

**HESWALL ST. PETER’S CE PRIMARY SCHOOL**

**Our School SEND Offer**

**SEND Information Report**

**2025 – 2026**



Due regard has been given to the following legislation and guidance:

* Equalities Act (2010)
* Children and Families Act (2014)
* Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)

Under the SEND Code of Practice, all schools have a duty to publish a special educational needs and disabilities (SEND) information report.

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| **Who is the school contact for SEND?** |
| If you would like to talk about any special educational needs your child may have, please contact the SENDCo or Assistant SENDCo:  *SENDCo:* Mrs E Buckle  *Assistant SENDCo:* Mrs E Gidman  *SENDCo email:* [senco@stpeters-heswall.wirral.sch.uk](mailto:senco@stpeters-heswall.wirral.sch.uk)  You can also contact Mrs Buckle and Mrs Gidman via the school office:  *Telephone number:* 0151 342 2556  *School email:* [schooloffice@stpeters-heswall.wirral.sch.uk](mailto:schooloffice@stpeters-heswall.wirral.sch.uk) |
| **Who is the SENDCo governor?** |
| Mrs Murray is the link between the SENDCo and the Governing Body. She liaises with the SENDCo to ensure effective provision for those children with SEND in our school.  Mrs Murray can be contacted through the school office. |

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| **What kind of special educational provision is available at St. Peter’s Primary School?** |
| St. Peter’s CE Primary School is a mainstream school and we embrace the fact that every child is different and, therefore, that the educational needs of every child are different – this is certainly the case for children with Special Educational Needs. In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that. As much as possible, this provision is designed by the relevant St Peter’s CE Primary staff members working alongside the child, the child’s family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist.) Our school’s SEND policy document is available on the school website, detailing our philosophy in relation to SEND.  We provide support for children across the 4 stages of need as laid out in the SEN code of practice:   * Cognition and Learning * Communication and Interaction * Social, Emotional and Mental Health difficulties * Sensory and/or Physical   Under these 4 broad areas of needs, we cater for children with a range of needs including literacy and numeracy difficulties, Autism, social, emotional and mental health needs, ADHD, Dyslexia, Dyspraxia and medical conditions. |

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| **How do you know if my child needs extra help and what should I do if I think my child has special educational needs?** |
| All children are assessed as they progress through the school so that we can build upon their current learning. We recognise that a child’s needs should be identified and met as early as possible. During each school term, pupil progress meetings are held and the progress of each child is reviewed. The SENDCo works closely with the teaching staff using our school tracking data as an early identification indicator.  There are a range of situations which may indicate that further investigation or intervention may be required, some of these are:   * A child is making little or no progress. * They demonstrate difficulty in developing literacy or numeracy skills. * Persistent emotional or behavioural difficulties which are not affected by behaviour management strategies. * Children have sensory or physical impairment and make little progress despite the provision of specialist equipment. * Children experience communication and/or interaction difficulties and make limited or no progress despite accessing an adapted curriculum.   If there are initial concerns regarding a child, the class teacher would inform parents/carers at the earliest opportunity to alert them of any concerns and have a discussion to gather further information and gain a holistic picture of the child and their needs. If parents/carers have concerns, the class teacher should be the first point of contact. Following this, the class teacher may liaise with the Special Educational Needs Co-ordinator (SENDCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.  School may put in place intervention that is different from or additional to those provided as part of the school’s usual work practice. Additionally, the SENDCo will look to put the parents in contact with any services that may support families with difficulties arising at home such as the Wirral Local Offer or the CAMHS Primary Mental Health Team (PMHT).  Children will be put onto the SEN register if their needs require something different from or additional to the high-quality teaching taking place in the classroom. The SEN register is reviewed during the year and children may be added or taken off if their needs can be met with the universal provision that exists for all children.  If it is felt that a child does not need to be on the SEN register at this stage, they may be added to the SEN monitoring list, this is reviewed regularly by the SENDCo following discussions with class teachers to ensure that additional support is put into place if/when needed. |

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| **What arrangements does the school make for consulting with the parents & carers of children with special educational needs and disabilities and involving them in their child's education?** |
| At St. Peter’s, parental partnership is seen as an integral part of school life. St. Peter’s school community believes that parents and carers have a vital role in the education of their child/ren. All parents are encouraged to contribute to their child’s education. This may be through:   * Discussions with the class teacher * Parents evenings * Discussions with other professionals * F2 New parents transition meetings and secondary school transition meetings * Questionnaires * Annual reviews * Parent workshops * Parent coffee mornings * Work celebration afternoon * Support review meetings   As mentioned above, if we feel that a child might have special educational needs (SEN) then parents/carers will be involved from the beginning. This may involve a meeting to discuss initial concerns and an opportunity to discuss actions which could be taken to provide support. This could be putting a pupil profile in place to support a child with their identified needs, and/or seeking additional advice from outside specialists (e.g. referring for assessment). The progress of the child will be monitored through ongoing assessments of work and/or observations and discussions with the child to gain their views and thoughts. Regular meetings with parents will also be arranged to continue to gather parental views and wishes and to discuss the progress and the next steps for the child.  All children on the SEN register will have a pupil profile. This is a summary of what matters to the child and how to best support them, parental views, the identified needs of the child and outcomes and provision to move forward. The child, parents and their teachers will all contribute to this profile. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils, and allows parents/carers to share their knowledge and expertise on how best to support their child. We also encourage the child to contribute to their profile in order to provide the opportunity to have a voice in how they are supported in school, and to have their strengths and what is important to them as an individual acknowledged. |

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| **How will the curriculum be matched to my child’s needs?** |
| All children are entitled to a broad and balanced curriculum, at St. Peter’s, children benefit from a range of teaching and learning styles; a carefully adapted curriculum with clear learning objectives; a range of adapted learning materials (both for reinforcement and extension); assessment procedures that emphasise children’s strengths and achievements which is used to inform the next stage of learning; access to ICT; and a broad range of extra-curricular activities (including our 3 residential visits in Years 2, 4 and 6).  Children make progress in many ways, not only through academic achievement. We teach using approaches to develop confidence, resilience and independence, and children are offered opportunities to use these skills across the whole school.  The first step in SEND support is through Quality First Teaching. Within the classroom the curriculum will be adapted to reflect the needs of the children. This may be done via questioning, adapting activities and resources, or through additional teacher or teaching assistant support. Additionally, consideration will be given to seating positions, lighting, use of displays, including visual timetables etc. in order to make the learning environment as comfortable and conducive to learning as possible for all children and to promote independence in pupils.  If following Quality First Teaching, we find that a child is not making the expected progress or if other concerns are raised, the class teacher will discuss these concerns with the school SENDCo and the child’s parents/carers. Following these discussions, further support may be put in place in the form of small group interventions and advice on how parents can support their child at home will be given. At St. Peter’s we have a wide range of intervention programmes to support teaching and learning and our teaching staff are skilled at adapting these interventions to meet the needs of specific groups of pupils.  In conjunction with any assessments carried out, the use of pupil profiles for SEND pupils, which are contributed to by teachers, teaching assistants, parents, peers and the children themselves help us to better identify the strengths, interests and needs of the child.  These profiles also mean that teaching and the learning environment can be better tailored to the needs of the children in the class, and will therefore help to make learning more effective and provide a consistent approach to the overall teaching of children.  The progress of the child will be monitored closely and the child may be added to the SEN register if needed, which will be discussed with parents/carers. The SENDCo may also ask parental permission to seek additional advice from outside specialists if it is felt that this is appropriate. |

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| How does the school support children with SEND? |
| At St Peter’s CE Primary we offer many different forms of additional provision, which will depend on the needs of the individual child. This can include additional in- class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school’s SENDCo and is designed and implemented by the teachers, supported by our Teaching Assistants.  For many children, targets will be connected to learning and may be specifically to do with literacy and numeracy. For other children, targets may focus on social interaction, communicating with children and adults, emotional difficulties, overcoming physical difficulties (e.g. difficulties with fine motor control) or speech and language (e.g. stammers, speech sounds etc). The most important point for success is that additional provision depends on the needs of the child.  Pupil progress meetings are held throughout the school year, and involve class teachers discussing the progress of children with the head teacher and the SENDCo. The shared discussions will highlight what further support or intervention may be needed to increase progress and narrow or close the gap between the child and their peers in order to meet their targets.  A formal review is held at least once a year if a child has an Education Health Care Plan (EHCP), to discuss children’s progress, their current areas of needs and any additional needs which have been identified. The additional needs are met through daily intervention groups and are recorded on provision maps. Examples of intervention groups are; social skills, fine motor skills, co- ordination support and speech and language programmes. Where necessary, pupil profiles outline targets and the strategies planned for a child’s intervention groups and copies of these are sent home. Children’s views are valued and are an important part of the process. If a child needs expert support from an outside agency such as occupational therapy or a pediatrician, a referral will be made, with parental consent. |

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| How accessible is the school environment? |
| St Peter’s CE Primary School is a two-story building that has classrooms on a range of different levels with numerous sets of steps within and outside the building. This presents significant challenges for accessibility and the school recognizes that accessibility is currently inadequate for anyone with specific needs. The school is currently working with the building contractor and the Diocese of Chester to develop a long term plan for developing more inclusive access to all parts of the building This will include replacement lifts, permanent ramps and more inclusive toilet facilities. This is a long term project.  Specific equipment for children with SEN is sourced and used as required, following consultation with parents and other professionals. This may include different writing materials, sloped writing surfaces, specific classroom furniture and specific sensory equipment. All possible steps will be taken to ensure that children with disabilities can fully access the school curriculum and can participate fully in school life. The school accessibility policy and plan can be viewed on the school website. |

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| **How are the school's resources allocated and matched to children’s special educational needs and disabilities?** |
| Most of the resources used to meet a child’s educational needs are available within the classroom. Funding may also be used on further additional resources, staffing costs, staff training, or specialist support from outside agencies. |

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| **How will both you and I know how my child is doing and how will you help me to support their learning?** |
| We highly value the support of parents and carers and believe that all children benefit from a strong home- school partnership. Typically, a child with Special Educational Needs and/or Disabilities will have a pupil profile which sets out targets that are currently being worked on and outlines what additional provision is being put in place for that child. The content of the profile is developed by the class teacher, the child and the child’s family. Copies of a child’s pupil profile will be sent home when they are reviewed and new targets set. The child’s class teacher will also discuss with you anything that you can do to support your child’s learning at home. Each year we run parent workshops to share with parents the teaching approaches that we take in school and to provide support in helping your child with their education at home. |

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| **How is the decision made about the type and quantity of support my child/young person receives?** |
| On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and the SENDCo to determine what this may be. Typically, this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, this is agreed by the SENDCO and parents/carers and additional funding may be considered.  Parents evenings are held twice a year for teachers to discuss a child’s progress and assessment data. At the end of each year, parents and carers will receive a written report outlining progress made over the year and targets for the child to aim for, the following year. For those children who have pupil profiles, class teachers will share the reviewed profile with parents and carers at the end of every term, and share the next steps for the following term. |

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| What training have the staff supporting children/young people with SEND had or may they have? |
| Different members of staff have received training related to SEND including sessions on:   * Autism * Social Communication Difficulties * Speech and Language * Dyslexia * Dyscalculia * Occupational Therapy and strategies to use within the classroom * Social Emotional Behavioural Needs * Anxiety * First Aid * Anaphylaxis and EpiPen awareness training * Asthma awareness training * Epilepsy * Team Teach (positive behaviour management) * De-escalation strategies * Attachment and Trauma Informed practice * ELSA (Emotional Literacy Support Assistants) * Precision teaching * Kids Skills * A range of medical conditions.   Professional Development is ongoing and our staff receive regular training to support our pupils. When a child attends our school who has needs that we have not had experience of, we will seek advice from the relevant external professionals and aim for staff to be appropriately trained and any necessary resources to be in place as soon as possible. |

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| What specialist services or expertise are available at or accessed by the school? |
| Senior leaders, teachers and teaching assistants are skilled in meeting the individual learning, emotional, behavioural and social needs of our children. We have one trained ELSA (Emotional Literacy Support Assistants) who provides support to pupils in school and attends regular supervision sessions with an educational psychologist. We also have teaching assistants who have been trained in the Orrets Meadow outreach program for literacy and numeracy. In addition to this, the school accesses a range of specialist services including:   * School Nurses * Speech and Language Therapy * Occupational Therapy * Educational Psychologists * Child and Adolescent Mental Health Service (CAMHS) * Primary Mental Health Team (PMHT). * Vision and Hearing Support * Pediatricians – accessed via school nurse and/or GPs * Local Authority SEN Team * Flourish * 0-19 team * Autism Together * Educational Welfare Officer * Social services – Wirral Gateway * Social Care Family Support Worker * Minority Ethnic Achievement Service (MEAS) * Adoption in Merseyside * Dyslexia screens * Dyscalculia screens * Inclusion team   Relevant external agencies/professionals are consulted and invited to attend any review meetings for the child. These contributions are then used to improve the provision/support for the child in school. |

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| How will my child/young person be included in activities outside the classroom, including school trips? |
| At St. Peter’s, we do not offer targeted extra-curricular activities solely for children with special educational needs, but instead, actively try to ensure that all of our extra-curricular activities are adapted for every child’s individual needs. We are delighted by the number of pupils with special educational needs who participate fully in school trips, residential trips, extra-curricular clubs, art endeavors, sports teams and school committees (e.g. our School Council).  As a fully inclusive school, all children participate in whole school curriculum and off-site activities. The extent to which each child participates and the levels of support received will vary between children, but we adapt the activities and expectations to enable all children to take part. Prior to any school trips or activities, the class teacher will discuss with the parents of children with SEN, where appropriate/necessary, about the suitability of the trip or activity and ensure that any necessary amendments/adaptations will be made to ensure that each child is able to participate and to ensure the safety of all children.  For children who find unstructured times difficult (break and lunchtime), support is provided by teaching assistants and outside agencies, and games are organised and facilitated by our year 5/6 play leaders (supervised by a member of staff). Throughout the year there are also lunchtime clubs which include Minecraft, Lego clubs or friendship clubs, to provide further support for children who find lunch time break challenging. We have recently implemented a well-being lunchtime club which also supports those children who need a little more structure and support during this time.  Staff at St. Peter’s are familiar with providing briefing and/or debriefing sessions at the start and/or end of the school day to those children who would benefit from these. These sessions are conducted on a one-to-one basis. The briefing sessions help prepare the child for the school day and involve running through the daily timetable, highlighting any changes to the normal routine and discussing any concerns that the child might have about the day ahead. The debriefing session takes place at the end of the school day and is an opportunity for the child to discuss anything that has worried or upset them during the day, identify things that have gone well that day and think about something that they are looking forward to the next day. We have found these sessions to be highly useful for children with social communication difficulties and for children struggling with anxiety. |

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| How will the school prepare and support my child when joining St Peter’s CE Primary School or transferring to a new school? |
| Parents and children are welcome to look around St Peter’s CE Primary School at any time to see the provision we offer and whether they feel we can meet the needs of their child. If a child is particularly worried or anxious, they will be offered some transition visits and an opportunity to meet their new class teacher and peers. Often, we find a short transition is most successful. Transition to secondary school can be a worrying time for both parents and the child so at St. Peter’s we offer additional transition visits where possible and talk at length to secondary teachers about the child’s special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally. We begin discussions with the secondary school as soon as the school place has been confirmed. |

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| **What support will there be for my child/young person's overall well-being?** |
| A child’s well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in their class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Individual behaviour plans are used to support children should there be the additional need. The school offers a variety of pastoral support for pupils who are encountering emotional difficulties, including:   * Teachers and teaching assistants readily available to discuss issues and concerns * ELSA sessions with trained teaching assistants (Emotional literacy) * The use of pupil profiles * Additional small group support programmes; eg. Time to Talk, Socially Speaking, Social Skills, Flourish. * Individual briefing and debriefing sessions.   If a child has a medical need, then a detailed health care plan is compiled with parents/carers, the child’s class teacher and the SENDCo, where necessary health professionals may also be invited to attend. These are reviewed annually or earlier if necessary.  Many class teachers and teaching assistants are trained in first aid and in agreement with parents/carers, medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both children and staff members. Key first aiders and other first aid trained staff are also trained in how to use a defibrillator and the school has one on the premises.  St. Peter’s school adopts a unified, whole school approach to bullying. Bullying is not tolerated at St. Peter’s and any suspicion or allegation of bullying is investigated and is treated seriously. All pupils are encouraged to report any bullying suffered personally, or witnessed by a member of staff. The school behaviour and anti-bullying policy can be viewed on our school website. |

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| How do you evaluate the effectiveness of the provision made for children and young people with special educational needs? |
| Pupil progress meetings are held throughout the school year to discuss the progress of pupils (explained above). These shared discussions will highlight what further support or intervention may be needed to increase progress and narrow or close the gap between the child and their peers in order to meet end of year targets.  There is a whole school provision map in place which details the support in place for children on the SEN register. During pupil progress meetings this support will be looked at alongside the teacher assessments and provision will be adapted as necessary. Interventions are evaluated at the end of the allocated time (usually 6-8 weeks). These evaluations are then used to determine the ongoing provision for the child and also to determine the effectiveness of the intervention. If an intervention is not deemed to have been effective it may be adapted or replaced with a different form of support. A part of these evaluations is the engagement and views of the children who have participated in them. If a child has not enjoyed or engaged in this form of support then this would be reviewed, taking into account the thoughts of the child. Pupil engagement is monitored throughout the intervention and adaptations will be made in response to this (rather than waiting until the end of the 6 or 8 week period).  Regular reports are produced by the SENDCo which are shared with the school governors, and actions for the coming terms are identified. An annual report including data analysis (relating to SEN pupil progress) is written at the end of the academic year and shared with the senior leadership team and governors at the start of the next academic year. The findings of this report then contribute to the SEN action plan for the coming academic year. Meetings are held between the SENDCo and the SEND governor during the academic year, where SEN provision is discussed. |

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| What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made? |
| The first point of contact for anything related to a child’s education should be the class teacher. Pupils and parents are encouraged to speak to the teacher about anything that is concerning them. Teachers can be contacted via the school office and they will be available to talk outside of teaching hours, an appointment can be made for a mutually convenient time. Parents are encouraged not to wait for the next formal opportunity to meet but to contact teachers on an on-going basis.  If parents and carers feel the matter has still not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website, under policies. |

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| **Where can I find out further information about SEN?** |
| The Wirral SENDLO website provides information on the services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local support services. Knowing what is out there gives families more choice and therefore more control over what support is right for them and their child.  [SENDLO Wirral](https://www.sendlowirral.co.uk/)  The Wirral SEND Partnership also provides information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities. Their contact details are as follows: Phone: 0844 880 1500 / 0151 522 7990. Email: [contact@wired.me.uk](mailto:contact@wired.me.uk)  [Parent Partnership WIRED](http://www.wired.me.uk/Parent-Partndership.asp)  If a child has behavioural or emotional difficulties, they can access support via CAMHS (Child and Adolescent Mental Health Service), there is an advice line which schools and parents/carers can contact. The number of this service is: 0151 488 8453. Support can also be found via MindEd.  [MindEd Hub](https://www.minded.org.uk/) |