

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 normal curriculum in order to overcome any barriers to their learning.

What are the different levels of provision at St. Peter's?

Students at St. Peter's are supported in a variety of ways depending on their need. Students receiving a SEND intervention are categorised as K. This means they are on the SEND register. Students that need a lot of support either academically or socially and emotionally and who do not make the expected progress despite robust supportive measures and interventions being in place, may qualify for an Educational Health Care Plan (EHCP). These are awarded by the Local Authority (LA) through the Statutory Assessment Team. If a student qualifies for an EHCP, the LA will award a sum of money that can be spent by the school to put supportive measures in place to support the student to meet agreed outcomes. Further information regarding EHCPs can be found at

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp>

To support the low levels learners with a SEND in accessing the secondary curriculum, St. Peter's have created Nurture. This year, Nurture consists of 3 Year 7 classes, 1 Year 8 class and 1 Year 9 class. Students who are identified as benefiting from the Nurture support are taught in small classes by a qualified teacher with experience of SEND and supported by TA's. They have a blend of Nurture and mainstream teaching depending on their need. Students in Nurture will shadow the curriculum of their year group while also working on literacy, numeracy and social skills.

The Cabin is a base for our children with Autism as their primary diagnosis and serves as an additional layer of care and support for these children in addition to mainstream academic

and pastoral studies. The objective is to have all Cabin children in all mainstream lessons from day 1 with their own Cabin TA supporting them. Some children may not be able to manage a whole lesson due to their communication, social or sensory needs, so their TA will take them back to the Cabin to continue working on their class work. At GCSE level, these children may have reduced options to allow them time to work on their core and chosen subjects. This is mainly because, for children with Autism, everyday life and study take much more effort and concentration compared to other students without Autism.

In addition to the Cabin, we also have The Hub. This is a room dedicated to small group and occasionally 1:1 teaching for students that cannot manage mainstream lessons for a set period of time. This caters for students that may have a temporary disability such as a broken leg; respite for students that have medical conditions; a way to facilitate a part-time timetables for students that have been out of school for a long period of time and are re-engaging with school and for students that are unable to manage with mainstream lessons due to SEND and do not yet have an EHCP.

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/parents-carers-students/policies.php>

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.

What types of SEND are provided for at SPS?

There are four broad areas of SEND need. SPS currently provides for students 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 difficulties with social interaction. Students 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 students 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 students 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 students 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). Students 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 students 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.

Codes for identifying the stage of SEND

Students with an EHCP will be coded as an E on our systems and in the Local Authority census. At St. Peter's, students that receive support from the SEND department in the following ways are coded K:

- Have TA support in lessons
- Have a TA mentor
- Attend an intervention run by the SEND department
- Using a laptop supplied by the SEND department
- Using the Hub
- Have Exam Access arrangements from year 10 onwards
- Attend the Alternative STRIVE provision and have a diagnosed special educational need.

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 students, 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 Dept delivers regular CPD to all staff and that SEND forms part of the NQT/RQT induction program. It is our aim to ensure that students, who have SEND, benefit from a high standard of 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 team of teaching assistants (TAs) and Cabin communication support assistants, who are trained to provide support in learning while developing student 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.

Supporting staff

Regular CPD is in place to support all staff. Every Thursday, all teaching staff attend a Teaching and Learning Briefing where CPD is delivered by St. Peter's staff, including members of the SEND team. The development of teaching staff with strategies to support the SEND students within the lessons is key and supports quality first teaching. This is done through:

- by sign posting teachers to up to date information on Edukey
- offering training on how to use Edukey
- SEND surgeries run by the SENDCo and key staff within the department.
- Teachers observing lessons in the Nurture Provision

We have recently started to run Solution Circles, to share ideas and information on specific students.

Outside agencies/specialists such as the Educational Psychologist, Visual and Hearing Impairment services, Speech and Language therapists, Head of Cabins, CAMH Mental Health Nurse have also delivered training which is repeated at timely intervals.

In the Spring Term, TAs took part in a survey to identify gaps in their knowledge and were able to access personalised on-line learning.

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 student with their needs. If it is thought a student 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 students, 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. The progress that students with EHCPs make towards their outcomes, is tracked monthly by their mentor and the SENDCo. This progress is regularly reported to parents and to the head teacher at the end of the year. By year 11, students have made good progress towards their outcomes, preparing them for the next stage in their educational journey. Teaching staff provide regular feedback ensuring we have a clear picture of a student's progress throughout the year allowing us to target areas of greater concern and inform decisions at annual reviews.

Progress

The ability to be able to read and understand what you read is key to success. All year 7 students' readings ages are tested on entry and those requiring specialist interventions can be identified. The average progress of reading ages for students at St. Peter's for 2019 was:

Year	Reading age		
	On entry	Currently	Change
7	10.6	11.8	+1.2
8	12.0	12.7	+0.7
9	10.0	13.9	+3.9
10	10.1	14.9	+4.8
11	10.4	15.9	+5.5

Post 16

Students deciding not to stay at St. Peter's Sixth Form are well supported at number of further education colleges. Cambridge Regional College has a campus in Huntingdon and Cambridge. They offer courses for students with SEND. Discussions about colleges and courses start early in year 11 with our own careers adviser with students being accompanied to meetings by their mentor. Extra transitional visits are organised for students going to the Huntingdon Campus and more bespoke have been arranged for students going further afield. For students with EHCPs, the SENDCO or equivalent from the college that the students would like to go to, is invited to the annual review in the Autumn term of Year 11.

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

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

If you have any general concerns about your child's progress or well-being your first point of contact should always be the form tutor or class teacher.

If you have general questions about the SEND provision overseen by the SEND department, then please contact Julie Knibbs, SENDCO jknibbs@stpetershuntingdon.org
Every student 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 a query concerning our Cabin provision for students who have ASD please contact either Jo Young jyoung@stpetershuntingdon.org or George Dennis gdennis@stpetershuntingdon.org (Lead CSSs).

If you have questions about how to get a place in the Cabin, please contact Peter Allcock, the CAM Academy Trust ASC Director pallcock@combertonvc.org

If you have questions about our Nurture provision for students with low cognition or SEMH please contact Julie Knibbs (SENDSCO) or Nic Sawyer (Assistant SENDSCO), nsawyer@stpetershuntingdon.org

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

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

We work hard to ensure that all parents of students at SPS feel well-informed and involved in the educational life of their child, and the parents of students 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 student'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 students at SPS are encouraged to take a full part in the life of the school and to develop and articulate their opinions. Students who have SEND play a full part in this. They to take part in student voice activities, routinely evaluate their work in lessons, and regularly meet

with their tutor to discuss progress and next steps in their subjects. Students 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 students 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 student'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 students 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 students 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 student's educational career. We realise that transitions can be a challenging time for any child, and particularly for a student 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 student's needs.

During Year 9 careful guidance is provided for all students as they make appropriate choices before moving into Key Stage 4. Every student at SPS has an individual options interview with a member of staff which they attend with their parents. For a student 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 students, who have SEND, should have access to a high standard of teaching at SPS in as wide a range of subjects as is possible. To that end, most students who have SEND follow the full mainstream curriculum.

In Key Stage 3 a very small number of students 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. Students with SEND may qualify for exam access arrangements. Teaching staff build up evidence over the time to show how adaptations have helped students during assessments. This may include needing extra time to finish, using coloured paper to work on, having someone to read a question, using a laptop to write. Students are formally assessed by an external assessor for exam arrangements in Year 10 to ensure that the correct support is in place for the Year 11 GCSE examinations.

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

Students with SEND make good progress at SPS. All students with low reading ages are supported to a level where they are able to access the curriculum through a variety of reading interventions. Our Nurture provision promoted confidence

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 student, including those who have SEND, will be taught in mainstream classes as far as possible. Every student 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 range of extra-curricular activities are available at SPS which are open to all students, including students with SEND.

Day and residential trips are open to all children and every student'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 PD lessons, assemblies, tutor activities and focused drop-down days. Usually, students 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 students.

The Nurture classes and Cabin provide opportunities for students who have SEND to spend break or lunchtime in a controlled environment, and these become structured social times when Cabin and/or Nurture students 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 student, 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 students with social and emotional difficulties. If students 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.

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