



# Duddon St. Peter's Primary School & Foundation Unit

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**'Be the best you can be.'**

## Duddon St. Peter's CE Primary School SEND Information Report for 2022-2023

Welcome to our SEND information report which is part of the Cheshire West and Chester Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

We aim to be an inclusive school for all pupils with SEND, and provide learning opportunities which encourage the optimum development to achieve their best in line with the school's motto 'Be the best you can be'.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Newport, SENDCO (Special Educational needs & disabilities coordinator) to discuss your concerns.

### **1. Does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Every teacher is a teacher of every child or young person including those with SEND. At Duddon St. Peter's and in line with the September 2015 code of Practice,

**'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.'**

A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents/hinders him or her from making use of educational facilities of a kind generally provided of others the same age in mainstream schools.

*Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.*

*If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Newport (SENDCO) to discuss further.*

## **2. What should I do if I think my child or young person needs extra help?**

*If you think your child needs extra help you should:*

- \* Speak to the class teacher and make an appointment to speak to him or her after school.*
- \* The class teacher may invite the Special Educational Needs & Disabilities Coordinator (SENDCO) along to listen to your concerns and help plan next steps where it is needed.*
- \* You can contact the SENDCO directly by making an appointment with the school office, or email [n.newport@dstp.cheshire.sch.uk](mailto:n.newport@dstp.cheshire.sch.uk)*

## **3. Where can I find the school's SEND policy and other related documents?**

Please visit Duddon St Peter's CE Primary website at [www.dstp.cheshire.sch.uk](http://www.dstp.cheshire.sch.uk)

The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.

## **4. How will the school / staff support my child/young person?**

***The class teacher:***

*Responsible for...*

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENDCo) know as necessary.*
- Writing individual **Termly Learning Goals (SMART Targets)** and reviewing these with parents at least once each term and planning for the next term.*
- Personalised teaching and learning for your child as identified by the school.*
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.*

***The SENDCO: Mrs Newport***

*Responsible for...*

- *Providing professional guidance to colleagues and working closely with staff, parents and other agencies.*
- *Writing SEN Information Report which must be published on the setting website and updated annually*
- *Overseeing day to day operation of the school's SEND policy*
- *Co-ordinating provision for children with SEND*
- *Advising on a graduated approach to provide SEND Support*
- *Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively*
- *Liaising with parents of pupils with SEND*
- *Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA*
- *Managing the transition process*
- *Ensuring school keeps the records of pupils with SEND up to date*
- *Working with head teachers and school governors with regards to reasonable adjustments and access arrangements*

### **The Head teacher: Mr Paul Hudson**

*Responsible for...*

- *The day-to-day management of all aspects of the school; this includes the support for children with SEND.*
- *The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.*
- *The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.*

### **The SEND Governor:**

*Responsible for...*

- *Making sure that the necessary support is given for any child with SEND who attends the school.*
- *To support and challenge the Head teacher and SENCO with regards to SEND within the school.*

## **5. How will the curriculum be matched to my child's/young person's needs?**

*If a learner is identified as having SEND need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.*

*When providing support that is "additional to" or "different from" we engage in a four-stage process:*



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. Should the yellow box be assess/revise to match the definitions?

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a plan and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

## 6. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENDCO to review the short term targets and to discuss the progress the child has made. Obviously, we encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have a SEND Support Plan based on targets set by school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

- *The Head teacher and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place*
- *Observations will be carried out by the SENDCO to ensure that the needs of all children are met and that the quality of teaching and learning is high.*

## **7. What support will there be for my child's/young person's overall well-being?**

*We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:*

- *Social awareness games and activities*
- *Lunch time and play time support*
- *Buddy system*
- *Weekly nurture groups for the older and younger children*
- *Access external agencies and professionals and follow their advice*
- *ELSA – Emotional Literacy Support Assistant*

*The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.*

*Any pupils with additional medical needs are well catered for at Duddon Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a medicine fridge or cupboard in the staffroom that is only accessible to members of staff by key card.*

## **8) What specialism services, experience, training and support are available at or accessed by the school**

*Once the school has identified the needs of SEND pupils, the SENDCO and Head teacher decide what resources/training and support is needed.*

### **School Provision:**

*We have a number of teaching assistants who are trained to deliver interventions such as those listed below.*

*Teaching assistants will support pupils on a 1:1 basis when stated in EHCP or advised by Head / SENDCO  
Teaching assistants will support pupils in small groups when stated in EHCP or advised by Head / SENDCO*

### **Interventions:**

- *Literacy and Numeracy small group interventions delivered by TA's and designated teacher.*
- *ICT support in the form of reading, phonic and maths programmes.*
- *Teaching assistants offering social skills support*

- Nurture groups to support children with social development.
- Speech and Language support using Elklan programme.
- Specialist Dyslexic teacher (MA Dyslexia)
- ELSA

We work with the following agencies:

**Local Authority provision available:**

- Autism team outreach support
- Educational Psychology Service
- Information advice and support service for parents and carers
- Speech and Language Therapy (SALT)
- Do we work with the virtual school in relation to any SEND pupils who are LAC **Health Provision available:**
- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

Please refer to the local offer for the full list of services available from Cheshire West.

## [Local Offer](#)

### 9. What training are the staff supporting children and young people with SEND had or are having?

*Our SENCO has 15 years experience in this role and the National Award for SEN  
She is allocated 1 day per week to manage SEN provision.*

*We have a team of 8 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.*

*We use specialist staff for Dyslexia support.*

*See below staff trained in the following support:*

- Diploma in SpLD (Dyslexia) with AMBDA – Mrs Buckley
- Elklan Course level 2 (Speech and Language) – Mrs Nicholas
- Autism – Mrs Entwistle, Mrs Garnham, Miss Pickering, Mrs Barlow
- ADHD – Mrs Kinsey and Mrs Garnham
- Bereavement Counselling – Mrs Garnham
- CPCAB Level 2 Counselling – Mrs Garnham
- Nurture group training – Mrs Garnham
- ELSA – Mrs Garnham
- Play Therapy training – was this all staff?
- Makaton – Mrs Knight, Mrs Entwistle, and Mrs Nicholas
- Early Literacy Support – Mrs Nicholas
- SENDCO Award – Mrs Newport



## 10. How will my child/young person be included in activities outside the classroom including school trips?

*At Duddon Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.*

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 11. How accessible is the setting / school / college environment?

- *The school is fully compliant with DDA requirements.*
- *The school is on one level with easy access, double doors, railings and ramps where needed*
- *There is a disabled toilet.*
- *We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The Head teacher and SENDCO manage a SEND budget, used to ensure that all pupils have access to the very best equipment.*
- *After-school provision is accessible to all children, including those with SEND.*
- *Extra-curricular activities are accessible for children with SEND.*
- *The school has a "Quiet Area" and Outside learning area.*

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 12. How will the setting prepare and support my child/ young person to join the school, transfer to a new school or the next stage of education and life?

### New pupils to Duddon St. Peter's CE Primary School

Foundation Stage staff will meet with parents prior to pupils starting school, on request there may also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary the SENDCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCO will telephone the previous school to discuss individual pupil's needs.

### Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need.

## 13. Examples of interventions, equipment, resources that school may allocate to match children's/young people's special educational needs?

- Word Shark– spelling
- Rapid reading
- Time to Talk book and game / Speak Easy
- Precision teaching
- Black Sheep Speech and Language resources
- Elklan programme and resources
- Early Literacy Support programme.
- FFT Wave 3 1:1 literacy programme.
- Read, Write, Inc.
- Plus 1 Maths
- Power of 2 maths programme
- Sensory resources
- 1:1 multi-sensory teaching
- IDL Indirect Dyslexia Learning
- ELSA



#### **14. How is the decision made about what type and how much support my child/young person will receive?**

*The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEND.*

*The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.*

*The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.*

*The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.*

#### **15. How are parents involved in the setting? How can I be involved?**

*At Duddon, we value the importance of building positive relationships with parents and families within our School community. We encourage parents to be actively involved in the school. For example by:*

- *Being a 'Parent helper' in class or as a volunteer reader.*
- *Being a member of the PTA*
- *Helping on trips.*
- *Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.*

#### **16. Storing and managing information**

Confidential documents are stored in the Head teacher's office in line with the Data Protection Act 2018 and school data protection policies.

#### **17. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions on a regular basis
- › Using pupils views
- › Monitoring by the SENCO
- › Holding SEND profile reviews.
- › Holding annual reviews for pupils with EHC plans

## 18. What can I do if I am not happy with a decision or what is happening?

*If a parent is unhappy with the provision that we are making for their child then they should initially approach the class teacher or the school special educational needs & disabilities coordinator. If this does not resolve the problem, then the parent should speak to the Head teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, should consult the Complaints Policy which is available on the website and act accordingly. Complaints that are still not resolved can be sent to the Local Education Authority.*

- › **The information report will be reviewed by the school SENDCO every year. It will also be updated if any changes to the information are made during the year.**
- › **It will be approved by the governing board.**