



Special Education Needs (SEN) Information Report March 2025

What kinds of special educational needs does St. Peter's, Gringley-on-the-Hill, make provision for?

We support all special needs which impact on the child's learning or happiness.

These include:

- behaviour or the ability to socialise, e.g. not being able to make friends
- reading and writing difficulties
- ability to understand things
- concentration levels
- physical needs or impairments

How does St. Peter's, Gringley, know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Observations of children during lessons and play times will highlight any difficulties the children may be having. All staff know the children very well which allows for early interventions. We listen to parent's concerns and take on board their experiences. Pupil discussion take place on a regular basis. We look to follow a graduated response to a child's need. If you have concerns about your child, please discuss them initially with the class teacher and then with the SENCO (Special Educational Needs Co-ordinator), Miss Houghton. We feel it is important that everybody is involved with the process. Through these discussions, decisions can be made on what support can be made available within school and what parents can be signposted to outside of school. The school also has access to a variety of tests, such as dyslexia screening and the Boxall profile, which can help to establish the existence and level of need.

a) How does St. Peter's, Gringley, evaluate the effectiveness of its provision for pupils with special educational needs?

- Pupil's attainment and progress is monitored along with their attitude to learning
- Children are assessed before starting an intervention programme and then after the intervention. We use assess, plan, do, review.
- We obtain the children's views to see how they feel about their learning.
- The school's SEND policy is annually reviewed and feedback is sought from parents during review meetings about their views of the effectiveness of the school's provision.
- This SEND Information Report was last reviewed and updated in January 2023.

How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

- At parents' and carers' meetings, the class teacher will review and evaluate how well the child is doing.
- Parents and carers will receive a support plan which will show the additional support their child is receiving. This may provide suggestions of things to support their learning at

home. Parents can ask for clarification on any aspect of this provision. The frequency of these will vary, depending upon need

- Additional discussions can take place with the SENCO and/or class teacher, especially if concerns persist. We operate an open-door policy.

b) What is the school's approach to teaching pupils with special educational needs?

Support is provided both in the classroom and as targeted interventions. The interventions we offer are targeted with clear and attainable expectations.

We have one teaching assistant (TA), Mrs Turner who is responsible for Special Needs Provision. Other TA's support children in lessons: Miss Blogg, Mrs Green, Miss Hallam, Mrs McGuinness (1:1 LAC support), Mrs Murton and Miss Brason. Miss Blogg is a Thrive practitioner.

We recognise that the teaching of these children is everybody's responsibility. Evidence shows that explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology benefit children with SEN.

c) How will the curriculum and learning be matched to my child/young person's needs?

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class with on going formative assessment. There may be times when children need interventions to support their learning and on occasions there may be the need for a bespoke curriculum.

e) How are decisions made about the type and amount of support my child/young person will receive?

This is based on the needs of the child and the resources available. Within this understanding, we will provide the support that will have the most impact on children's progress. This support is closely monitored, by the class teacher, the SENCO and Head-teacher to ensure that its effectiveness is being maintained.

f) How will my child/young person be included in activities outside the classroom, including school trips

Our aim is that every child will be included in all outside activities and trips. This may mean additional adults supporting the activities and specialised equipment being used. Parents will be consulted on what additional support they feel might be needed. Risk assessments will be completed where necessary to ensure that all aspects have been adequately covered.

g) What support will there be for my child/young person's overall well-being?

We recognise that children cannot fulfil their potential if they do not have a positive sense of overall well-being. Children's overall well-being is at the heart of the school's values.

We run targeted interventions that develop social skills and coping strategies as they are needed. We have a trained Thrive Practitioner along with the Head-teacher who can support children's well-being.

All children from Y1-6 are given the opportunity to be members of the School Council and they are consulted regularly on school matters and have the opportunity to put their own questions to the headteacher.

We also use "Take 5 every breath matters" to build resilience in children.

Who is the SENCO for St. Peter's, Gringley, and what are their contact details?

Miss Houghton. If you would like to speak to her, please contact the school office to arrange an appointment

What training have staff supporting special educational needs had and what is planned?

Over the last 12 months, training has been received in:

Springboard SEN meeting

Sensory training

Surgeries with outside agencies

Thrive approach training

Making sense of Autism

Sleep Charity

What specialist services and expertise are available or accessed by the school?

- **Speech and Language**
- **Educational Psychologists**
- **Occupational Health**
- **Healthy Families**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Counselling services**
- **Autism Team**
- **Children's centres**
- **Sensory solutions**
- **Bassetlaw Primary Behaviour Partnership**
- **Art therapy**
- **Bereavement counselling**

How is equipment and facilities to support pupils with special educational needs secured? How accessible is St. Peter's, Gringley?

Some additional equipment can be accessed through school. However, if highly-specialised equipment is needed then this is accessed through outside agencies e.g. occupational health.

The main entrance and the Upper Key Stage class have an access ramp. The school is on two storeys but the first floor is HT's office, staff room & storage space. There are low-access games and chalkboards on the playground and the school garden is easily accessible to all.

There is a disabled toilet. Classrooms all either have interactive television

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Parents are provided with a support which shows the support their child will be receiving for the term. They are invited into school to discuss this. We want parents to be fully involved in the whole process and we value parents' contributions.

What are the arrangements for consulting young people with SEN and involving them in their education?

Depending on their age and ability, children will carry out a child-friendly questionnaire to obtain their views but more informally we will talk to the children around school and when they are having small group interventions. This enables us to get a good sense of children's views in a known and comfortable setting.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

In the first instance, it is always best to discuss any concerns with your child's class teacher and/or the SENCO. If you feel that this doesn't resolve your concern, please feel free to speak to the head teacher who will be happy to discuss it with you. If you still don't feel satisfied, the school's complaints policy is available on its website.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body is responsible for setting the school's policy in respect of special educational needs. One of the governor monitoring groups has specific responsibility for overseeing SEN provision in school and meets with the SENCO on a regular basis to review our practice. The governing body's Strategic Development & Pupils Committee also has a general oversight of this area and can seek clarification of the services available to children and their families.

The governor responsible for SEND is Mrs Green.

How does St. Peter's, Gringley, seek to signpost organisations, services, etc. who can provide additional support to parents/carers/young people?

- Discussions with parents/carers
- Review meetings
- Letter

How will St. Peter's, Gringley, prepare my child/young person to:

i) Join the school/setting?

There will be opportunities for your child to visit the school prior to joining the setting. The number of visits, frequency and duration will depend upon the needs of the child.

ii) Transition days are planned to take place in July, between the different classes, so that children become familiar with their new class prior to transferring in the Autumn term. The number, frequency and duration of these will depend upon the needs of the child.

We have excellent links with our feeder school (Retford Oaks Academy) and we are able to access early transition days for children who require this. There is a named Teaching Assistant (TA) from Retford Oaks who visits our school and builds strong links with the child prior to them starting school there.

If a child goes to a different secondary school, we would make early contact with the school in order to create an individual transition program which would suit the child.

iii) Prepare for adulthood and independent living?

The school's behaviour policy centres on being a "Take Care school" where we go Beyond Expectation

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

Our 'Be ...' attitudes:



Be kind

Be trustworthy

Be positive

Be resilient

Be respectful

Be courageous

Be forgiving

Be yourself!

These core values help all of our children prepare for adulthood and independent living. Where additional support is necessary, all the interventions set out above are used to develop, reinforce and consolidate these values.

Where can I access further information?

Further information can be accessed from:

- Any member of staff
- The school website
- The Governing Body

The Local Offer was updated on 12.03.2025

Mrs Y. Reeson - Head teacher