



Peover Superior Endowed Primary School

SEN Information Report 2022-23

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact our school for more information.

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Our school's approach to supporting pupils with SEND

We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We currently support pupils with a diagnosis of Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder (ADHD) and Dyslexia. We follow the Local Authorities process of assess, plan, do and review to ensure children and staff are given the correct opportunities to seek specialist support where necessary and ensure progress is made against carefully assigned SMART targets.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Sam Nightingale	Emotional Literacy Support Assistant	ELSA
Michelle Moores	BR@P Training Precision Teaching/Direct Instruction	BR@P
Katie Hodson Oliver Strauss Amy Ellis-Stansfield	Attention Autism Makaton Sign Language	

The SENCO

Name of SENCO	Email address	Phone number
Amy Ellis Stansfield	aestansfield@peoversuperior.cheshire.sch.uk	01625 861384

Securing and deploying expertise

Interventions within our school setting –

If a child needs a higher level of support that cannot be accommodated within Quality First Teaching, small group or individual interventions may be offered. For example: Boosting Reading @ Primary (BRP); Nessy computer programme for spelling/reading;/touch typing, Motor Skills United; Personalised targeted reading; Precision Teaching, Targeted short term Maths intervention; Targeted short-term writing intervention.

For children with more complex needs, a more personalised programme may be appropriate. This could include group or individual interventions on an academic or social level, such as Circle of Friends or Nurture Groups. We have a specialist Emotional Literacy Support Assistant (ELSA) in school who supports individuals with difficulties with their social, emotional and mental health (SEMH).

Outside Agencies –

For those with significant or complex needs, the school seeks the advice of specialists: Educational Psychologist; Speech and Language Therapist; Child and Adolescent Mental Health Team; Occupational Therapist; Cheshire East Autism Team. CEAT/EP consultations are attended regularly and close relationships with outside agencies are maintained.

Equipment and facilities

Our staff are trained in Nessy Dyslexia approaches and all staff have had Autism Awareness training to develop their strategies to support pupils with ASC. The school has the resources to deliver Nessy (including touch typing), Century and some assistive technology. We also have designated areas of school designated to be sensory rooms with resources needed for those children with sensory requirements. Please also see the Pupil Premium section of our school website for specific information about interventions, resources and support for disadvantaged pupils.

Identifying and assessing pupils with SEND

Children with SEND are identified as early as possible within our school. Initial identification may typically come from school staff working directly with the child or from concerns brought by parents or carers. These concerns might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND. Early identification is paramount, therefore staff working in school monitor children's progress every half term through pupil progress meetings which are led by the head teacher. Following identification, concerns are brought to the attention of the school SENCO who discusses them with school staff working with the pupil, the pupil's family and the pupil themselves, if appropriate. This discussion focuses on the desired

outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system. Where this is appropriate, SEND pupils are assessed using this tool. We also use PIVATS if necessary for tracking small steps of progress. Individual provision mapping for each SEND pupil is completed and updated half termly, with targets set for each half term. These assessments are reviewed half termly at Pupil Progress Meetings with the Principal, SENCO and class teachers.

Consulting with pupils and parents

The point of contact for all parents/carers of pupils with SEN is the SENCO – Mrs Ellis-Stansfield.

Following identification of concerns by a class teacher, the SENCO and class teacher will meet with the pupil's family for a timely discussion. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SENCO will also signpost the parent to any other agencies and sources of advice/support. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENCO to review their progress, their need and to plan future provision.

Involving key stakeholders

We work with the following bodies to ensure best practice for our pupils in school:

- Cheshire East Autism Team (CEAT)
- Educational Psychology Service
- Speech and Language Therapists
- School Nurse/NHS
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapists/ Sensory OT team

Parents, Governors and members of the Multi Academy Trust (MAT) are also heavily involved with the support we give to our SEND pupils.

Progressing towards outcomes

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning and provision. Where pupils have SEND, class teachers will be aware of the pupil's strengths and weaknesses, through their School Support Plans (SSPs) and First Concern Plans (FCs) and will make every effort to accommodate these, for example: provide a personalised spelling list; Topic word mats; Times tables grids; Practical apparatus; Visual timetables; Visual supports.

Transition support

The SENCO will discuss transition arrangements (both in to school and onwards) with parents and plan the most effective transition. This could include additional visits, a longer phased introduction, 1:1 support for a time. The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admissions of disabled pupils. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils. When a child with SEND is transitioning to another school the Inclusion Lead will discuss transition arrangements (both in to school and onwards) with parents, other educational settings and external agencies and plan the most effective transition. This could include additional visits, a longer phased introduction, 1:1 support for a time (If needed).

Teaching approach

For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in and outside the school. For example, the SENCO or an external agency.

All additional provision for pupils with SEND is overseen by the school SENCO and monitoring of these pupil's progress takes place at regular SEN meetings held between the class teacher and the SENCO.

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer. Children are supported in school through:

Quality First Teaching -

In every class, the lessons are taught with each child's needs in mind. Activities are differentiated in order that all children are appropriately challenged but are able to participate at their level.

In order to support children with SEND, class-based approaches may include:

- Alternatives forms of recording work e.g. using a laptop/talking tin lids/ipads
- Visual prompts e.g. word banks, alphabet strips, 100 squares, number lines
- Specialised equipment (e.g. writing slope)
- Small group or individual teaching
- Peer support e.g. Kagan buddies
- Extended time for writing/ reading/maths tasks

Where additional levels of support are required, a personalised SEN support plan is created, which will outline the provision available to each child and will be available to parents/carers. In addition, parents/carers will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent/teacher meetings. There is also an opportunity to contact the school SENCO via email or in person to discuss pupil needs in more detail.

Adaptations to the curriculum and learning environment

Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by revisiting objectives that been covered previously with lots of

opportunities for bridging back and activating prior knowledge. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in and outside the school. For example, the SENCO or an external agency.

Inclusivity in activities

The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. This could include additional or different resources or equipment, changes to the environment, additional or specialist staffing and individual risk assessments.

Supporting emotional and social development

The school works with the Child and Adolescent Mental Health Service (CAMHS) to gain advice and support wherever necessary. The Principal, SENCO and class teachers also work closely with parents/carers in order to gain a clear picture of each child's needs. Peover is committed to being an emotionally healthy school, with emotional health and mental well-being taking a key part within the school curriculum. We have clear behavior policy and anti-bullying policy which children and staff follow to ensure they feel safe and secure in school. Our PSHE curriculum develops children understanding of good mental health and we use a programme called My HappyMind from EYFS to Year 6, which develop children's strategies to manage their emotional and mental wellbeing.

We also have a trained ELSA (Emotional Literacy Support Assistant) in school who works alongside those children who present with anxiety, attachment and difficulties with mental health to develop strategies to support them when they are feeling overwhelmed or struggle to make sense of their emotions.

Evaluating effectiveness

SEND pupils are championed at all pupil progress meetings, half termly, by the SENCO/Headteacher where progress and attainment (numerical data and objective specific assessment) for all SEND pupils is reviewed and provision from the previous half term is evaluated. New targets and provision mapping is then set up for the half term ahead. In addition, pupil voice is conducted on a regular basis with all SEND pupils and interventions and support activities are observed to evaluate their quality and impact.

Handling complaints

In the case of a complaint, the class teacher is the first point of reference. Please discuss any issues with them and they will suggest ways to support you with your complaint. As a school we work tirelessly to ensure strong relationships with families to ensure the best outcomes for pupils. If this issue persists then please speak to the Principal or Assistant Principal. For a formal complaint please see the link to the Complaints Policy within the policy section of the school website:

<https://www.peoversuperior.cheshire.sch.uk/page/?title=Policies&pid=121>

Local Offer

Cheshire East's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

<http://www.friendsforleisure.org.uk/>

<https://www.nhs.uk/livewell/childrenwithalearningdisability/pages/education.aspx>

<http://space4autism.com/>

Named contacts

Name of individual	Email address	Phone number
Joanne Munro (DSL) Principal	head@peoversuperior.cheshire.sch.uk	01625 861384
Amy Ellis Stansfield SENCO	aestansfield@peoversuperior.cheshire.sch.uk	01625 861384