

St. Peter's School SEND Information Report

Introduction

This SEND Information Report forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs and/or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice. We will update this information annually. This report provides families with children who have SEND information about the provision available at St. Peter's School (SPS) and is designed to guide them as to whether this is the right educational setting for their child.

What is SEN?

At different times during their time at school a child or young person may have a special educational need. A Special Educational Need (SEN) is a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

When a learner is identified as having SEN at SPS, the school will make provision which is additional to or different from that of our mainstream curriculum in order to overcome any barriers to their learning.

What is disability?

The Equality Act, 2010, defines disability as a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.

This definition of disability includes children and young people with long-term health conditions. While children and young people with such conditions do not necessarily have SEN, there can be a substantial overlap between disability and SEN.

Our facilities for helping disabled learners to access the school are described fully **in the school's Accessibility Plan**

<https://www.stpetershuntingdon.org/download.php/Accessibility%20Plan>

Accessibility

We are committed to making our school safe, accessible and welcoming to the whole community. We regularly review the accessibility of our site, particularly as it grows and changes, and we ensure that relevant risk assessments are undertaken, shared and followed. We have a range of different facilities to help SEND students throughout our school including ramps, disabled toilets and highlighted steps. The new science rooms are designed so that they are wheelchair friendly and have a moveable desk.

Admission arrangements for students with specific Special educational Needs and disabilities

Students with an Educational Health Plan (EHCP) apply through admissions in the usual way but will also have selected the school they wish their child to attend during the Annual Review processes with their previous school. The paperwork is sent to the Statutory Assessment Team (SAT) who then send the exploring placement paperwork out schools. School has 15 days to respond to say whether they can or cannot meet the provision in section F of the EHCP. Statutory assessment will then name a school on the child's EHCP after looking at all the responses.

Admission arrangements for students into the Cabin

The Cabin is a specialist provision specifically to support students with a diagnosis of autism. The process for students gaining a place in The Cabin, is determined through an EHCP review where enhanced provision is requested. The submission is then sent to the SAT, who will present it to Panel to make the final decision.

If SAT allocate a place to the student in The Cabin, they will notify the parents, the school and Admissions. Admissions will then add the student to the portal so that the school can see the student has been added to their roll.

The CAM Trust will evaluate all applications and will inform all parties about the suitability of the provision available, providing reasons if The Cabin provision is not.

For successful applicants an initial visit or pre-admission will be made to assess the needs in order to transition to the specialist unit. Whilst accepting we will have a greater number of Autistic students choosing our school than the 1/268 average for mainstream secondary schools, we recognise that the benefits of our resource to others whose needs are not as severe. We have greater experience of managing these students than other mainstream schools. We will therefore also set a limit to this profile of students too, which is imperative to maintain a reasonable level of Autistic students attending the schools again to ensure we are not adversely affecting the learning of others. We will therefore, impose a limit on the number of non-Cabin ASC students with EHCPs to 1/32 students, (8 times greater than of the average secondary school.) Overall, this would mean that each form would have 1 or 2 ASC students in their class and some streamed lessons could have 3-4 students. We believe this is the limit we could manage before the numbers of ASC students within our mainstream settings become incompatible with the efficient education of the rest of the school population. We also believe these figures need to be subdivided into year groups in order to assure that a single year group does not take a disproportionate share of the quota. It is therefore our policy that each year group should have a maximum of 1 Cabin students per class i.e. 5 per year. Plus no more than 1 further non-Cabin ASC student with EHCP in the class. If the school grows in a year group, then the places can increase alongside that growth. This is what we think is a maximum acceptable number of students requiring considerable support. The numbers are very high for any school, but current trends suggest

it is important we have an agreed limit. Those with Cabin places will be decided by Panel on a case by case basis and we will inform the LAs when the numbers are full for a particular year. We think this is manageable if worked alongside other proposals. For those students who do not have Cabin places but request a placement at Comberton VC, Melbourn VC or St Peter's school with an EHCP and a diagnosis of ASD, we will apply the following admissions criteria.

1. Live within the catchment area for admission to that year.
2. Attended a feeder Primary school
3. Children who have a sibling in the school
4. The next places will be offered in order of distance from the home address, in a straight line to the school Reserve List A reserve list will be held until the end of the Autumn term of the initial year of intake. Appeals A parent will have the right to appeal to an Independent Appeals Panel. Independent of the Governing Body and the Local Authority.

What types of SEND are provided for at SPS?

There are four broad areas of SEND need. SPS currently provides for pupils in each of these areas.

Communication and Interaction: Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This includes children with Autistic Spectrum Conditions (ASC) who may face particular difficulties with social interaction. Pupils with ASC may be provided for through our Nurture Provision which is our school SEND base or alternatively through the Cabin, our enhanced resource facility for those pupils with autism whose Education, Health and Care Plan (EHCP) identifies the need for significant additional support to access educational provision but who are cognitively capable of accessing mainstream lessons.

Cognition and Learning: Children and young people with these learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. This area covers a broad spectrum of learning difficulties. These include specific learning difficulties (SPLD) such as dyslexia and dyspraxia, moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). These pupils will have their provision planned by the SEND department. The SEND department liaises with subject teachers to ensure they understand how best to support the students in their lessons.

Social Emotional and Mental Health (SEMH): This area includes pupils who may need additional support in the curriculum because they are affected by conditions such as **Attention Deficit Disorder (ADD)** or **Attention Deficit Hyperactivity Disorder (ADHD)**. Pupils with mental health difficulties such as anxiety, depression, self-harming, substance abuse or eating disorders may also need additional or different support to access education. Staff

CPD, pupil passports and information on Edukey help to support subject teachers in the best way to support each student.

Sensory and/or Physical Needs (SI/PD): This includes pupils with hearing impairment (HI) or visual impairment (VI), or multi-sensory impairment (MSI). They may need additional specialist support or equipment to access the curriculum. Their learning will be overseen by the SEND department.

What is our approach to teaching students who have SEND?

All SPS staff are committed to providing excellence for all. We have an outstanding track record in securing high quality academic outcomes for all pupils, including those with SEND. We provide high-quality teaching for all students. We routinely monitor the quality of learning and teaching through a rigorous schedule of quality assurance coordinated with a comprehensive programme of staff training. The SEND Department delivers regular CPD to all staff and that SEND forms part of the ECT induction program. It is our aim to ensure that pupils who have SEND benefit from this excellent teaching in mainstream classes as far as possible.

All teachers will be informed about your child's individual needs and will differentiate their lessons to meet these requirements. Class teachers are trained to do this. Every child who has identified special needs will have a Pupil Plan and a pupil Passport which is made available electronically to every class teacher through the school's management information system (Edukey). They will use a range of approaches and adapt resources and activities, to enable your child to access the learning. Where appropriate they will be supported in the classroom by members of our large and expert team of teaching assistants (TAs) and Cabin communication support assistants, who are trained to provide support in learning while developing pupil independence.

Where it is felt it is the right thing to do, a student may be offered additional help and support outside the classroom. There is an extensive menu of interventions and additional support available, and should your child need this, it would be discussed with you. These are provided by both trained members of the school staff or experts from external agencies.

How does SPS identify children and young people with SEN and assess their needs?

We always plan to identify and meet all learning needs as early as possible.

The following information may lead to, or contribute to, an identification of additional needs:

- Information from a previous school
- Baseline attainment information, and its relationship to ongoing progress data
- Observations from teachers or other school staff
- Concerns raised by a parent/carer
- Information from external agencies.

If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to help us identify specific areas of difficulty, to explore appropriate intervention and provision to support the pupil with their needs. If it is thought a pupil or family needs a more in-depth assessment, we would make a referral to outside agencies for these to be carried out.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'graduated approach'. Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff.

We aim to 'assess, plan, do and then review' to ensure that any special educational needs are met appropriately.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the school assessment policy. Teachers formally assess and review progress and attainment continually throughout the year, adding data to Go4Schools. There are formal end of year assessments to generate data and a written report once a year to parents. This is communicated to parents/carers by a full report that is sent home. Additionally, annual parents' evenings are held when there is an opportunity to discuss progress, attainment and next steps. Students that are in our Nurture Provision have 2 parent's evenings a year.

SEND students will have additional review meetings as required by the code of practice. All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

Year 11 progress towards Outcomes 2024

Strategy (Aim)	Cost (£)	Impact / Outcome	Evaluation
Mentors for each EHCP student and previous Nurture K students	Level 2 TA – 1.5 hours per week = £1,228.50per TA	Positive relationships between home and school	Effective
Small group interventions to work on targets throughout the year (External AP provided by SAT for 3 students who could not be in school due to mental health reasons). 1 student gained their EHCP at the start of Year 11.	TA – 2 hours a week Cost £1638 per TA	Students met between 85%-100% of EHCP outcomes. 78% of students gained 6 GCSEs or above. 44% gained 8 GCSE's or higher. 56% exceeded their targets. 100% of the students that remained in school gained further education places. 0% currently NEET. 1 student that was educated out of	Effective

		school by SAT is now NEET due to mental health.	
In class support	TA 25 hours a week cost £20,475 per TA	Students were able to discuss difficulties with trusted, members of staff that could liaise with subject teachers and home.	Effective

Year 11 EHCP Outcomes

42% of all Year 11 students met 100% of the EHCP outcomes.

Of the students educated on site, 56% met 100% of their EHCP outcomes, 100% of students made progress towards meeting all their EHCP outcomes.

75% of all Year 11 students (including those educated off site, met 50% or more of their outcomes.

Parent Feedback

Parent feedback via parents evening questionnaires and verbal feedback to staff indicates that families are very happy with the SEND provision their child receives and the frequency of communication with staff. 88% of year 9 parents this year with a child with a SEND are satisfied with the support their child receives against a national average of 71%. This is an increase of 2% compared to last year.

Who should I contact if I want to find out more information or think my child may have SEND?

All parents are able to contact key staff at SPS by email. Appointments for phone conversations or meetings in person can also be planned. There are of course a number of routine opportunities to meet staff including parents' consultation evenings and information events.

Every pupil with a high level of need, including all those with an EHCP, has a key worker/lead professional who will meet regularly with them and will communicate regularly with the parent to discuss how the child is doing. In such cases the key worker/lead professional is the parent's first point of contact about any element of their SEND provision.

If you have any general concerns about your child's progress or well-being your first point of contact should always be the Prep Teacher, subject teacher or Head of Year.

If you have general questions about the SEND provision, please contact:

Nic Sawyer, SENDCo and Lead for Nurture: nsawyer@stpetershuntingdon.org

For general questions about inclusion at the school, please contact:
Julie Knibbs, Assistant Head Teacher for Inclusion jkibbs@stpetershuntingdon.org

For questions relating to The Cabin, please contact:
Megan Strong, Head of Cabin mstrong@stpetershuntingdon.org
Peter Allcock, the CAM Academy Trust ASC Director pallcock@combertonvc.org

If you would like to look around any of our SEND provisions or have any questions relating to how we support autism in the wider school, please contact Jane Somers:
jsomers@stpetershuntingdon.org

If you have questions about provision for any student in the sixth form who has SEND, please contact Anni Matthew (Deputy Head Teacher) amattthew@stpetershuntingdon.org or lclever@stpetershuntingdon.org

What are the arrangements for consulting with parents of pupils with SEND and involving them in their child's education?

We work hard to ensure that all parents of pupils at SPS feel well-informed and involved in the educational life of their child, and the parents of pupils with SEND are encouraged to participate fully in parents' consultation evenings, guidance interviews, parent liaison groups and event specific information events.
Parents will be invited to attend review meetings in line with expectations contained in the code of practice.

- We will work with parents to develop a common understanding of each pupil's areas of strength and where additional support is needed. We will ensure that parents are clear about what the agreed targets are for their child and what the next steps are to achieve these.
- We will ensure parents are clear about how to raise concerns and work with them to achieve solutions.
- We will communicate with parents over any decisions to change or end provision.
- We will draw attention to available support outside school such as the Special Educational Needs and Disability Advisory Support Service (SENDIASS).

Parents can support the school and their child by encouraging them to fully engage with their learning and any interventions offered, by facilitating full attendance and good punctuality, helping them to be organised and fully equipped for their day and supporting them in completing homework and meeting deadlines.

What are the arrangements for consulting with young people with SEN and involving them in their education?

All pupils at SPS are encouraged to take a full part in the life of the school and to develop and articulate their opinions. Pupils who have SEND play a full part in this. They are invited to take part in pupil voice activities, routinely evaluate their work in lessons, and regularly meet with their tutor to discuss progress and next steps in their subjects. Pupils who have SEND will additionally attend review meetings and contribute to both target setting and the process of reviewing and reflecting on their learning and achievements.

All students who have been identified as having SEND, need to have a pupil profile, which allows students to liaise with staff members to share their views of how they would like to be supported within the classroom.

How does the school involve other bodies in meeting the needs of pupils who have SEND and supporting their families?

SPS has developed effective working relationships with a wide range of external partners, professionals and agencies. These include the SEN Education Psychology Service, the Hearing Impairment Service, the Visual Impairment Service, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service, Centre 33 and the School Nursing Service.

These and other relevant services are contacted when necessary and appropriate, according to a pupil's needs. The school works closely with Cambridgeshire County Council and use the Early Help Assessment processes when appropriate to do so.

There are a variety of support services which are available for the parents of pupils with special educational needs. The school will ensure that parents can access appropriate support. Key sources of information and support include:

SENDIASS: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

Cambridgeshire Local Offer: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Early Help Assessment:

<https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and-families-services/children-and-families-procedures-and-resources/think-family/>

What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?

SPS is committed to working with students, their parents and families, and other institutions to ensure that we plan proactively to facilitate smooth transitions at key times in each pupil's educational career. We realise that transitions can be a challenging time for any child, and particularly for a pupil who has SEND. These transitions can include:

- Moving to SPS from primary school or another secondary school
- Moving from SPS to another provision
- Moving classes within school or changing teachers
- Moving from school to employment or further/higher education

Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. Where a child has an EHCP or where a significant additional need is otherwise identified, a member of the SEND team will liaise with the primary school to ensure that we understand the pupil's needs.

During Year 9 careful guidance is provided for all pupils as they make appropriate choices before moving into Key Stage 4. Every pupil at SPS has an individual options interview with a senior member of staff which they attend with their parents. For a pupil who has SEND it is likely that this interview will be conducted with a member of the special needs team present. Similar guidance interviews are held in Year 11. St. Peter's Sixth Form is supported by the SEND department who help to provide guidance about the application process and support at the start of a student's sixth form career.

What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We strongly believe that wherever possible pupils who have SEND should have access to the excellent teaching at SPS in as wide a range of subjects as is possible. To that end most pupils who have SEND follow the full mainstream curriculum.

In Key Stage 3 a very small number of pupils may have a personalized curriculum to match their individual needs and abilities through the Nurture provision. This will often include additional literacy and numeracy support, and social skills intervention to improve interactions. The SEND department has supervised areas at breaks and lunchtimes, including The Cabin, for students that find social interactions difficult.

All students are expected to take at least 8 GCSE's or equivalent.

Entry levels for KS4 qualifications will be identified in the best interests of each pupil.

How do children and young people with SEND engage in activities available with children and young people in the school who do not have SEND?

Every pupil, including those who have SEND, will be taught in mainstream classes as far as possible. Every pupil will be attached to a tutor group.

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school.

A large range of extra-curricular activities are available at SPS. These are open to all students, including students with SEND.

Day and residential trips are open to all children and every pupil's specific needs will be evaluated if they wish to join such a trip. The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

What support is available for improving emotional and social development?

SPS is committed to promoting outstanding personal development. Our personal development programme includes a coordinated timetable of PDL lessons, assemblies, tutor activities and focused drop-down days. Usually, pupils who have SEND will participate in all these activities. On occasion we may consider that certain aspects of the personal development curriculum (for example some aspects of SRE) are better addressed in smaller, more targeted groups for some pupils.

The Nurture classes and Cabin provide opportunities for pupils who have SEND to spend break or lunchtime in a controlled environment, and these become structured social times when Cabin and/or Nurture pupils can invite their friends from across the school to mix, under appropriate adult supervision. These are valuable opportunities for developing social skills.

We work hard to ensure that every pupil, including those who have SEND, knows that there are adults who they can talk to if they feel anxious for any reason. These might include school staff including their tutor, Head of Year or the safeguarding team. The SEND department also provides a supportive location for pupils with social and emotional difficulties. If pupils who have SEND need access to expert external advice, for example from Centre 33 or CAMH.

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

We hope that all concerns which may arise can be resolved through informal communication with the staff identified within this information report. If you would like to discuss any element of the provision with a member of staff who is not directly involved with the delivery of SEN provision please contact Christopher Bennet, Headteacher through the normal school contact details. Should you need to escalate your concern into a complaint then please refer to the Cam Academy Trust Complaints Policy which can be found on the Trust website.

November 2024