



“...The fruit of the spirit is...
love, peace, kindness, gentleness, joy, patience, generosity, faithfulness, self-control”

Galatians 5:22-23

ST. PETER'S CE PRIMARY SCHOOL & NURSERY EDGMOND

SEND Information Report 2024-2025

St. Peter's SEND Information Report will be updated annually to reflect changes and plans within the school. The report describes the current provision within St. Peter's Primary School & Nursery.

Class Values



Nursery and Reception: love
Let all that you do be done in love.
Corinthians 16:14



Year 1: kindness
...Remember me and show me kindness
Genesis 40:14



Year 2: patience
Have patience, God isn't finished yet!
Philippians 1:6



Year 3: joy
For the joy of the Lord is your strength
Nehemiah 8:10



Year 4: generosity
For where your treasure is,
there your heart will be also
Matthew 6:21



Year 5: gentleness
Let your gentleness be evident to all
Philippians 4:5



Year 6: peace
And let the Peace of Christ
rule in your hearts.
Colossians 3:15

Vision

'You're blessed when you're content with just who you are – no more, no less'
Matthew 5:5 (The Message)

Together we will embrace the love of lifelong learning, be curious of, and excited by, the vast possibilities our world can offer. Our Christian ethos will empower all to be respectful, gentle and kind with the patience and faith to find joy in God's awesome gift of life.

Mission

Our mission will be driven by our vision, and values to let every child's light shine. We will:

- provide a Christian environment where relationships are built on our values of **love** and **patience**
- nurture our children's mental health and wellbeing so that they feel **peaceful** and **joyful** about themselves
- encourage **generosity** in our children so that they appreciate what they have but recognise the needs and wants of others
- have at our heart collective worship that will encompass our vision and Christian values
- exemplify **kind** and **gentle** relationships and behaviour mirroring the life and teachings of Jesus
- teach a creative and awesome curriculum that will inspire all that work and teach in our school
- develop a PSHE and RSE curriculum that empowers our children to face the diversity and challenges of modern Britain and the worldwide community
- to reinforce positive behaviour through our rules of being **safe, ready** and **respectful**.

'Let your light shine' Matthew 5:16



LOCAL OFFER CONTRIBUTION

Where is the information on the Telford and Wrekin's local offer published?

Details of St. Peter's SEND Offer can be found on our website. There are also links to the Local Offer on both our website and via the Family Connect pages on Telford and Wrekin's website - [Family Connect - Telford & Wrekin Council](#)

PROVISION

What are the kinds of Special Educational Needs for which provision is made at St. Peter's Primary?

St Peter's is an inclusive mainstream primary school and nursery which caters for pupils aged 2-11 years. At St. Peter's we believe that *'You're blessed when you're content with just who you are – no more, no less'* and that every pupil should be supported to achieve, with their individual strengths recognised.

Provision is currently made for pupils with:

- Communication and Interaction (e.g. autism, speech and language difficulties, ADHD)
- Cognition and Learning (e.g. moderate learning difficulties, specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia)
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs (e.g. hearing impaired, sensory integration difficulties)

Support is provided through an appropriately paced and adapted curriculum, small group or 1:1 work and input from outside agencies.

The admission arrangements for our pupils can be found on our website and within our admission policy and prospectus.

ASSESSMENT AND IDENTIFICATION

What should you do if you believe your child has Special Educational needs?

We encourage open communication between class teachers and parents because we recognise the positive impact that a close parental partnership has on the education of our children. We would encourage any parent with any concerns about their child to arrange an appointment with their class teacher in the first instance. If required, advice and support can then be sought from the Special Educational Needs Coordinator (SENCO) who would then make any appropriate referrals to support your child.

Below are the contact details of our SENCO and SEND Governor.

	Special Educational Needs Coordinator (SENCO)	Nominated SEND Governor
Name	Mrs Sarah Duddell Mrs Natalie Stobart (Assistant SENCO - Nursery)	Mrs Ruth MacMullen
Phone / Email	01952 811692 / office@stpetersedgmond.co.uk send@stpetersedgmond.co.uk	
Address	St. Peter's CE Primary School & Nursery, Stackyard Lane, Edgmond, TF10 8JQ	
Website	https://www.stpetersedgmond.co.uk	



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How do we identify pupils with SEND and their needs?

The progress of every pupil is monitored at termly pupil progress meetings. In school, we make regular assessments of pupils and record their progress against the statutory requirements of the Early Years Foundation Stage in Nursery and Reception and against the National Curriculum for pupils from Years 1 to 6. We also monitor closely pupils' emotional health and wellbeing.

Where assessments show a pupil is not working at age-related expectations, or they are making less than expected progress, or if they are finding it difficult to make friends, behave appropriately, or are showing some other social and/or emotional difficulties we will use our professional judgement to ascertain whether the pupil may have a special educational need. At St. Peter's Primary School & Nursery, we value and respect parental input to help us define our pupils' needs.

At St. Peter's pupils are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways:

- Detailed observations made in a variety of contexts as well as careful monitoring of the curriculum
- Liaison with previous school or pre-school setting
- Information from parents/carers
- Concerns raised by a teacher or TA
- Liaison with external agencies e.g. Speech and Language, Educational Psychology Service
- Use of tools/tests for standardised assessment
- A pupil performing below age-related expectations
- Referrals made to the BEEU service

Where SEND needs are significant, the school will request an assessment for an Education, Health and Care Plan (EHCP) from Telford & Wrekin, Shropshire or Staffordshire County Council, depending on the home address of the pupil.

Education, Health and Care Plans - EHCPs

Very occasionally, a child will have demonstrated significant cause for concern. In the event of this the school may wish, with parental backing, to apply for an EHCP. Information about the child's progress over time will be required to make such an application, plus any other relevant supporting documentation. This information may include:

- IEPs for the pupil.
- Records of regular reviews and their outcomes.
- Information regarding the pupil's health, including the child's medical history where relevant.
- National Curriculum levels of attainment and progress in literacy and mathematics.
- Educational and other assessments, for example from a Learning Support Advisory Teacher (LSAT) and/or Educational Psychologist.
- Views of the parents and of the child.
- Involvement of other professionals such as Health, Social or Education Welfare services.

EHC plans involve consideration by the LA, working co-operatively with parents, our school and, as appropriate, other agencies as to whether a statutory assessment of the child's special educational needs is necessary. A child can be brought to the LA's attention as possibly requiring an assessment through a request by us, a parent or a referral by another agency. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP. An EHCP will include:

'Let your light shine' Matthew 5:16



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- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identification of the special educational provision necessary
- identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision.

All children at our school with an EHCP have short-term targets set for them as identified in the statement of educational need. These targets are set out in an IEP and implemented as far as possible in the normal classroom setting. Children with an EHCP may require higher levels of support than other children in order to make progress. Equally, the school recognises that part of the aims of an EHCP are to develop towards independence. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the Class Teacher supported by a Teaching Assistant.

All EHCPs are reviewed annually and all interested parties are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as any difficulties that need to be resolved.

Annual reviews of children coming to the end of their primary years will give clear recommendations as to the type of provision the child will require at the secondary stage. It will also be possible for parents to visit secondary schools and consider appropriate options with their child. The SENCO of the receiving school is invited to attend the annual review of pupils with EHCPs, to allow the receiving school to plan appropriate provision. Thus, the pupil and parents can be confident that an effective and supportive transfer will occur.

Care Plans

Occasionally, children have physical or medical needs which will impact upon their education or which will require specific advice to be followed in the event of an emergency. Information is gathered from parents and used to devise the plan which is then signed and agreed by both parties. On most occasions, other professionals will be consulted too (e.g. school nurse, hospital consultant etc). Parents are periodically invited to review the care plan and support the school by ensuring that we are promptly informed of any changes. All staff involved with the child will be made aware of the care plan and the needs of the individual child.

WHOLE SCHOOL APPROACH

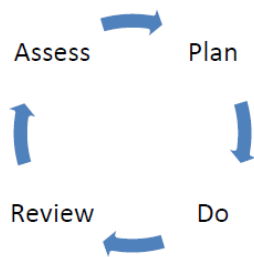
How do we meet the needs of children with SEND?

All staff have a responsibility to meet the needs of all our pupils at St. Peter's Primary School & Nursery. Our goal is to ensure that there is full personalisation for the curriculum for each SEND pupil in order that they can successfully achieve their targets during their time with us. Pupils on the SEN register have a Provision Map which is delivered through the graduated approach - assess, plan, do and review:



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Assess

Assessment of need starts with a whole-school approach to quickly identify where a child is not making adequate progress, despite high-quality teaching. Teachers use a range of sources of information that can be drawn upon to establish areas of need.

Plan

Teachers adapt and scaffold their planning to make necessary adjustments for teaching, support and use resources that would be most effective based on pupils' need.

Do

Provision is delivered through Quality First Teaching with appropriate, targeted scaffolding according to pupil need. Pupils also access peer support, small group work and 1:1 interventions, using a three-tiered approach.

Review

Tracking of pupil progress is in line with whole school assessment procedures and is completed termly. In addition an annual review is held for pupils holding Education, Health and Care Plans. When pupils are assessed by external agencies, findings are shared with parents/carers and a discussion held about next steps. Recommendations from these reports are incorporated into our provision for the pupil.

We believe in setting appropriately challenging targets for our pupils with SEND in order to close the attainment gap between these children and their peers. We ensure that, where practicable, children are supported to be working independently in class. We aim to provide additional support to enable the child to reach their challenging targets, but without developing a dependence upon an adult.

We are committed to making reasonable adjustments to ensure participation for all, as part of our responsibilities under the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

We work within the framework of The Children and Families Act 2014, which places duties on schools to use their best endeavours to meet the special educational needs of children and young people whom they educate. The SEN and disability Code of Practice gives details of how schools should fulfil this duty.

If a child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEN support plan and will involve parents and foster carers or social workers in discussions.



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ACCESSIBILITY – SEND AND CHILDREN WITH DISABILITIES

How will the environment, equipment and facilities be adapted to support all pupils at St. Peter's Primary? What facilities have you provided to help disabled pupils to access the school?

St. Peter's Primary School and Nursery is accessible to all; any adaptations to fabric of the building are made as required by the pupil's needs. This includes all children, children with SEN and disabilities.

- St. Peter's has two disabled toilets - one with a changing bed suitable for Primary aged pupils.
- We also provide all equipment required to facilitate pupils accessing the school building; for example the provision of specialist furniture for the dining hall and adaptive equipment for the toilets and classrooms.
- Wheelchair access is available at the front of the building.
- Disabled toilet – with additional facilities for changing / personal hygiene.
- Handrails in a second toilet.
- Disabled parking space.
- The school provides appropriate equipment to meet pupils needs and will make appropriate adaptations to the curriculum to facilitate independence. These may include:
 - Providing enlarged print for texts
 - Breaking curriculum content down into small parts
 - Providing visual cues and timetables so that children are able to be independent in their learning
 - Providing children with resources that allow independent access to curriculum content such as wobble cushions, adapted scissors, rulers and pencils.

Steps St. Peter's have taken to prevent disabled pupils from being treated less favourably than other pupils

St. Peter's aims to include all students, including those with disabilities as well as SEND, in the full life of our school. Our strategies to do this will include:

- High expectations of all pupils
- Finding ways in which all students can take part in the full curriculum including sport and music
- Planning out-of-school activities including all school trips and excursions so that children with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for children with disabilities
- Planning the physical environment of the school to cater for the needs of students with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- Providing written information for students with disabilities in a form which is user friendly
- Using language which does not offend in all our literature and making staff and pupils aware of the importance of language
- Examining our library and reading books to ensure that there are examples of positive images of disabled people.



ADMISSION ARRANGEMENTS – DISABILITIES AND SEND

What are the arrangements for the admission of disabled pupils?

Our admission policy is based upon the agreed Telford & Wrekin LA Admissions Policy. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors policy to accommodate students with disabilities should parents wish.

PARTNERSHIPS WITH PARENTS

What are the arrangements for consulting parents of pupils at St. Peter's Primary and involving them in the education of their child?

St. Peter's Primary is a fully inclusive school and nursery. We believe in working together with our parents and pupils to ensure a positive partnership throughout the pupil's learning journey.

We encourage parents to:

- Visit the school with their child(ren)
- Contact us directly via the school office: office@stpetersedgmond.co.uk
- Pass messages via members of staff on the gates in the morning
- Communicate via the pupil's Reading Diary
- Liaise with our SENCO
- Attend termly parent/teacher meetings including updates from professionals as required
- Read annual academic reports – plus further reports as required depending on level of need, including EHCP / Annual review reports
- Attend Annual review meetings where appropriate
- Attend meetings with external agencies
- Take part in parent workshops and training
- Consider volunteering on the Governing Body
- Become involved with changes in school through informal and formal consultations

SUPPORTING WELLBEING OF CHILDREN AND PUPIL VOICE

How do children participate in school life and contribute their views/ make decisions?

Do we listen to our pupils' views?

The views of the pupils of St. Peter's are of paramount importance. We believe that we are all partners in education and we work together. Our pupils are treated with respect, we uphold the need to be mindful that their dignity should be protected at all times.

Pupils with Provision Maps are consulted by their class teacher when their targets are set and understand fully what is expected of them. They contribute to the selection of appropriate targets. The assessment and annual review process of EHC Plans includes the choices and views of pupils. All pupils are encouraged to become involved in the decision-making process within their classrooms.

We have an active School Council at St. Peter's that is representative of all classes throughout the school (EYFS children join in the summer term). Our School Council regularly conducts pupil questionnaires to ensure that all areas of school life are meeting our pupils needs. They meet to discuss concerns and issues that affect all pupils in school. Children can also have a say through being part of the Eco Committee, Faith



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Council and Safety Guardians groups.

All children are given equal opportunities to take part in school trips, residential and after school clubs. Visits and residential are planned in order to accommodate every child from St. Peter's so that all children are able to take part.

How does the school assess and review the progress of pupils with SEND?

Assessment of children is ongoing with more formal assessments being undertaken at specific time periods during the academic year. Outcomes are discussed with the Headteacher and the SENCO during Pupil Progress meetings at the end of each term. During intervention sessions, pupils' progress is monitored and followed up by constant liaison with the class teacher. Teachers are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. Formal pupil progress meetings for pupils with SEND are held termly to review their Termly Provision Map.

COMPLAINTS PROCEDURE

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at St. Peter's Primary?

The first point of contact for a parent if they want to discuss something about their child would be the child's teacher. Parents can also talk to Sarah Duddell (SENCO) or Natalie Stobart (Assistant SENCO) to discuss their child's individual needs or any concerns that they may have. Parents may also wish to talk to the Headteacher, Claire Medhurst. If parents feel that they cannot discuss a matter with a member of staff they can contact the SEND Governor (Ruth MacMullen).

Our complaints policy and procedure is available on the school website and paper copies can be requested from the school office. This is reviewed annually.

INVOLVEMENT WITH OUTSIDE AGENCIES

How does the governing body involve others, including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at St. Peter's Primary and in supporting their families?

We work with a variety of professionals in order to support our pupils, including:

- School Nurses
- Speech and Language Therapists
- Occupational Therapists
- CAMHS/BeeU
- Physiotherapists
- Behaviour Support
- LSATs
- Educational Psychologists
- Early Intervention
- Education Welfare
- Sensory Inclusion Service
- Emotional Health and Wellbeing Panel



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St. Peter's will consult with parents before making referrals to the appropriate agencies and will involve parents at every stage of the agency involvement with the pupil. The agencies will tend to work in school with school or nursery staff and may work on a 1:1 or small group basis to support the pupil and family.

TRANSITION AND SCHOOL PARTNERSHIPS

What are the school's arrangements for supporting pupils/students in transferring between phases of education?

All transitions are well planned for throughout school as pupils move from class to class and phase to phase. Parents/carers always have the opportunity to meet their child's new teacher and class staff. We recognise that change can be difficult for a pupil with SEND and take the following steps to ensure that any transition is as smooth as possible:

- Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a pupil is starting our school with an EHCP to ensure that they are appropriately supported in conjunction with parents.
- If a pupil is moving to another school:
 - We contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for the pupil.
 - We make sure that all records about the pupil are passed on as soon as possible.
 - We ensure that the relevant staff members from the receiving school are invited to the final annual review of an EHCP before a planned move.
- When moving classes in school:
 - Information is passed on to the new class teacher IN ADVANCE, however as we are a small school, all staff are familiar with all pupils and this is a strength for all in-school transitions.
 - All Provision Maps are shared with the new teacher.
 - Additional transitional activities are provided where necessary.
- Year 6 pupils are supported in their transition from primary to their chosen secondary school. Where appropriate, pupils are given additional support to ensure a smooth and successful transition.
 - Where possible a pupil will visit their new school on several occasions and in some cases staff from the new school will visit pupils at St. Peter's. Where necessary, outside professional support will be sought to support the transition process.

Transfer to a Specialist SEND setting

On rare occasions, children with an EHCP may leave our setting to attend a Specialist SEND setting. Where this happens, a robust individual transition plan will be put into place.

STAFF CPD

What training do staff have in relation to the needs of pupils at St. Peter's Primary?

All staff undergo a detailed induction programme on appointment. Each member of staff has their own job description which detail the required qualifications. Training is targeted to meet the specific needs of the pupil and can range from in-house CPD to National initiatives such as Autism Awareness and Downs

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Syndrome.

On-going training covers many different areas of SEND and also accesses materials provided by the Future in Mind programme. As a Flagship School for Inclusion (IQM) the school also accesses/provides training within the IQM Cluster.

Many of our staff have attended a wide range of courses and have qualifications in the following:

- First aid (paediatric)
- Cool Kids training (motor skills)
- Epi-pen training
- Asthma training
- Epilepsy training
- Child protection and Safeguarding
- Moving and handling
- Speech, Language and Communication - Colourful Semantics, Contrastive Pairs
- Talk Boost training
- NELI training
- Autism training

If you have any queries or requests for policies or information relating to this report please contact our SENDCO, Sarah Duddell on 01952 811692/ office@stpetersedgmond.co.uk / send@stpetersedgmond.co.uk