



<p>Head of School</p> <p><i>Mrs N Duffy</i></p> <p><i>nduffy@st-peters-canterbury.kent.sch.uk</i></p> <p>SEN Governor:</p> <p>Mr B Alcock</p> <p><i>balcock@st-peters-canterbury.kent.sch.uk</i></p>	<p>The headteacher is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for pupils with SEN <p>He is responsible for:</p> <ul style="list-style-type: none"> ● Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.
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The Graduated Approach

Assess, Plan, Do, Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

If a class teacher is concerned about the progress of a child in their class they will complete an Early Identification Form which is passed on to the Inclusion Leader. The Inclusion Leader will then arrange for relevant assessments/observations to be carried out.

After discussions with key staff and parents, additional support will be planned and put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.

This additional support is documented in a class provision map and individual or group intervention plans or behaviour support plans. Following regular pupil progress meetings and in consultation with the Inclusion Leader and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure the child can engage in lessons and wider school activities and to facilitate independent learning to support transition to the next phase of education.

Review meetings follow regular pupil progress meetings and include the class teacher, teaching assistants and Inclusion Leader. Parents are also asked to contribute to the



review, and where appropriate, pupils also. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

If a child is continuing to have significant difficulties, further external expertise may be requested. Additional funding may be available dependent on the provision required. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Leader will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ (*Joint Council for Qualifications*) can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

Access to learning and the curriculum

Access to learning support staff

- All classes have at least one Teaching Assistant each morning. Rainbow Class (Reception year), Year 1 and Year 2 have full time Teaching Assistant cover.
- We have a specialist EAL (English as an Additional Language) Teaching Assistant who offers provision for our pupils with EAL in small group or individual programmes and in class at the point of learning.
- We have a full time FLO and pupil mentor. She is available to all year groups and offers social skills, behaviour management, Drawing and Talking and Cognitive Behaviour Therapy groups



<ul style="list-style-type: none"> We have a reading specialist HLTA who leads reading support and/or extension groups across all classes. We have experienced staff who lead reading, writing and maths intervention groups across all year groups
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> All of our Teaching Assistants have participated in CPD to enable them to lead speech and language programmes with small groups or individual pupils. We use Speechlink, Language for Learning, Letters and Sounds, Sounds Write, Black Sheep, Accelerad/Accelwrite, Bear Necessities and Pentagon schemes to support our pupils. We will also use other strategies when appropriate or when recommended by an outside agency for a specific pupil. All classes include visual timetables and these are also established for individual pupils where necessary. All classrooms are well resourced with clear and accessible labelling
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> We employ a specialist reading HLTA (Higher Level Teaching Assistant) who leads groups in our fully stocked library We use SoundsWrite, Letters and Sounds, Accelerad/Accelwrite along with other strategies when appropriate Our Inclusion Leader has undertaken the relevant training for the determination of dyslexia and creating appropriate support plans.
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> Pupils have access to a wide range of concrete apparatus to assist in maths We employ qualified teachers to lead maths intervention groups and booster groups alongside the class teacher
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> We have a complete class set of iPads, equipped with the latest apps to aid access, along with laptops that are available to pupils if required. We are also equipped with sloping desks, a range of pens/pencils and grips, seating aids and scissors. All IWB slides use coloured backgrounds and we have access to range of papers
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> Classrooms are clearly labelled, with age appropriate visual images to encourage independence and resources are accessible to all pupils We use the chilli challenge method of self-differentiation when appropriate to encourage children to become independent learners Use of Teaching Assistants is reviewed regularly to ensure that pupils are not overly dependent on adult input Our curriculum is created through pupil led planning and children are encouraged to take responsibility for their learning
<p>Pastoral Support</p>
<p>Strategies to support the development of pupils' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> Our Collective Worship themes promote our school Christian Values and each week has a 'Value of the Week' We employ a full time FLO and pupil mentor. She leads group or individualised programmes for developing social skills and self-esteem Pupil led planning and our active school council, ensure that all pupils feel that they have a voice in school



<ul style="list-style-type: none"> • Each class has a Learning Ladder (See Behaviour Management Policy) and children can easily see their successes throughout each day and over periods of time • Certificates are given in assembly for demonstrating the school Christian Values and for academic or personal achievements • We provide regular pupil-teacher feedback which focuses on strengths alongside development areas. • We participate in a wide range of enrichment activities, including sport and the arts to ensure that all talents are valued
<p>Mentoring activities</p> <ul style="list-style-type: none"> • We employ a full time FLO and pupil mentor. She leads group or individualised programmes for developing social skills and self-esteem • Older children act as 'buddies' for Reception and Year 1 pupils • Our head boy and head girl and Junior Leadership Team, along with our prefects are on-hand to offer support to other pupils
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Staff are available before and after school each day to meet with parents and children • We employ a full time FLO and pupil mentor who is in the playground before and after school each day and appointments can be made to meet with her during the school day. She also has a confidential comments box which children and parents can use if they are concerned about speaking to someone face-to-face initially. • Each child receives a learning journey three times per year. This includes photographs and comments from the class teacher, next step targets and pupil and parent comments • We offer parent workshops throughout the year, both parent and pupil questionnaires and hold a parent forum group to build parents' confidence • Our school rules are reinforced regularly to ensure that everyone feels safe and secure in our school • Our ten Christian Values are reinforced and pupils are rewarded for demonstrating those values. • Teachers carry out a wellbeing and involvement assessment at every pause point. If a child is scoring low on this scale, the class teacher will then use the Leuven Scales for observation and plan strategies/interventions to address their concerns.
<p>Strategies to support / modify behaviour</p> <ul style="list-style-type: none"> • We have a comprehensive Behaviour Management Policy (See policies) which is based on reward and recognition for positive behaviour for learning and structured support if an individual needs help to modify behaviours.
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Break times are supervised by at least two members of staff (teachers and teaching assistants) • Our Pupil Mentor is on the playground at lunchtimes facilitating play, pre-empting and dealing with incidents and monitoring vulnerable children • At lunch times, each class has a designated Midday Meals Supervisor • Sports Leaders run lunchtime activities daily, encouraging as many children as possible to participate. • Children are expected to wash their hands before they eat meals and after using the toilet and are reminded to do so



<ul style="list-style-type: none"> If a child has additional toileting/health care needs, a plan is written alongside the parents to ensure that these needs are met 	
<p>Planning, assessment, evaluation and next steps</p> <ul style="list-style-type: none"> We follow the assess, plan, do and review system (DfE <i>Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014</i>) to assess and review support strategies Initially the class teacher will identify pupil needs from observations in class Some pupils will also be identified for assessment from the outcomes of pupil progress meetings The Inclusion Leader and class teacher will then discuss and assess the needs of the pupil. This may include referral to outside agencies or internal assessment. Provision is then planned by the class teacher with the support of the Inclusion Leader and discussed with parents and if appropriate, the pupil. The class teacher and Inclusion leader will complete provision maps and intervention plans with clear targets and success criteria which are then shared and discussed with parents, any amendments made and a review date set On occasion, the class teacher/Inclusion Leader may feel that an Individual Provision Plan is required and will discuss this with parents The class teacher will then organise the interventions, the outcomes of which are monitored by the Inclusion Leader, SLT and class teacher The impact of provision is then assessed and changes made if required, before the cycle begins again. 	
<p>Increasing accessibility - getting about</p>	
<p>Access to strategies/programmes to support occupational /physiotherapy needs</p> <ul style="list-style-type: none"> Where appropriate we make referrals to outside agencies to ensure that specific needs are met Individual or small group programmes of support are planned and undertaken, including Fizzy, BEAM and Clever Hands 	
<p>Access to modified equipment and ITC</p> <ul style="list-style-type: none"> We will act on the recommendation of outside agencies wherever possible to ensure that the correct specialised equipment is available. Pupils are also offered writing implements/ICT equipment where appropriate 	
<p>Partnerships with External Agencies</p>	
<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.</p>	
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> The Inclusion leader attends all relevant professional meetings to ensure that they are fully abreast of current best practices The Inclusion Leader will liaise with parents, professionals and outside agencies to ensure that the correct provision is in place for each pupil Reports on pupil progress are sent to parents three times each year The Inclusion Leader ensures that copies of any reports and/or documents from outside agencies and as a result of internal assessment are shared with parents. 	
Agency	Description of Support
Inclusion Support Service Educational Psychology Service	When required, the school employs an Educational Psychologist to conduct full assessments of individual pupil's strengths and needs. She will compile a report that is then shared and discussed with the parents and



Our attached Educational Psychologist is: Rebecca Rice	the Inclusion Leader. The school will then do its best to ensure that any recommendations are met where possible
Speech and Language Therapy	School may refer as required and implement recommendations following specialist assessment
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Parent Partnership Service: Email: iask@kent.gov.uk	To be revised by PPS The Parent Partnership Service provides independent information and advice for parents/carers of children with SEND
Educational Professional responsible for children who are looked after (CiC): Mrs R Wade Lead Teacher for Inclusion	The Lead Teacher for Inclusion oversees and monitors provision for children who are in the care of the Local Authority

Transition

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help the child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher

An internal 'Transition Passport' may be put in place. This will include photographs and information about the new class and staff that the child can take away and use to familiarise themselves with their new surroundings over time.

In year 6-7 transition



The Inclusion Leader and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our Lead Teacher for Inclusion actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: [Kent LA Local Offer](#)