and SLT. • Induction training for newly qualified staff or staff new to the school and students. • RWI training. • MFA mental health training and updates. • Bespoke training for SEMH delivered by our Educational Psychologist. • Internal reviews which revolve around SEND good practice.

	<ul style="list-style-type: none"> • Medical training from the school nurse. • Available training from Barnardo's (now called the SEND outreach team), Local Authority - SAS, CDC, Hospital outreach if needed. • Independent Speech and language therapist - training for staff • Informal times throughout the day to chat around issues with the SENCo. • Qualified first aiders. • Qualified Forest School leader • All staff trained in Team Teach. • Staff trained in: Precision Teaching, RWI, Epilepsy medication training, Numicon training, Autism awareness, Attachment disorders, the Incredible 5 point scale, Dyspraxia CPD. NELI
<p>How do we evaluate the effectiveness of the provision made for pupils with SEND?</p>	<p>We believe that regular and symptomatic monitoring and evaluation is vital to ensure effective SEND provision.</p> <p>We do this in several ways including:</p> <ul style="list-style-type: none"> • Pupil voice – captured at informal times and more formal and arranged meetings (passports, Q and A's) • Parent voice – captured at informal times and more formal and arranged meetings • Book studies • Staff team views. • Lesson observations. • Learning and enquiry walks. • Book scrutiny. • Success rates towards progress in targets. • Analysis of attendance. • Analysis of attainment using online data system. • Class reports. • Governor monitoring. • Reports 3 times a year to parent/carers. • Monitoring procedures for identification and assessment of and provision for pupils with SEND.
<p>How do we ensure that pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND?</p>	<p>We make every effort to include all pupils in school life including visits, visitors, events and school pupil employment. Trips will go ahead if safe to do so. If an individual risk assessment is required, we will write this as a team to ensure that everyone is fully included.</p> <p>We also know our pupils well and make sure that if they need preparing for any changes in the day eg a new assembly time, awards assembly, sports day etc We are able to write Social Stories to help pupils prepare for their participation in a school trip or a new activity.</p>
<p>What support does the school provide for improving</p>	<p>We support pupils to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • PSHE lessons • Assemblies • Playtime supervisors (pupils)

<p>emotional and social development?</p>	<ul style="list-style-type: none"> • Learning mentor time • Nurture time • Worry box • Worry button on the website • Social stories • Lego • Mental First Aid for children – staff member trained in this • Swimming lessons • Taiko drumming lessons • Gardening • Forest school • Breakfast club – free with 70 spaces • School visits and residential.
<p>What arrangements are there for listening to the views of pupils with SEND?</p>	<ul style="list-style-type: none"> • Our school team have daily opportunities to speak to the pupils in our school, in classes, outside in the playground, in forest schools, in P.E, in music lessons. • Our school team collect the views of pupils on their work and progress in the classroom. • Pupils with an EHCP have an opportunity to tell us what they think as part of the review process. • School Council • The Head of School has meetings with pupils including those with SEND from all years to hear their views on the way the school is run.
<p>What measures are there to prevent bullying?</p>	<p>Canon Peter Hall Primary school has adopted a range of strategies to reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:</p> <ul style="list-style-type: none"> • The consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others. • The commitment to the value of our Anti-Bullying Code. • The promotion of the message '<i>It is right to tell.</i>' • The reinforcement of the clear message that violence has no place at Canon Peter Hall and that restorative practice is a core ethos in restoring broken relationships. • Consultation with the Pupil Voice and School ambassadors on how to prevent bullying. • Training for all members of staff on the Behaviour Policy. • The supervision by our team of all play areas at lunch times and breaks. • Holding safeguarding and inclusion meetings regularly. • Swift and decisive action by SLT. • Lunch time helpers (pupils) • Providing information to all parents/carers on the symptoms of bullying and the steps to take if they suspect their child is being bullied. • Mobile phones are not allowed in school. • The celebration of all pupils' backgrounds and cultures through assemblies, circle times, curriculum projects and our RE/SIAMS coverage. • The Equalities Policy is updated and available. • Pupils discuss and explore bullying issues during circle time, PSHE sessions, through curriculum projects and within our RE/SIAMS activities. • Learning Mentor for nurture and trained as a mental health first aider for pupils.

	<ul style="list-style-type: none"> • All websites accessed in school are screened. We use software to screen the language used in all documents, and websites. Rude or offensive documents are sent to SLT and Safeguarding lead. Action is taken if appropriate and recorded. • Effective recording systems using CPOMS. • Work with multi-agency teams including police as appropriate. • Contacting the parents of both the pupil being bullied and the bully. • Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/discrimination. • Including 'Black lives matter' as part of our curriculum.
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support pupils with SEND and their families?</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the pupil.</p> <p>Such specialist services include:</p> <ul style="list-style-type: none"> • Children's Safeguarding Service • Educational Psychologist • Speech and language therapist • School nursing team • Child development centre • Looked after children team • Physiotherapy • Occupational health • Compass Go • SEND outreach support (ESHV/Disability etc) • Local Authority – Specialist Advisory Team • Local Authority Hearing and Vision team • Local Authority Educational Psychology Service • SENDIASS • Computing consultant
<p>What arrangements are there for handling complaints from parents/carers of pupils with SEND about the provision made at our school?</p>	<p>We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can be resolved swiftly and satisfactorily. Complaints regarding a school's provision are resolved through our complaints process. Our complaints process is detailed in a document entitled 'Complaints Policy', this breaks down into each of the stages; Informal and Formal. This document can be found on our website, please see link below. https://thelaat.co.uk/</p> <p>In line with the SEND CoP 2015 (4.7 & 4.30), if the complaint is regarding the Local Authorities local offer. Their process needs to be followed, which is different to our own. This can be found under the LA local offer complaints procedure, details of which can be found on the LA website. https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/</p>

September 2023

Signed by: Chair of governors – Wendy Prestwood

Signed by: Head of school – Tracey Grove