

Welcome to



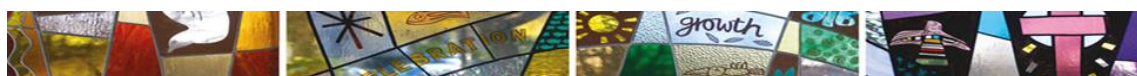
St. Peter's

Church of England Primary School



Inclusion Information Pack

St Peter's CE School is proud to be a member of
Yorkshire Causeway Schools Trust



Special Educational Needs and Disabilities (SEND)

At St Peter's School we work hard to enable all children to Love, Learn and Shine. We recognise the entitlement of all children to a rich, relevant, coherently planned inclusive curriculum.

"Targeted training ensures staff are skilled at meeting the needs of pupils with special educational needs and/or disabilities (SEND). Teachers make effective adaptations to lessons. This means that pupils with SEND learn the curriculum alongside their peers. The school considers what is important to these pupils, as well as what is important for them. Leaders show tenacity in securing any external support that these pupils may need. Similarly, pupils who speak English as an additional language (EAL) are well supported."

(OFSTED 2024)

Our vision of Love, Learn, Shine strongly influences our approach and commitment to all children including children with additional needs. All children are nurtured as individuals taking into account any additional needs or learning differences. As articulated within our vision, we deeply value every child as an individual recognising that achievement comes in many forms.

Learning with, from and alongside children with a range of learning differences helps all children become sensitive and supportive of diversity, preparing them well for life in modern Britain.

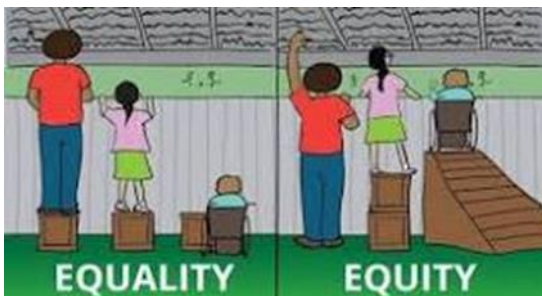
Support for children with special educational needs and disabilities is systematically planned and sensitively delivered by our dedicated team of teachers and support staff. This provision is monitored and evaluated by Mrs Jones our dedicated SENDCO, Paul Griffiths our Headteacher and Jessica Eaton our SEND governor.



**Mrs Alice Jones
SENDCo**

**Assistant Headteacher & Special
Educational Needs and Disabilities
Coordinator.**

Mrs Alice Jones has been a qualified teacher for over 20 years and holds the National Award for SEND Coordination.



Adaptive Teaching.

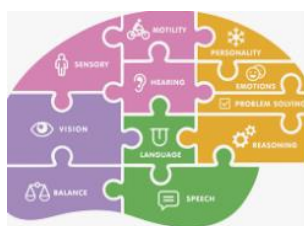
At St Peter's, all staff are trained in adaptive teaching, ensuring provision is adapted so pupils can access lessons alongside their peers. With adaptive teaching, the teacher plans for the whole class and makes appropriate adaptations so that all children can achieve the same goals with less reliance on intervention taking children out of lessons. These adaptations such as, providing different levels of support, using different resources or adjusting the pace of instruction involve knowing the children well, including their individual strengths and needs, and responding with adjustments to promote inclusion, engagement, and learning.

The Four Areas of Special Educational Needs

St Peter's follows the guidance from the Code of Practice, focusing on a family-centred system of care and education which spans the four broad areas of special educational needs. All teachers are teachers of SEND and are committed to providing the best provision to enable children to *Love, Learn and Shine*.

Cognition and Learning:

Children with cognition and learning needs may experience difficulties in acquiring, consolidating and retaining knowledge because they have yet to develop their skills in one or more areas of cognitive functioning.



Sensory and / or Physical Needs:

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.



Communication and Interaction:

The broad area of Communication and Interaction is divided in two domains: Speech, Language and Communication Needs and Autism Spectrum Condition.



Social, Emotional and Mental Health:

Children may present with a range of social, emotional and mental health difficulties which impact upon their learning and social inclusion and which manifest themselves in many ways.



For each of these areas there is agreed provision outlined in our provision maps. Provision Mapping is a transparent method of showing the range of provision available to children throughout our school. It allows our leaders to monitor, evaluate and plan the development of provision, increase access for groups, secure the entitlement of all learners and raise achievement and standards. All our provision maps are available in the dedicated [Inclusion section](#) of our website.



Frequently Asked Inclusion Questions

We are pleased to answer some of the most frequently asked questions regarding inclusion and SEND at St Peter's CE School.

- 1** How will St Peter's get to know my child before they start?

The class teacher will visit your child's nursery setting, if they attend one. They will talk your child in this setting as well as talking with the professionals in that setting that know and work with them. They will meet with you individually and they will invite your child into school for short transition sessions alongside their peers. Any reports from professionals can be shared with school for the attention of the SENDCo and class teacher. For some children, a more bespoke transition is required, this would be discussed with you before they start school.
- 2** How can my child get to know St Peter's School and key staff?

Key staff will attend nursery visits and will be present during transition visits. Photographs from the website can be shared with your child before they meet key staff to support transition.
- 3** How are the year groups organised, e.g., age, ability, SEND?

From September 2024 our intake is 30 children per year group cohort. This will be one class of children of the same age with varying abilities and needs.
- 4** What support and supervision and support is available in social times, such as playtimes and lunchtime?

During the first year of school, your child will remain in a smaller group during unstructured times accessing our fantastic dedicated Early Years outdoor area. As they progress through school, they will mix with the other year groups (Yr1 – Yr6). We have two dedicated nurture spaces named by the children as 'The Nest' and 'The Snug'. Both warm and welcoming spaces are well used throughout the day and lunchtime to provide an inclusive school day for all.
- 5** How might additional support be provided to my child?

The provision your child requires will be discussed before starting school and reviewed at least termly.
- 6** How will staff be informed of my child's SEND and support plan?

EHCPs and professional reports will be shared with key staff before your child starts school. An 'Individual Learning Plan' is created for any child identified as having Special Educational Needs, a summary of their strengths, barriers to learning and provision required. This is created jointly with the family, the child and the class teacher.

Further Information

If you have any questions or require further information regarding inclusion or SEND, please visit the [Inclusion](#) section of our website or contact the school office to arrange a telephone call or meeting with Mrs Jones. You can do this by emailing admin@stpeters.ycst.co.uk or by calling 01423 569684. We very much wish for you to feel welcome and at home at St Peter's.