



St Peter's Primary School

SEN Information Report

St Peter's Primary School is part of the Greenshaw Learning Trust.
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4AF.



Our School

Our School Vision

At St. Peter’s Primary, we believe that the well-being and development of each child is at the heart of our educational approach. Our commitment to inclusivity ensures that every pupil, including those with special educational needs and disabilities (SEND), is engaged and empowered to become self-motivated, life-long learners. We strive to provide an exciting and memorable curriculum that is accessible to all, encouraging students to step outside their comfort zones while also developing essential life skills for their future growth.



Special Educational Needs

At St Peter’s Primary School, we pride ourselves on creating a welcoming atmosphere where all pupils feel safe, respected, and valued. Our inclusive practices ensure that every child has access to a high-quality education tailored to their individual needs, enabling them to flourish both academically and socially.

We refer to the Term “Special Educational Needs and Disability” if a child:

- a. *Has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.*
- b. *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.*

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Meet our SENDCO

The SENDCO is Mrs Shital Amin.
If you would like to contact her, please call school on **0208 688 5414** or email via admin@st-petersprimary.co.uk

The SENCO’s job is to oversee the day-to-day operation of the school’s SEND policy. This includes but is not limited to:

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies particularly for children receiving support.
- Ensuring that the school keeps the records of all pupils with SEND up to date.



Identifying and Assessing Need

Early identification of SEN and early intervention are the key to ongoing success for our pupils. At St Peter's Primary we work closely as a team with our staff. Termly Pupil progress meetings highlight children making lower than expected progress. In key stage one and two, we assess children's progress against national and age-related expectations. We use Insight and Tiny steps to track and monitor that all our pupils make progress in line with, and above, their starting points.

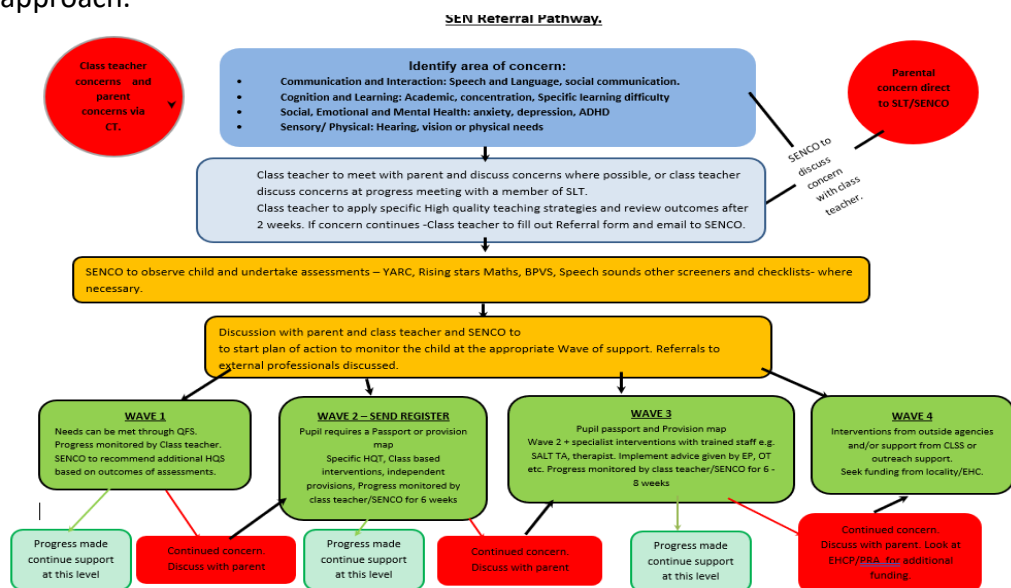
If staff have a concerns about a child, they fill in a SENCO referral form and discuss concerns with the SENCO to ensure any additional high quality teaching strategies are implemented. At this point the pupil will then be placed on the monitoring register, and we begin to follow the **Graduated Response approach of 'Assess, Plan, Do and Review'**.



In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers and pupils.
- Use diagnostic assessments, screeners and checklists.
- Use observations
- Identify changes in progress and behaviour
- Consult with relevant external agencies

Our SEND pathway outlines how we identify SEND and follow the graduated approach.



Most pupils who need additional support at St Peter's Primary School access learning through high-quality teaching and targeted provision as part of SEN

Support. For some children, this may not be sufficient and support from external professionals may be required.

In a small number of cases, despite appropriate support being in place, children may continue to experience significant difficulties. For these pupils, needs are often long-term and may affect them throughout their education and into adulthood.

In such cases, parents/carers and the SENCO can request an Education, Health and Care (EHC) needs assessment, which is a formal process to determine whether a child requires an EHCP. If an EHCP is agreed, it will set out the child's needs, the support required, and desired outcomes.

If you believe your child may benefit from an EHCP, please speak to the SENCO, who will guide you through the process and work with you to ensure your child receives the most appropriate support



Our approach to teaching children with SEND

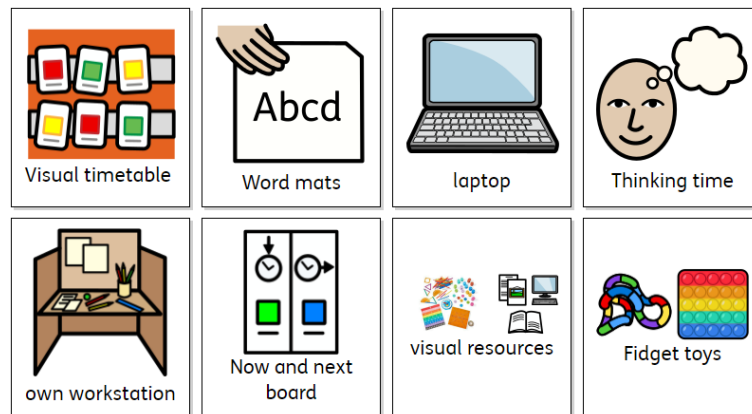
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

Our teaching embeds the St Peters 10 core principles into all our lessons.

1	Daily review	Every lesson begins with vocabulary recap and revision of previous learning to strengthen retention and build connections.
2	New material is presented in small steps	<ul style="list-style-type: none"> Reduce cognitive load for all children through manageable chunks of information Present key knowledge clearly with explicit instruction Pre-teach vocabulary to ensure accessibility and understanding
3	High quality questioning	<ul style="list-style-type: none"> Open-ended questioning encourages deeper thinking and exploration Expectation for explanation - children articulate their learning and reasoning Strategic questioning by teachers to gain insight into pupils' understanding
4	Modelling excellence	<ul style="list-style-type: none"> Worked examples demonstrate clear processes and thinking Working walls display high-quality exemplars for reference Extension opportunities embedded within models to challenge all learners
5	Guided Practice	Progressive release of responsibility following the "I do, <u>We</u> do, <u>You</u> do" model: <ul style="list-style-type: none"> Teacher demonstration Collaborative practice Independent application
6	Check for understanding	<ul style="list-style-type: none"> Think, pair, share focused oracy strategy for formative assessment Hinge questions verify mastery of key knowledge Process questions such as Concept and Reflection Questions, True or False, six w/h questions, all enable demonstration of <u>knowledge</u> in written or pictorial format, refined through whole-class discussion and formatively assessed. Real-time correction of misconceptions to prevent embedding of errors Verbal 'in the moment' feedback.
7	Consistent high expectations for all	<ul style="list-style-type: none"> Low threshold, high ceiling tasks ensure accessibility while providing challenge Multisensory approaches make learning accessible to all pupils regardless of learning style
8	Strategic scaffolding	Multiple support systems to enable success: <ul style="list-style-type: none"> Verbal scaffolds - sentence stems and prompts for articulate responses Visual scaffolds - images, manipulatives, and concrete resources Written scaffolds - mind maps, thinking maps, concept questions and structured frameworks
9	Knowledge and skills application	Providing dedicated time for pupils to practice and consolidate learning through varied contexts and tasks that reinforce and extend understanding.
10	Systematic topic reviews	<ul style="list-style-type: none"> Mid-topic assessment - 5 questions reviewing prior learning from Year 1 within the specific subject area End-of-topic assessment - 6 questions evaluating current topic mastery and addressing overarching learning objectives

There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. We also seek advice and equipment from outside agencies as and when the need arises.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Examples of these are:



Where a child has an identified special educational need (Wave 2 onwards), an Individual Education Plan (IEP) or pupil passport is created. This is a personalised document that outlines:

1. **Targets** – Specific goals tailored to the child’s individual needs.
2. **Provisions** – The strategies, resources, and accommodations put in place to help the child achieve their targets. These may include additional teaching support, use of assistive technology, or adaptations to the classroom environment.
3. **Interventions** – Targeted actions or programmes designed to address the child’s needs. These may include:
 - Phonics and reading interventions
 - Speech and language support (group or 1:1)
 - Nurture and emotional regulation groups
 - Social skills and communication groups
 - Fine and gross motor skills interventions
 - Behaviour support plans

Interventions are delivered by trained teachers, teaching assistants, or external professionals. The IEP is reviewed regularly by the class teacher and SENCO, with adjustments made according to the child’s progress and evolving needs. It is a collaborative process involving teachers, parents, and, where appropriate, external specialists, to ensure the child receives the best possible support throughout their educational journey



Parent Consultations

At St Peter’s Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. On the first Friday of every month, we hold drop-in sessions for parents to view their child’s books and meet the teacher.

For children who have an Education, Health and Care Plan or Individual Education plan over and above what is ordinarily available we will invite you for termly meetings over the year or half termly meetings. These meetings are used to celebrate your child’s learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of the IEP will always be given to you after the meetings.

Where children are being seen by external professionals, parents/carers are invited to meetings to review targets and discuss next steps.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil’s views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions. Attend their Annual EHC reviews where possible.</p>



Staff Training and expertise

At St Peter’s, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

The SENCO is a qualified teacher and holds the National Award for Special Educational Needs Coordination, in line with statutory requirements.

Staff receive regular training and professional development to support children with SEND. Some of our staff have completed training or have worked alongside external specialists to further their skills in the following areas.



Transition Support

Nursery to Reception

Once places are allocated the SENCO and EYFS lead will reach out to Nurseries and parents to gather information to support the child’s transition. For children with identified Special education needs in Nursery, visits and meetings with nurseries will be arranged to ensure a thorough handover and parents will be encouraged to visit our school and speak to the SENCO to discuss provisions.

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold a ‘taster’ sessions in the second half of the summer term in preparation for their September start and a staggered start in September to support the smooth transitions.

For some children, transition to a school environment can be overwhelming at first and some children may require more time. For some children a personalised program of transition is put in which may include more taster sessions, reduced timetable, social stories, parents stay and play. These will be discussed and arranged with parents to ensure that the child’s first experiences of school are positive.



End of Year transition

When children move up a year, for some children we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

	<p><u>Secondary Transition</u></p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Our SENCO attends Local Authority transition events and arranges transition meetings with SENCOs in local schools. For some children - personalised transition programmes are put in place in conjunction with the new school. Close relationships with our feeder schools have supported smooth transitions for our children even after children have transitioned.</p> <p><u>Mid-Year new starters</u></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.</p>
 <p>Outside Agencies</p>	<p>We work with the following agencies to provide support for children with SEND:</p> <p>Croydon Educational Psychology Service Cognus Educational Psychology services Croydon Locality Send support services Croydon Occupational Therapy Services Croydon Sensory support services Croydon Speech and Language Karen Barwell Speech and language services Allens Speech and Language Therapy Dyslexia Support Service Croydon School Nurse Team Sensory Food Play Evelina London Children’s Hospital</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g., values ambassadors and mini middays.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school’s accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCO.

If they cannot solve your issue, then an appointment can be made to speak to the Headteacher- Mrs Caroline Barriball.

If you are not happy with the response, then you may contact the governors through the school office. Please also refer to our complaints policy.

Joannah Kelly– Chair of Governors
SEND Governor

Croydon Local Offer

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www.croydon.gov.uk LOCAL OFFER

The Croydon Local Authority Local Offer can be found at: In Croydon, there are different organisations that can offer impartial help that is reliable and useful. You can find details of organisations in the Local Offer directory, within the Information, guidance, advocacy and support section

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>



Croydon Locality Support Service - Provide funding where schools existing funding and support is not enough for children in primary mainstream schools who are starting to show a need for further additional help and support.

For more information visit:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=bIK7mqogQs8>



Croydon SENDIASS- free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

<https://www.kids.org.uk/sendiasm/services/croydon-sendiasm/>



Feedback