

# Leigh St Peter's CE SEND Information Report Summary for Parents/Carers



**Together with God we challenge minds, recognise talents and build dreams.**





# Areas of Need

The SEND Code of Practice categories SEND into 4 areas:

1. **Cognition and learning** - Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.
2. **Social, Emotional and Mental Health** - Children and young people who have difficulties with their emotional and social development may find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.
3. **Communication and interaction** - Communication and interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.
4. **Sensory and physical development** - There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

# What is an Education Health Care plan? (EHCp)



- An EHC Plan looks at all the needs that a child or young person has within education, health and care that are identified as a barrier to their learning. These are detailed on the previous slide 😊
- The child or young person, with their family and other professionals, will consider what outcomes they would like to achieve. This plan identifies what is needed to achieve those outcomes. The Children and Families Act 2014 made EHC plans statutory from **1 September 2014**.
- Every EHC Plan is personalised to meet the needs and outcomes for each child or young person.
- You can find out more information about the EHCp process on the Wigan SEND Local Offer page at [www.wigan.gov.uk](http://www.wigan.gov.uk).





# Curriculum



- According to the **SEND Code of Practice: 0-25 years (2014)**, special educational provision means: Educational provision which is "different from or additional to" that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.
- Our policy is to identify specific barriers to learning at an early age and work alongside parents/carers to ensure that children's needs are being met.
- We have a number of Trauma Informed trained practitioners at school and as such, our whole school approach is one that adopts a Trauma Informed Approach. This allows for us to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Our Positive Relationship and Behaviour Policy has been written with this in mind and using strategies from Paul Dix and TISUK. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. We have strong links with our CAMH's link worker and other outside agencies that help us to support the school community.
- In addition to the National Curriculum, we refer to BSquared to ensure we are supporting ALL children to make steps of progress in their learning. We also use BOXALL profiles and Motional resources in our commitment to helping ALL children achieve THEIR very best!
- Each class teacher will ensure that the work your child receives is at an appropriate level for their ability. This will ensure that your child can complete any tasks set and will build on their prior learning.
- We will carefully monitor, assess and track the progress of your child throughout the year. This information will be shared with you and subsequent class teachers.

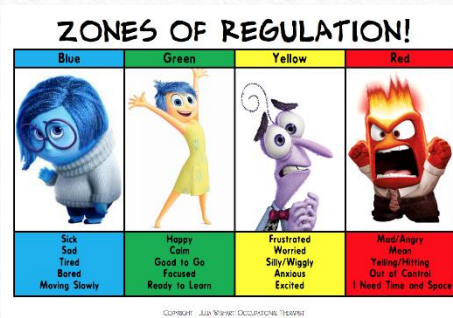


# Provision at Leigh St Peter's



- Leigh St Peter's CE is an inclusive, nurturing environment that incorporates adaptations and enhancements to the learning areas so that all children are able to engage with their peers and their learning.
- We also have our very own Small Learning Community (SLC) which supports small groups of children with Literacy and Maths skills.
- Every afternoon, we at Leigh St Peter's CE facilitate Nurture sessions, which are informed by the children's and class teacher's perspectives. These sessions are designed and planned carefully to ensure our children develop self-confidence, perseverance and independence skills. We do this to help prepare all children for life-long success.
- Every classroom has their very own regulation box to support children in their own environment.
- Our Pastoral Team work in '**The Nest**' to provide additional support and guidance, to support those children who are struggling to manage their emotions and need a safe space to regulate.





# Zones of Regulation



- **Managing our feelings and emotions**
- At Leigh St Peter's, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. Everyone has a different 'Window of Tolerance' depending on their previous life experiences. It is our aim to support children to widen their window of tolerance so they can respond to the demands of everyday life without too much difficulty.
- By implementing the Zones of Regulation strategy we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of resources to help regulate their emotions and improve their wellbeing.
- The Zones of Regulation is a strategy based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.



# Working Together with the Authority

- What is the Wigan Local Offer?

The Local Offer was first introduced in the **Green Paper (March 2011)** as a local offer of all services available to support children with SEND and their families. This easy to understand information will set out what is normally available in schools, to help children with Special Education Needs and Disabilities (SEND) as well as the options available to support families who need additional help to care for their child.

- What will it do?

The framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

You can access Wigan's Local Offer at: [www.wigan.gov.uk](http://www.wigan.gov.uk)





# Training



- Staff are trained through regular INSET days and training is accessed via TESS Team.
- Specialist services are often brought in to deliver training to staff.
- The SENDCo regularly attends local authority briefings, which include legal updates and sharing good practice. This can then be shared amongst other staff during weekly meetings.
- The School nurse provides advice for staff around current needs of individual children
- Teaching Assistants have had training in behaviour support, in house SEND training & support from TESS/Educational Psychology services.
- A number of staff are trained in paediatric first aid. These are regularly updated.





# Pupil Views



"I really like school. It is tricky. English is tricky. But I like school."

"If I get stuck, I can ask any teacher in the school."

"I like using equipment like Numicon and number lines to help me learn."

"Some work is tricky and I find it hard but my teacher helps me by breaking it down."

"I can use an overlay anytime I am reading. That really helps me."

"Being in SLC makes work easier for me."

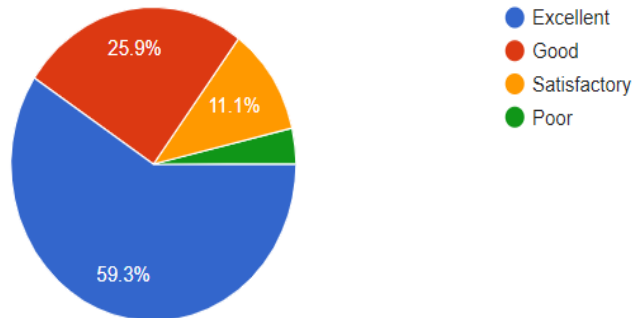


# Parent Views



A recent survey showed that...

Overall, I feel what the school does for my child is  
27 responses



"I feel the school does the best they can and we are grateful for the support received but sometimes I do feel a little in the dark regarding some elements of school. I don't ask all the questions necessary to be honest. I'm happy enough with the care as I know he is too. Thank you."

"Staff are amazing meeting my child's needs"

"I am very happy with St Peter Primary School. The best place for kids!"





# Staff Views



"Leigh St Peter's is an inclusive setting where we work hard to meet the needs of all children."

"SEND procedures within school have progressed over time which is having a positive impact on children's' learning and staff knowledge/confidence."

"There is a consistent and clear approach to SEND."

# Thank You!



- **Who can I contact for further information?**
- If you have any questions or queries, please contact your child's Class Teacher to share your concerns. Alternatively, you could also arrange to meet our SENCO, **Mrs Lauren Gardner**, who is also our Inclusion Lead.
- **Useful links to further information and resources can be found on our school website under the 'Inclusion' tab and 'SEND'.**

## **Thank you for your continued support.**