

St. Peter's
Church of England Primary School

LOVE LEARN SHINE

St. Peter's CE Primary School Special Educational Needs & Disabilities (SEND) Information Report

Date: October 2026 (Next Review – October 2027)

Also see St Peter's SEND Policy on website.

This is what we provide in our school.	This is North Yorkshire LA's minimum expectations of good practice.
1. What kinds of SEND are provided for in your school?	
Children with SEND are welcome, belong and are effectively included at St Peter's. The school works closely with the Local Authority to implement the processes for the admission of children including those with additional needs and works well with other agencies to meet a wide range of children's needs. *'Targeted training ensures staff are skilled at meeting the needs of pupils with special educational needs and/or disabilities (SEND). Teachers make effective adaptions to lessons. This means that pupils with SEND learn the curriculum alongside their peers.'* *Ofsted 2024* At the heart of our school is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises a continuum of need in accordance with the DfE Code of Practice, 2015	Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a child with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

The named SENCo for our school is Alice Jones. She can be reached on the school telephone number (01423 569684) or via email: a.jones@stpeters.ycst.co.uk
All children at our school have access to wave 1 provision which is personalised, targeted support through high-quality first teaching.
If a child requires further support, intervention support is discussed at termly pupil progress meetings. Depending on the duration of the intervention or support and how the child progresses, this will be discussed within parent teacher consultations. The provision and support a child receives will be outlined. If a child is receiving additional extra support, parents / carers will be informed of this by the child's class-teacher.
Children are assessed termly by class teachers for reading, writing and maths. Phonics is regularly assessed until children complete the school scheme and times tables are assessed in key stage two. The 'Early Identification Toolkit' is used to support identification of special educational needs. The 'Ladder of Intervention' is used to support identifying appropriate interventions for children with Social, Emotional and Mental Health needs.
At a Glance Profiles are used when teachers have concerns that a child may have additional or SEND needs, helping to build a clear picture of their strengths and needs and to identify appropriate provision and support.
Short-term additional support for learning or social and emotional needs is put in place to accelerate progress. Reviews of interventions may highlight that a child will need longer term additional and different support. In this case a discussion will take place with the parents about identifying the child as having a Special Educational Need, in accordance with Chapter 6 of the Code of Practice.
Teachers, parents and children then work together to create Individual Support Plans (ISPs) to outline the additional, ongoing support to be provided. These plans include strategies to support the child in class, during interventions and at home. Clear SMART targets are identified so the child, teachers, support staff and parents are all clear about desired outcomes.
Statutory assessments from the Local Authority are requested via an Education, Health and Care Assessment Request (EHCAR) form when a child requires additional support that school is unable to provide within wave 1, 2 and 3 provisions. The Headteacher or SENCo can be contacted to address any questions about this.
Support from external agencies is usually requested before an EHCP application is

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most children will benefit from SEN support, but some children who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

submitted.	
3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
All Individual Support Plan (ISP) documentation is devised between the class teacher, parents and children as part of separate parent consultation meetings. The finished document is then shared with the child, parents, and SENCo. Once in agreement, the plan is implemented. Plans are evaluated regularly by the class-teacher and amended if necessary. New targets are set at least every term. The SENCo regularly meets with parents at the request of the parents or class teacher. Our school communicates regularly with parents in the following ways: • At the beginning or end of the school day • Individual Support Plans (ISPs) • During Parent Teacher Consultation evenings and additional SEND meetings – in which children's progress is discussed and targets shared and discussed • Termly reports • School arranged review meetings, or meetings requested between parents and staff through the school office • Information booklets • Weekly newsletters • Curriculum evenings and overviews	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For children with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with school may include: • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?	
Class teachers and support staff regularly discuss targets and next steps with all children. Individual Support Plans (ISPs) are devised after a discussion with the child to evaluate progress and set targets. These are readily available and updated alongside the child at least termly. When taking part in a booster session or an intervention, the children will be aware of the objectives and targets as well as the desired outcome. Children should be able to articulate or show what their next steps to learning are. All children are able to discuss their learning needs and what helps them to learn more effectively. Child Voice is gathered by the SENCo as part of regular contact in school with children and their families.	School will obtain the views of all children (child voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes.* Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.	
Regular, on-going teacher assessments provide class-teachers and support staff with day-to-day successes and next steps. NTS assessments are completed twice each year, at the appropriate level for the child, and the data gathered is used to plan next steps. This may be due to medical issues or moderate-severe learning needs. Test information is always used alongside teacher assessment to give an overall view of each child's attainment and progress. Standard Attainment Tests (SATs) and Teacher assessment are gathered for year 6. P-Scales and the Developmental Journal are currently used to show even smaller steps of progress for children that are working at 'pre-key stage' levels. Pre-Key Stage Standards are used to assess some children with SEND at the end of KS1 and KS2. In-school tracking systems are used to identify children not making expected progress or that are working below national expectations. These children are discussed with the senior leadership team, including the SENCo, at termly pupil progress meetings and may receive additional interventions. This information then will inform the next cycle of intervention or adaptive teaching. Each intervention uses current assessments as a baseline and future assessments will ensure progression and success. Some interventions have specific, standalone assessments. This information will be shared with parents at least termly as part of the Individual Support Plan (ISP) review. Further meetings may be requested by parents, class teachers or the SENCo. The SENCo regularly spends time in classrooms and speaks informally with the children.	All children with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a child over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.
6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society.	
Transition reviews for children with EHCPs are organised before moving to secondary school or an alternative primary school. Staff from the receiving school are invited to the reviews. If they are unable to attend, the SENCo will contact the child's new school with the relevant information. Transition visits are arranged for all children moving to high school and additional visits can be arranged on request. Year 6 teachers and / or the SENCo discuss children identified as having SEND with the	Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the child or student, often accompanied by a well-known member of staff. The child should receive as much transition work as they feel necessary.

receiving school before the transition sessions. Children who are moving to another primary school are encouraged to visit. Individual Support Plans (ISPs) and EHCPs will transfer with the child.	

7. What is you School's approach to teaching children and young people with SEN?

St Peter's is an inclusive school with high aspirations for all children. All children at our school have access to wave 1 provision which is personalised, targeted support through quality first teaching. Additional interventions that may be accessed at the discretion of the class teacher or SENCo are outlined on the Provision Maps on the school website. If a child requires further support to make progress in a specific area, this will be discussed and documented in termly Pupil Progress meetings. If your child is receiving extra support, you will be informed of this by your child's class teacher. Class teachers are skilled in grouping children appropriately and supporting children as part of their whole class teaching. Specific resources and strategies required for individual children are outlined on their Individual Support Plan (ISP). Teaching assistants may support individual children within the classroom or in small groups. Teaching assistant support and adaptations are evidenced on each class-teachers planning and aims to support groups across the ability range, therefore encouraging independence in some lessons. Aspirational targets are set on Individual Support Plans (ISPs) and reviewed regularly (at least termly).	High quality support for learning within mainstream lessons is the most important factor in helping children with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons Schools use a range of evidence based interventions to support children with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you: • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

• The ground floor is fully accessible with ramp to the front of school. • The school has a disabled toilet accessed from the main reception. • Private changing facilities are available within the First Aid room. • The building is risk assessed to be as secure as possible with some rooms having high handle or keypad access only. • We make every attempt to translate important information where possible if any family with English as an additional language should require this.	Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

See 'provision maps' on the school website for the different levels of provision available, such as: consideration of background colours for displays or handouts, spell checkers, ACE dictionaries, seating positions, ear defenders, wobble cushions or more specific resources or interventions. Across the school, we use the Inclusive Mainstream Toolkit to support staff in identifying and responding to individual needs, ensuring that reasonable adjustments and inclusive, evidence-informed strategies are embedded within everyday classroom practice. There are varying levels of TA support and adaptations in the classroom. Children will access education at their level which will be challenging and help them to reach their targets. The school behaviour expectations are displayed in every classroom. Our school has quality first curriculum implementation and adaptations within lessons which cater to the needs of every child. Interventions have clear objectives and outcomes and focus on accelerating children's progress. These are shared with the child's parents. They are delivered by well-trained teaching assistants or class teachers and are monitored by the class teacher and SENCo. Regular discussions ensure that skills are reinforced/transferred back into the classroom and built upon. Regular assessments and close monitoring, enables staff and children to evaluate the effectiveness of interventions. A small number of children may need a personalised curriculum to meet their needs. Relevant care plans, health care plans, support plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals.	
9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?	
All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training as part of staff meetings, twilight sessions and training days, and specific external training to meet individual needs as necessary e.g. Autism, positive behaviour and trauma and attachment training. Specific staff are trained in Makaton, in depth Autism awareness, Lego Therapy, Drawing and Talking, Intensive Interaction and Team Teach. If a child has a particular need and the school has exhausted its repertoire, specialist support is sought promptly from relevant professionals through SEND Hub referral forms, Medical Education Team requests or staff from the Multi Academy Trust (MAT). If particular skills or knowledge have been identified as part of the EHCP process, timely	All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a child has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

training is sought.	

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The school's development plan maintains a central focus on Inclusion and SEND. As a school, we are focussed on the whole child. Quality First Teaching and continuous assessment and audits of these by the senior leadership team and subject leaders ensure children receive the highest quality provision. Interventions are used to accelerate progress when a need is identified. Class teachers discuss interventions with parents and share the impact. The interventions will be recorded as part of termly Pupil Progress meetings. Children identified with SEND will have their targets recorded on an Individual Support Plan (ISP). All interventions will use initial assessments and exit assessments as part of the school assessment calendar, although some interventions have specific assessments. These will be used as an evaluation of outcomes. This will be monitored by the SENCo and senior staff in Pupil Progress meetings. Training is given to staff for medical needs when they arise for example implementing physiotherapy plans. We have a personal intimate care plan for individual children with hygiene requirements. Administration of medicines is co-ordinated by Amanda Foster, School Business manager. Incidents are monitored on Arbor by the Headteacher and discussed with the Senior Leaders to evaluate provision and ensure effectiveness. Emotional and social difficulties in school are carefully monitored using personalised behaviour plans, ELSA interventions and STAR charts may be used to identify potential triggers, monitor incidents and enable monitoring of effectiveness of provision.	The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track child progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

All children have access to all activities both in school and out. For a school trip, a pre-visit will be undertaken, a risk assessment will be completed, and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to access a coach and daily time on websites looking at the place the child is going to ensure familiarity, and an initial visit by a child and member of staff or parent. 1:1 support will be available if required. Parents will be consulted by the class teacher regarding any difficulties we may encounter. We will always go the extra mile to ensure every child can access a school trip. All children are equal and can access all sporting and musical clubs, take on a leadership role or a member of our school council.	The school's policies should all state how all children are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Children with SEN should be equally represented in positions of responsibility e.g. the school council.

Inclusion in the wider school is discussed with parents and children during Individual Support Plan (ISP) reviews.	
12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.	
The school has followed advice from the SEN Hub for dyslexia, SLCN, autism and social, emotional and mental health needs. Staff attend training relevant to the needs of the children in their class. This is also discussed at their performance management reviews and in child progress meetings. Examples of training undertaken – Emotional Literacy Support Assistant (ELSA), Zones of Regulation, Socially Speaking, Therapeutic Stories, Makaton, Autism awareness, Team Teach, Colourful Semantics, Intensive Interaction and regular SENCo networks. Children participate in PSHE sessions and school provide a nurture group for children during lunch times in The Nest (play-based, calm, therapeutic indoor space). Specific ELSA interventions, Socially Speaking interventions and Emotional Support sessions run for identified children. Many of these take place in our 'Snug' (learning-based additional calm space). Check in, check on, check out is used with specific children who need additional monitoring throughout the day. Zones of Regulations is used across the school. All teachers are familiar with the Inclusive Mainstream Toolkit ensuring that reasonable adjustments and inclusive, evidence-informed strategies are embedded within everyday classroom practice. St Peter's celebrates diversity to promote inclusion and prevent bullying.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

As a school, we may need specialist support for a child. If we feel that the involvement of another agency would be beneficial to help with a child's needs, parents will be informed and asked for their consent. Within school we can make referrals to the SEN Hub which provides both in reach and outreach support for:

- Social, emotional and mental health difficulties;
- Cognition and Learning difficulties;
- Communication and Interaction difficulties;
- Severe Learning difficulties;
- Medical and sensory needs

We can also apply for support from speech and language, social care, Child and Adolescent Mental Health (CAMH's), and the Early Help service.
We can also work in partnership with physiotherapy, occupational therapy, healthy child team, hearing and vision teams.
Organisations and support services include SEND Information and Advice Support Service (SENDIASS) and Independent Parent Special Education Advice (IPSEA) to provide independent support for parents.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Please initially discuss any concerns with your child's class teacher. You may need to then discuss things further and can contact specific staff or request or contact our Inclusion Governor, currently: Jessica Eaton through admin@stpeters.ycst.co.uk .
There is a formal complaints policy that you can access on our website.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

What role does the Trust play in supporting the provision of SEND in our school?

Trustees of Yorkshire Causeway Schools Trust provide strategic leadership and oversight across our family of Church of England and community schools.
The CEO and members of the central team are responsible for delivering the Trust strategic development plans and supporting schools. A key part of their role includes ensuring that SEND provision is effective, equitable, and compliant with statutory requirements.
Collaboration is an important way to leverage the benefits of being in a Trust. SENCOs from all our schools work together to:
· Find solutions to challenges

· Share experience and expertise
· Drive consistently high standards for SEND pupil outcomes
· Stay informed about the latest developments in policy, research, and national reports, and ensure our provision remains current and evidence-based
· Remain aligned with the Trust's vision and principles whilst responding to the unique needs of each school and pupils
The SENCo Professional Learning Group (PLG) meet once a term.

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for children with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for children with SEN.

The North Yorkshire local offer can be found at:
http://www.northyorks.gov.uk/article/23542/SEND---local-offer