LEARNING AND FLOURISHING TOGETHER

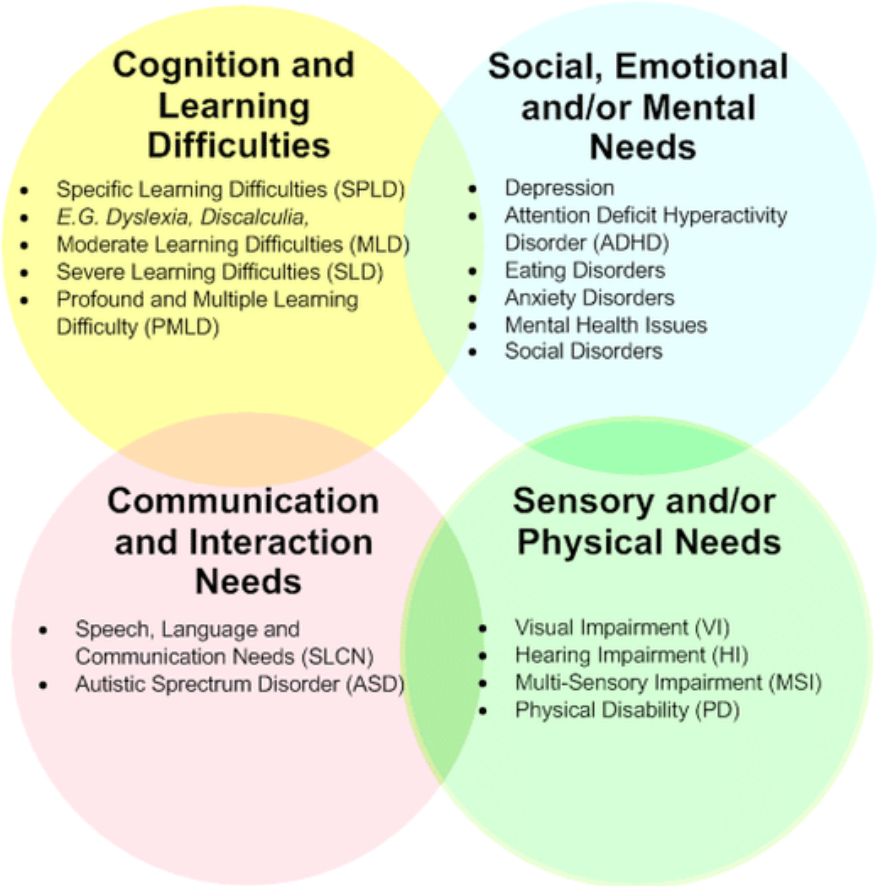
PROUD TO BE PART OF PDET

# Peakirk cum Glinton Primary Academy
# SEND Information Report for 2026 – 2027

Welcome to our SEND information report which is part of the Peterborough Schools Local Offer for learners with special needs.

A school's provision for SEND is defined as: support which is additional to or different from that which is available to all students. This document intends to set out the ways in which we support pupils with SEND during their time at Peakirk-cum-Glinton Primary Academy. Its purpose is to outline how our inclusive environment enables each pupil to reach their fullest potential. It may not make specific reference to every strategy that we use, or every piece of knowledge and skill that we work to develop as our delivery of support is continuously developing to meet the ever-changing needs and requirements of our learners, and in their transition to secondary school providers.

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



At Peakirk cum Glinton Primary Academy, we embrace the fact that every child is different, and therefore, the educational needs of every child are different.
If you have any concerns regarding your child's progress or well-being, then please speak in the first instance to your child's class teacher to discuss your concerns. You will find below, answers to some questions you may have.

## 1) How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEN as follows:
"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

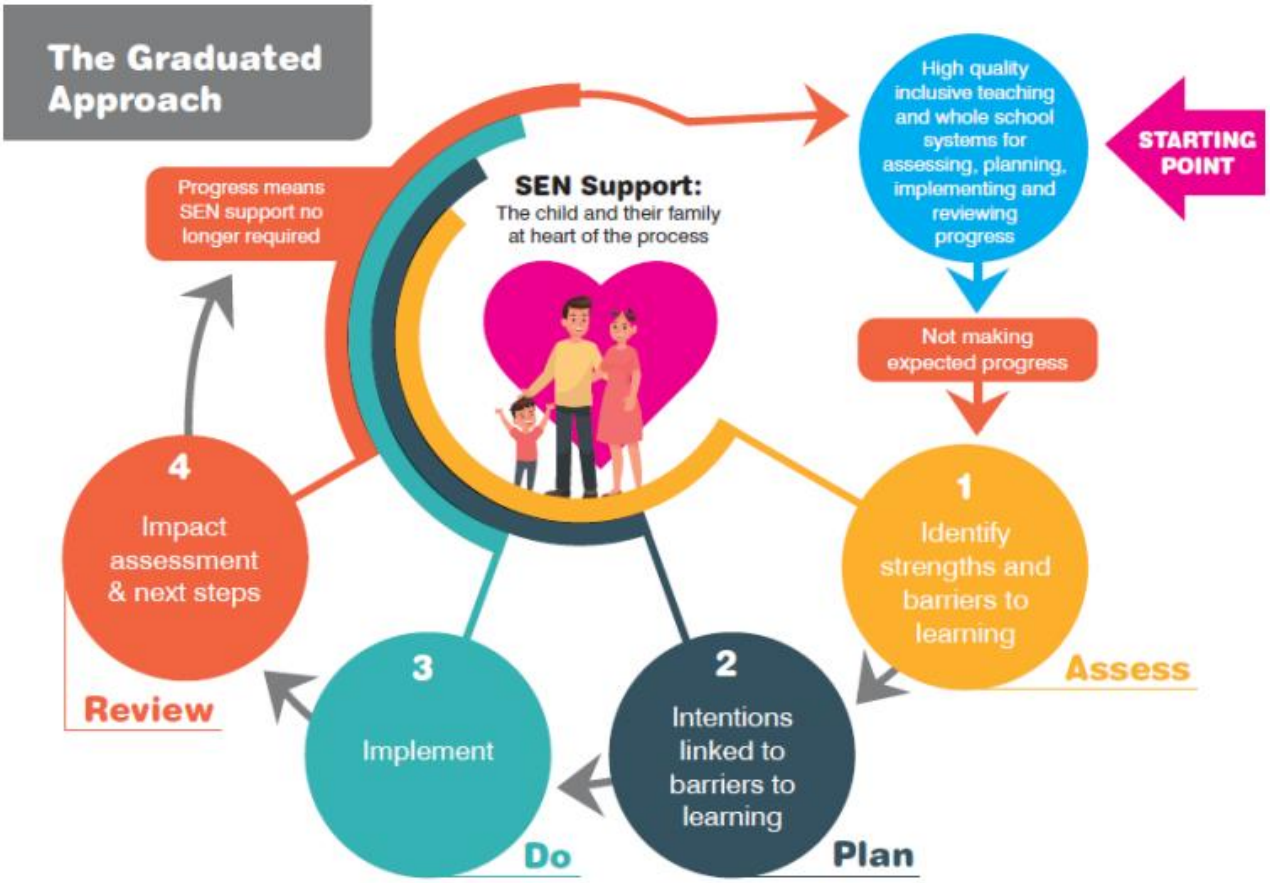
- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.

We believe it is the responsibility of all teachers to provide high quality teaching, differentiated for all pupils. If a child is not making adequate progress despite the interventions and adjustments of high quality, personalised teaching, the class teacher and the SENCo will collate all information about the pupil's progress and consider whether to make special educational provision. The views of the child and the parent/carers will be considered, alongside any evidence from assessments, observations etc. There can be many reasons for children 'falling behind' their peers, for example absences, worries that distract them from learning, difficulties with speaking English etc. Whilst we recognise that children who experience barriers to learning of this type are vulnerable, not all vulnerable learners have special educational needs. Only those children with a learning difficulty that requires special educational provision will be identified as having SEN.
At Peakirk-cum-Glinton, we know when pupils need help if:
❖ Concerns are raised by parents/carers, teachers, or the pupil's previous school
❖ There is lack of progress identified either through assessment of learning within class, or at Pupil Progress meetings, which are held termly
❖ Lower than age-expected test scores are identified through formative assessments which are conducted termly
❖ There is a change in the pupil's behaviour
❖ A pupil asks for help
If you have any concerns regarding your child's progress or well-being, then please speak in the first instance to your child's class teacher to discuss your concerns. Class teachers are happy to discuss any concerns parents/carers may have. You are also welcome to contact the Headteacher / SENCo whose email addresses can also be found on the school website or by contacting office@peakirk.pdet.org.uk

## 2) How will school staff support my child?

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

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.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details of what additional support will be provided to help overcome the barriers. You will be invited to attend a 'structured conversation' with your child's teacher. Decisions will be recorded and targets set. These will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning.

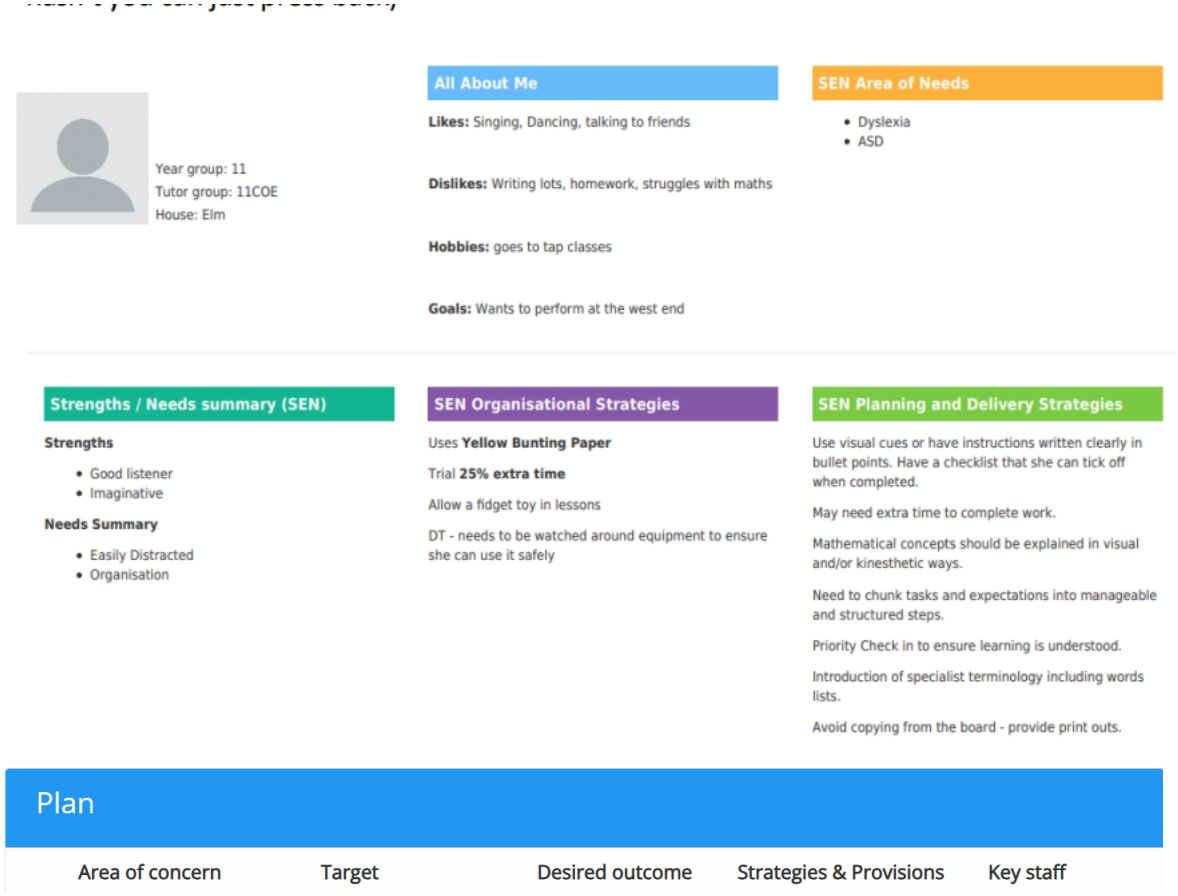
**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies may contribute to this review. This stage then informs the next cycle.

Peakirk cum Glinton Primary Academy adheres to the following inclusive principles:
Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible, to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

**3) How will both you and I know how my child is doing and how will you help me to support my child's learning?**

In addition to normal reporting arrangements, parents/carers will be invited to meet with their child's class teacher at least once a term to review the short term targets and to discuss the progress the child has made. Where appropriate, children will also be invited to attend these meetings (or their views sought separately). We also openly encourage an ongoing dialogue between school and home and teachers are easily contacted by email. Your child's progress will be continually monitored by his/her class teacher.

- His/her progress will be reviewed formally and tracked with the senior leadership team every term in reading, writing, maths and personal targets.
- We have a one-page-profile and targets system in place for all our children on the SEN register. Our one-page-profiles are completed alongside the learner and capture a range of information such as interests, special people in the child's life, barriers to learning and specific methods to support the child. Our target plans are SMART, clear for the child and shared between school and home.



Year group: 11
Tutor group: 11COE
House: Elm

**All About Me**

**Likes:** Singing, Dancing, talking to friends

**Dislikes:** Writing lots, homework, struggles with maths

**Hobbies:** goes to tap classes

**Goals:** Wants to perform at the west end

**SEN Area of Needs**

- Dyslexia
- ASD

**Strengths / Needs summary (SEN)**

**Strengths**

- Good listener
- Imaginative

**Needs Summary**

- Easily Distracted
- Organisation

**SEN Organisational Strategies**

Uses **Yellow Bunting Paper**

Trial **25% extra time**

Allow a fidget toy in lessons

DT - needs to be watched around equipment to ensure she can use it safely

**SEN Planning and Delivery Strategies**

Use visual cues or have instructions written clearly in bullet points. Have a checklist that she can tick off when completed.

May need extra time to complete work.

Mathematical concepts should be explained in visual and/or kinesthetic ways.

Need to chunk tasks and expectations into manageable and structured steps.

Priority Check in to ensure learning is understood.

Introduction of specialist terminology including words lists.

Avoid copying from the board - provide print outs.

Plan

| Area of concern | Target | Desired outcome | Strategies & Provisions | Key staff |
|---|---|---|---|---|

- Children receiving SEN support will work towards targets 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 and Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will monitor the progress made by children receiving SEN support in their class work and any intervention that has been put into place and report this to the senior leadership team.
- Regular book scrutiny and lesson observations will be carried out by the SENCo and other members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

**4) What support will there be for my child's overall well-being?**




We believe in living life in all its fullness by loving our neighbour as we love ourselves. Our Christian values and vision form the basis of everything we do at Peakirk-cum-Glinton Primary Academy. Understanding that some learners have additional emotional and social needs which need nurturing is a whole school priority and we are able to offer a wide range of support in addition our Personal, Social, Health and Relationship Education (PSHRE) curriculum. Some of these strategies are:

• A behaviour policy which is based upon relational approach theory and encourages a restorative approach built on trust, respect and emotional coaching
• All staff receive training on Emotional Coaching to be able to respond appropriately in a given situation
• Staff use social stories, SALT interventions and therapeutic strategies to assist pupil reflect on thoughts and behaviours
• Worry boxes are available to the children
• Pastoral interventions are on offer to support with developing emotional intelligence
• Sensory breaks are available during the day
• A positive culture to develop understanding and acceptance of neurodiversity, emotional needs, physical disabilities and learning preferences where bullying is not tolerated

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. There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly and the SENCo carries out pupil voice questionnaires. Prior to SEND review meetings, pupils have the opportunity to share their views. At Peakirk-cum-Glinton we believe in all children receiving quality first teaching through a broad and balanced curriculum which builds on prior learning and allows children the opportunity to explore a wide range of subjects. We recognise that this will look different for some learners and

they are supported in various ways. Some of there may be through:

- ❖ Additional support within the classroom
- ❖ Accessing small groups or interventions
- ❖ Using additional practical resources
- ❖ Staff altering language to ensure it is accessible to all
- ❖ Personalised workstations

This additional support is tracked on Provision Map. Where significant additional support is required then a Learning Plan may be drawn up and targets will be set.

**5) What specialist services, experience, training and support are available at or accessed by the school?**

**School Provision:**

- A range of English and Maths small group interventions planned by teachers and delivered by a teacher or teaching assistant
- ICT support in the form of reading, phonics and maths programmes
- Sensory Circuits
- Therapeutic interventions based on the Paston Pack
- Nurture group (if numbers allow)
- Teaching assistants offering social skills support
- Lunch time groups to support children with social development
- Speech and Language support as advised by SaLT team
- Teaching assistant trained on how to support pupils with autism
- Teaching assistant trained to support pupils with mental health concerns
- Teaching assistant trained on how to support those pupils with anxiety and/or depression.
- Teaching assistant training in ELSA
- Family Support Worker trained in Lego Therapy

Some of the resources children will have access to:

- Pencil grips
- Coloured overlays
- Writing slopes
- Ergonomic pencils
- Ergonomic scissors
- Individual laptops
- Ear defenders
- Sensory toys
- Chew toys
- Recordable whiteboards
- Individualised vocabulary cards

- Every lesson that is planned and delivered to the class will have been reviewed by the class teacher first. They will ensure that the children in their class are capable of reaching the intended learning for that lesson in a way that is suited to their learning styles and needs. Some of the additional adaptations that we make are:
- Tasks broken down into smaller steps
- Pre-teaching of vocabulary

- Use of visual timetables and Now/Next boards
- Traffic light timers
- Use recording device to aid recall of ideas
- Greater use of practical resources to model and practice new concepts or to refer back to
- Increased use of visual prompts or cues
- Use of laptop or Chromebook to word process when there is a barrier
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***Local Authority provision available:***

- Autism Specialist Teaching Team
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SaLT)

***Health Provision available:***

- School nurse
- Occupational Therapy
- Counselling sessions through YMCA or similar organisation

## 6) What training have the staff supporting children with SEND had or are having?

At Peakirk cum Glinton our teaching assistants, teachers and leadership team benefit from a regular training programme on issues that affect SEN, this has included:

- Attachment awareness training
- Adverse Childhood Experiences
- Supporting well-being
- Using models and images in maths
- Phonics
- Emotion Coaching
- Spelling
- ELSA
- Attention Autism
- Trauma Informed Approaches
- Emotion Coaching
- Little Wandle early reading interventions
- Write from the Start
- Social Stories

During the coming academic year our team of teachers and teaching assistants will be implementing and monitoring the targeted use speech and language and fine motor interventions to support children further.

**7) How will my child be included in activities outside the classroom including school trips?**

At Peakirk cum Glinton Primary Academy we believe all learners are entitled to the same access to extra-curricular activities, and we are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

**8) How accessible is the school environment?**

As a school we use a variety of resources to support children with SEND which enables them to access both academic and social activities. All children have the opportunity to take part in trips and activities in school.

If additional support or resources are required to enable a child to attend a trip or a visit, then a meeting will be held with the class teacher and parents to discuss what reasonable adjustments can be made to support this. Information can be readily accessible and where needed will be adapted so that it meets individual needs.

The school is required to publish an Accessibility Plan in line with the Equality Duty 2010. The school's plan can be accessed from our website. The SENDCo supports teachers in creating an individual Learning Plan which outlines the strengths of the child and how best to support them. This is also done with the children's input to ensure they have their voice included.

This is an opportunity to listen to the child and record their ideas of how they think they can best be supported in school. This document is shared with all adults working with this child.Any pupils with additional medical needs are well catered for at Peakirk cum Glinton Primary Academy. We meet the requirements of the Disability Discrimination Act 1995 and the Equalities Act 2010 and we are accessible by wheelchair.

Resources are differentiated according to individual need and specialist equipment, strategies and support employed where necessary.

**9) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

**<u>New pupils</u>**

We liaise closely with staff from pre-school settings and discuss effective strategies with any existing support staff for individual children. Our own, on site, pre-school are closely involved with the main school and children make frequent visits before commencing school. We host a parents' meeting in the evening for new parents and invite them to spend time in the classroom and have lunch with their child.

When a child transfers to another year group from another setting they will have looked around the school, had the chance to spend half a day in their new class and will be partnered with a buddy to help them settle in. As a single form entry school we know all of the pupils andthey successfully settle in with ease.

**Preparing for next steps**

Transition between year groups is carefully planned for with whole class visits and individual teacher handover meetings. Further transition arrangements are put in place for those of our children who may need extra support with this.

We have strong links with local secondary schools and endeavour to make individual, enhanced transition arrangements for any children that we feel may need more support in coping with the move to secondary school.

**10) How is the decision made about what type and how much support my child will receive?**

The Head Teacher and the SENCo 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 each year group 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.

Each term parents are invited in to meet with their child's class teacher to discuss progress and to review existing targets and create new ones for the following term. The SENDCo is also available for consultation at these meetings if requested by the parents and/or teachers. A more detailed report at the end of the year is written about all children to capture their achievements and areas for further development.

**11) How are parents involved in the school? How can I be involved?**

We actively seek parental advice and views on how best to support their child in school. We firmly believe in working in partnership with parents/carers and children. Parents/carers are welcome at any time to give feedback in person or by email. Their feedback is actively sought at review meetings which are held three times a year.

At Peakirk-cum-Glinton Primary Academy we want you to feel as involved as possible in your child's education. We hope that through using online platforms such as Arbor, Class Dojo and Provision Map you have access to the information you need, however we also operate an open-door policy whereby any concerns, queries or questions can be addressed with your child's class teacher as a first point of contact.

The school SENDCo / Headteacher are always happy to meet with parents too to discuss any more specific or sensitive areas relating your child.

Where can I go for further information about SEND Services?

Peterborough Local Offer lists all support available for children with SEND in the area. https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8

Peterborough's SEND Information and Advice Support Service (SENDIASS)

https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txIlwg

## 12) Who can I contact for further information?

We hope to resolve, any complaints you may have, which in the first instance should be directed to the class teacher or SENDCo / Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, parents/carers can make a complaint by following the procedure laid out in our policy - available to view from the policies section of our website.

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This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents/carers, pupils, governors and staff.

If you have any comments, please contact Mr Kendall, Headteacher and SENDCo

c.kendall@peakirk.pdet.org.uk

For further information about SEND services in Peterborough please follow the link below:

Peterborough Local Offer