



ST PETER'S SEND INFORMATION REPORT

Special educational Needs Co-ordinator (SENCo)	Hattie Friedman
Governor	Liz Thorpe Tracey
Last amendment date	Summer 2025
Renewal date	Summer 2026
<i>This has been written with reference to Regulation 51 and schedule 1 of the SEND Regulations 2014 and Section 6 of the SEND Code of Practice 2014</i>	

School Offer for SEND: Parents/Carers Questions

1	Who are the best people to talk to at St Peter's about my child's difficulties with learning, special educational needs or disability?
2	Where can I find the school's SEN policy?
3	How will the school let me know if they have any concerns about my child's learning, special educational need or disability?
4	How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?
5	How does St Peter's ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?
6	What types of support may be suitable and available for my child?
7	How will the curriculum and the school environment be matched to my child's needs?
8	How will you support my child to reach his/her learning outcomes?
9	What is an Education Health and Care Plan (EHCP) and who can request one for one for my child?
10	How will you help me to support my child's learning?
11	How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?
12	How is support allocated to children and how do they move between the different levels of support in school?
13	What support will there be for my child's happiness and well-being at St Peter's school and what are the support arrangements for listening to the views of children with SEN and measures to prevent bullying?
14	How will St Peter's support my child in transition stages?

15	How is my child included in all the same activities as his/her peers at school?
16	If I have any other questions about my child at School, who can I ask?
17	Who can I contact if I have a complaint about the SEND provision made for my child?
18	What are your admission arrangements for pupils with disabilities?
19	What steps have we taken to prevent pupils with disability from being treated less favourably than other pupils?
20	What facilities do we provide to help pupils with disabilities to access the school?
21	Where will I find the Accessibility Plan and what does it cover?

Parents/Carers Questions and Answers

1. Who are the best people to talk to at St Peter's about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher first about your concerns.
- It is likely that the class teacher will have discussed your concerns with Hattie Friedman, the school SENCo. You may wish to arrange a meeting with the SENCo or ask for the SENCo to be present. The SENCo can be contacted via the school office.

2. Where can I find the School's SEN policy?

- The school's SEN policy can be downloaded on our website. It can be found under Key Information, SEN.
- Alternatively please go to the office and ask for a copy.

3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

4. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At St Peter's school we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular parent meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the SENCo to discuss current progress, support strategies being used and expected outcomes.
- If your child has an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

5. How does St Peter's school ensure the teaching staff is appropriately trained to support my child's special educational needs and/or disability?

- At St Peter's we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Tri-borough Training and Outreach team based at Queen Elizabeth 2 Jubilee School.
- Individual training can also be arranged when necessary.

6. What types of support may be suitable and available for my child?

This depends upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of the four broad areas of need as defined in the **SEN Code of Practice 2014**;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At St Peter's we have a 3 tiered philosophy to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of

- a) **assessing** your child's needs
- b) **planning** the most effective and appropriate intervention
- c) **providing** this intervention and
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

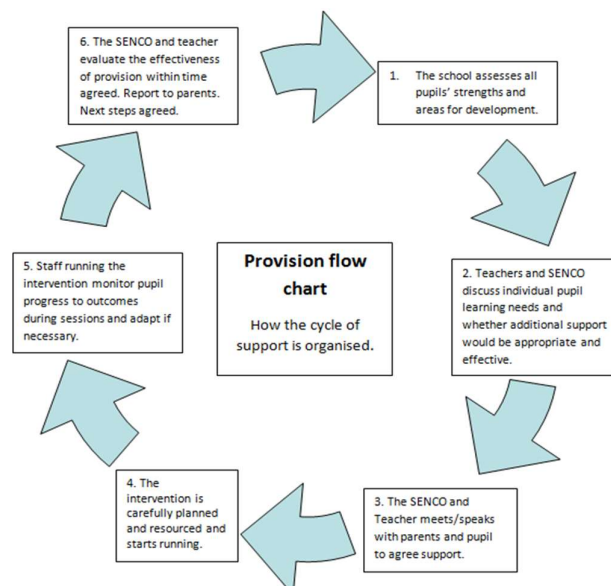
Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

7. How will the curriculum and the school environment be matched to my child's needs?

- At St Peter's we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- St Peter's regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible. The Accessibility Plan can be found on the website in the SEN section.

8. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learner support profile, strategies and progress will be reviewed each term.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- This diagram shows how support is planned, put into action and reviewed:



9. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

Contains the views and aspirations of your child

Has a full description of your child's educational, health and care needs.

Establishes outcomes for children's progress

Shows how education, health and care provision work together to meet the agreed outcomes.

You or the school can ask the local authority to assess your child's needs. This may lead to an EHC Plan.

10. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You will have an opportunity to meet with other professionals involved in supporting your child.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. How is support allocated to children and how do they move between the different levels of support in school?

- St Peter's school receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

13. What support will there be for my child's happiness and well-being at St Peter's school and what are the support arrangements for listening to the views of children with SEN and measures to prevent bullying?

- St Peter's School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.
- We follow a PSHE curriculum and are a Rights Respecting School which is at the core of the curriculum underlined by the school values and Christian ethos.
- We have a robust anti-bullying and safeguarding policies and any incidents are dealt with quickly and logged on our safeguarding system.
- Pupils are able to speak freely to their listening partners, have access to a self-referral through our meaningful minds programme where they can talk about any worries. Adults working with children with SEN take particular care that they can access these services as well.
- You should feel free to contact your child's class teacher if you have any concerns.

14. How will St Peter's school support my child at transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at St Peter's school we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- St Peter's school makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. There is a comprehensive transition programme available through the Tri-borough. Please contact us for further details.
- If your child has an EHC Plan, we will participate in and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. How is my child included in all the same activities as his/her peers at school?

- St Peter's is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

16. If I have any other questions about my child at St Peter's school, who can I ask?

At St Peter's we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The class teacher
- The SENCo, Mrs Hattie Friedman
- The Head teacher, Mrs Alice Ducros
- For independent and confidential support around issues relating to special educational needs please contact the Independent Advice Support Service on 0207641 533 or by e-mail at iass@westminster.gov.uk

17. Who can I contact if I have a complaint about the SEND provision made for my child?

- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns.
- You can then contact the Head teacher, who may direct you to the school's Complaints Policy. This can also be found on the school website under Key Information, Policies.

18. What are your admission arrangements for pupils with disabilities?

- The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to St Peter's fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged through an application to the Local Education Authority. If successful, St Peter's then receives notification that a child has been allocated a place at our school.
- If your child has an EHCP then please speak to your allocated EHC co-ordinator who will guide you through the consultation process.

For admissions please visit the <https://www.westminster.gov.uk/children-and->

19. What steps have we taken to prevent pupils with a disability from being treated less favourably than other pupils?

- St Peter's will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend St Peter's because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.
- In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

20. What facilities do we provide to help pupils with disabilities to access the school?

- The school is mostly on ground floor level with wide door access. Where there are steps there are alternative places to move on ground floor level with ramps. The Years 5 and 6 classrooms are on the first floor and should a child not be able to access these areas, the class will be changed to a ground floor classroom.
- There is the option to install a lift in the teaching block across the playground. The main entrance features a secure lobby. There are disabled toilet facilities, one in the foundation Stage and one in the administrative block. They are fitted with handrails and emergency pull cords

21. Where will I find the Accessibility Plan and what does it cover?

- The School's Accessibility plan can be found on the website under the Key Information on the SEN tab.

THE LOCAL OFFER

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care (EHC) assessment. In addition there will be information on how to raise concerns about services.

Additional information can be found through the following parent support services:

[Full of Life](#)

[Early Help](#)

[Westminster Information, Advice and Support Service](#)

[Westminster Parents Participation Group](#)

[Brent Parent Partnership](#)

For the Westminster local offer please click on the link below:

www.thewestminsterschool.co.uk/local_offer