

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



Add school name

Name of Headteacher:	Mr Andy Snipp
Name of SEN Co-ordinator (SENCO):	Ms Joan Charles
Name of SEN Governor:	Ms Fiona McPherson
School address:	St Peter’s Middle School, Crimp Hill, Old Windsor. SL4 2QY
Contact telephone number:	01753 866253
School email address:	office@st-petersoldwindsor.org.uk
School website:	https://sites.google.com/site/stpetersoldwindsor/
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 Spectrum Disorder(ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech Language & Communication challenges
- Social Emotional and Mental Health challenges
- Pathological Demand Disorder
- Dyslexia
- Dyspraxia
- Communication and Interaction challenges
- Dyscalculia
- Oppositional Defiance disorder
- Sensory and/or Physical challenges

Progress is monitored and provision adapted to personalise learning and ensure inclusive practice using information obtained from baseline assessments and observations to plan next steps.

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

St Peter’s uses a variety of different information sources to find out if a student has a special educational need and requires help through:

- Pre-admission information provided by parents, previous school and other professionals

- School visits and induction days before students formally begin at St Peters
- Teacher and parent consultations
- Academic assessments and adult observation provide valuable feedback
- Students are assessed and monitored through the schools Assess-Plan-Do-Review cycle
- Initial concerns are investigated
- Diagnostic baseline assessments are conducted for students who require further clarification of need.

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

- New parents can contact the school and ask to speak to the Special Educational Need and Disability Coordinator (SENDCo).
- St Peter's welcome additional transition visits for concerned parents or anxious students
- Exiting parents can contact the SENDCo or their child's tutor

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 teaching
- Access arrangements for students with specific needs
- Personal strategies specific to student need within an Individual Education Plan (IEP)
- Support is reviewed and adjusted within the cycle of Assess-Plan-Do-Review
- Trained Teaching Assistants providing specialist support
- Teaching Assistants working alongside in the classroom
- In class strategies to support reading, writing, and spelling through subjects
- Staff collaborating together to deliver the most effective support
- 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
- Advise from other professionals
- Support groups including social skills, homework club, ELSA
- Regular communication between home and school
- In class support strategies – peer group discussion/ marking, visual timetables, multisensory approaches

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 (ELSA)
- Specific software aimed at supporting SEND 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 and a multi-sensory approach to learning
- Meet and Greet and student with transitioning challenges
- Additional and different support in response to student need

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

The learning support timetable is differentiated by need. The decision about what type and how much support a student requires is derived from a number of sources including:

- Ongoing assessments through formative observations and summative assessments
- Analysis of Progress data
- Pre-and post-diagnostic baseline data
- Feedback from staff and consultation with parents
- Liaison with other professionals
- Through the individual Education Plan (IEP) parents are invited to work alongside the SENDCO to clarify needs, highlight support and consider adjustments the school may need to make
- Parents are encouraged to contact staff to share concerns and changes in relation to student need.

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

- Parents are invited to work alongside the SENDCO to clarify needs, highlight support and adjustments the school may need to consider when supporting their child's SEND.
- Parents are encouraged to contact staff to share concerns and changes in relation to student need.
- Parents are invited to progress meetings
- Informal discussions and additional meetings can be arranged at parents request.
- Staff are happy to provide parents with information about supporting home learning
- Formal meetings are arranged yearly for students with an EHCP
- Formal reviews of Individual Education Plans(IEP) are matched to the schools Assess-Plan-Do-Review cycle

e. How will my child be involved in their own learning and decisions made about their 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 or young person's progress?

- Ongoing observations provide valuable feedback
- Student progress is reviewed formally each term through summative and formative assessments
- SEND 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
- Professionals are involved including The Shine Team, EP, SALT etc

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

Children:

- Students are invited to participate in reviews by attending or through reflections about their learning journey.

Parents:

- Involved through ongoing informal discussions?
- Written contributions prior to formal meetings?
- By inviting an advocate
- Parents can invite professionals involved with their child to attend the meetings Following the meeting, parents are given a record of the review meetings.
- Arrangements for children who are looked after, would involve the RBWM Virtual School

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

- Students meet IEP targets.
- Supportive dialogue between home and school
- Formative and summative assessment data reflect progress
- Progress is observed through observations from other professionals
- Positive feedback from parents
- Progress is identified through data analysis

4. Support for overall wellbeing

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

- SEND students are supported through a key adult scheme that support students as they transition through the school
- School staff are experienced and trained to provide effective support
- Strategies to support wellbeing are in place including wellbeing meeting, social skills support, a meet and greet scheme, 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 SENDCo oversee the social and emotional wellbeing of all students. Assessment of well-being and involvement?
- The school office provides daily assistance to students who require support with medical needs

5. Preparation for new and next steps

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

- Parents and children/young people are involved in transition plans
- Additional transition visits are arranged if needed
- All supporting documents including EHCP paperwork and reports from other professionals are transferred between school.

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

- Students are prepared for new experiences within school by meeting new staff, participating in discussions about changes, and the transfer of information about individual needs
- Students are prepared for new experiences in other schools through site visits, additional visits, and opportunities to meet key staff

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

• Is your school wheelchair accessible?

The school is not currently wheelchair accessible but could be adapted with ramps.
There are steps to different levels in the main school building and there are no automatic doors
There is a lift to the upper floor in the key stage building

• Have adaptations been made to the auditory and visual environment?

Quiet areas are available around the school for students to work and have time out
Reasonable adjustments are made to support students with visual impairments within the classroom
Some rooms have flooring that help to reduce the impact of noise

• What changing & toilet facilities does the school have for children and young people with SEND?

Disabled toilet: There is one in the main school building, one in the gym and disabled toilets in the key stage 2 building.
Showers in the gym are accessible

• Do you have disabled car parking for parents?

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 SEND Budget.

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

- All SEND students 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

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?

- Key individuals in the school has first aid training including EpiPen training?
- Students with a known medical condition requiring support/medication/specific procedures to be undertaken have a support plan
- Staff receive ongoing training which is adjusted to meet the needs of all students

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

- Speech and Language Therapists(SALT)
- Occupational Therapists (OT)
- The Shine Team (Autistic Support Team)
- Children's and Young People's Disability Team
- Educational Psychologist (EP).

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 or 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: <https://sites.google.com/site/stpetersoldwindsor/information-1/policies>

Relevant policies include:

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

The policies are updated yearly

9. Additional Information

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

- Parents are invited to the school to discuss other resources that have not been listed in this offer.

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 or young person?

Complaints policy is on School website at the following link

<https://sites.google.com/site/stpetersoldwindsor/information-1/policies>

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
SENDCO	Special Educational Needs & Disabilities Coordinator
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
IEP	Individual Education Plan. IEPs are used for pupils who are not fulfilling their potential, and who have a specific need, which might be addressed by a modified curriculum, extra resources, or a different learning environment to the rest of the class.
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.

Define any acronyms

Date of last update of this document: January 2021

Date of next review: Should be reviewed annually. January 2022