

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



St Peter's Middle School

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Type of school:	Academy Mainstream Middle School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

St Peters is an inclusive school believing in the uniqueness of individuals by responding to a wide range of Special Educational Needs and Disabilities (SEND) including:

- Autism
- Asperger
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech Language & communication challenges
- Downs Syndrome
- Social Emotional and Mental Health challenges
- Physical Disabilities
- Pathological Demand Disorder
- Dyspraxia
- Social Emotional and Mental Health needs
- Communication and Interaction Needs
- Sensory and/or Physical needs

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Records and information from previous schools are scanned for additional information
- Academic assessments and adult observation provide valuable feedback
- Students are assessed and monitored through the schools Assess-Plan-Do-Review cycle
- Parents and other professionals are consulted
- Diagnostic baseline assessments are conducted for students who require a further clarification of need.
- Students are highlighted for support through targeted intervention, the Additional Needs or the SEN

Register

- Outside professionals including the Speech & Language Therapist(SALT), Educational Psychologists(EP), Occupational Therapist(OT), Autism Support (The Shine Team), Cognition and Learning and Behavior Support maybe consulted.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

- Parents can contact the Special Educational Needs Co-ordinator (SENCo) and child's teacher so that a meeting can be organised to discuss any issues.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- All students are supported through quality first differentiated teaching
- Access arrangements for students with specific needs
- Personal strategies specific to student need are outlined in SEND Individual Education Plan (IEP)
- Appropriate targets are set to support progress
- Support is reviewed and adjusted on the cycle of Assess-Plan-Do-Review
- Teaching Assistants are trained to provide specialist support
- Additional adults working in class
- In class strategies to support reading, writing, and spelling through subjects
- Scaffold of support which includes resources and TA and teacher feedback/ collaboration
- Additional and different support i.e. including the use of writing frames, larger print, highlighters etc
- Adaptations to the learning environment
- Individual and small group targeted intervention
- The school works closely with outside agencies
- Support groups including social skills, homework club
- Lunch time clubs - gardening, yoga class, ICT access
- Regular communication between home and school
- Adaptations to the curriculum
- In class support strategies – peer group discussion/ marking, visual timetables, multisensory approach to learning and additional adults

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- SEND student have Individual Education Plans(IEP) highlighting specific needs and required support
- Additional adult support in lessons
- Targeted small group and individual intervention for reading, writing spelling and math
- Pastoral support
- Support for dyscalculia, dyslexia, language and communication and social and emotional skills
- TA specialisms in math, dyslexia, SALT, Autism and social skills
- Emotional Literacy Support TA
- Specific software aimed at supporting SEN students
- An online math programme which is available for home use
- An online reading programme to support the development of reading skills
- Buddy/ mentoring scheme
- Precision teaching
- Multisensory approach
- Software including Clicker 5, Wordshark, Number Shark
- Key adult support during challenging times of the day
- Meet and Greet and student with transitioning challenges

c. How is the decision made about what type and how much support my child/young person will receive?

- The learning support timetable is differentiated by need.
- Termly academic assessments and pre-and post-diagnostic baseline data inform planning
- Feedback from staff and consultation with parents support the data collecting process to support the school in making an informed choice.
- Provision mapping is in place providing an overview of the schools termly offer and management of resources, including the use of adult support.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- Parents are invited to work alongside the SENCO to clarifying needs, highlight support and adjustments the school may need to consider when supporting their child's SEN'
- Parents are encouraged to contact staff to share concerns and changes in relation to student need.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- All children are included in setting and reviewing learning targets.
- The student voice is recorded on IEP reviews

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- Student progress is reviewed each term
- SEN baselines are refreshed on a 12-week cycle or every two terms.
- Parents are invited to professional meetings and targets updated as required.
- Reviews are held annually for students with an EHC plan

b. How do you involve my child/young person and parents in those reviews?

- Children, young people and their parents are invited to attend their Annual Reviews. Parents attend but children sometimes attend part of meeting according to their wishes.
- Children, young people and their parents are always invited to make contributions prior to the review.
- Parents can invite professionals involved with their child to attend the meetings and all professionals are automatically invited to all review meetings or asked for an update report. Following the meeting, parents are given a record of their review meetings.
- In terms of arrangements for children who are looked after, we would invite the RBWM Virtual School to be involved and support.

c. How do you know if the provision for children and young people with SEND at your school is working?

- The school works within an SEN intervention cycle which correlates with the school's Assess Plan Do Review cycle.
- In addition to academic assessments SEND baseline assessments are made pre-and post-intervention to measure progress in reading, writing, spelling and math.
- Interventions are monitored for quality and impact.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- Students requiring support for emotional and social development needs have requirements detailed on their Individual Education Plan(IEP)
- Consultations with parents
- Buddying system involving yr8 students
- Supportive strategies including wellbeing meeting about children of concern, social skills, meet and greet programme, key adult support, circle of friends, emotional literacy support (ELSA)
- Outside agency support including The Shine Team for student on the Autism spectrum.
- All staff including the Pastoral Support Leader in addition to the SENCO oversee the social and emotional wellbeing of all students.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Personalised transition programme involving Key Stage 2 staff visiting previous schools for handover and to meet new children, visits to school in Term 6 and vulnerable learner visits extra if needed. Transfer booklet for child and new parents
- Use of the schools Buddy Support system

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- Parents and children and young people are involved in their transition plans - we hold parent meetings which children are also invited to within first few weeks to discuss an issues
- We ensure that all documents relating to the child is transferred with them to the new setting. for example, pupil "passports", EHC paperwork, Annual Review paperwork, progress levels, professional reports, Individual Education Plans, observation notes.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- **Is your school wheelchair accessible?**
The school is not currently wheelchair accessible but could be adapted with ramps. At present many steps around school and there are no automatic doors
- **Have adaptations been made to the auditory and visual environment?**
Not currently
- **What changing & toilet facilities does the school have for children and young people with SEND? How many disabled toilets do you have?**
One disabled toilet in school in the main school. One in the gym.
- **Do you have disabled car parking for parents? How many spaces to do you have available?**
Parking is not labelled as disabled but cars are able to drive to front door of the school at all times

b. What if my child needs specialist equipment or facilities?

- Access arrangements are supported with the help of external professionals when a child joins the school, for example Occupational Therapy, Physiotherapy, medical professionals
- Any specialist equipment would be funded through the SEN Budget.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- All SEND children are included in all activities.
- All students have access to the curriculum including trips
- The school responds to the additional and different needs of individuals.
- Reasonable adjustments are made to respond to student need when necessary.
- Parents work with the school to ensure supportive outcomes
- Parents and carers are contacted and meetings take place about individual needs

7. Training for staff, specialist services and further support**a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

Training is arranged to support student needs. Staff have been trained to support students on the autism spectrum, speech language & communications and dyslexia.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We would involve professionals from health, social services, Local Authority support services and voluntary organisations and other specialist support if needed.

E.g. Speech & Language therapy, RBWM Children and Young People Disability Service, Educational Psychologists, Behaviour Support, Shine Team (Outreach Autism Service), Specialist Teachers from the School Support Service, Berkshire Sensory Consortium Service, plus Youth Talk, Dyslexia specialists

All families are regularly updated and all give written permission if any external agencies are to be working or assessing their child.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies**a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://oldwindsor.org/policies/>

- SEN Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy
- Policy for Supporting Pupils with Medical Conditions

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- Complaints policy is on School website at the following link
- <http://oldwindsor.org/wp-content/uploads/2017/07/Complaints-Procedure-for-Parents.pdf>

11. Glossary

Terms used in this document	Description/explanation of term
TA	Teaching Assistant
SALT	Speech and Language Therapy
EP	Educational Psychology
OT	Occupational Therapy
SENCO	Special Educational Needs Co-ordinator
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools
ELKAN	Training for staff to support children with their speech and language development
EHC Plan	An Education Health and Care Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Virtual School	RBWM's Virtual School promotes their educational achievement of looked after children as if they were in a single school and ensure that they receive a high quality education as a foundation for improving their lives.

Date of last update of this document: January 15th 2016

Date of next review: January 2019