



Special Educational Needs and Disabilities (SEND)

At Stanley St Peter's C of E (VC) School, we are committed to supporting each child in reaching their full potential and believe that all children should be valued as the unique individuals they are, with differing talents, gifts and needs. We are dedicated to enabling our children to grow holistically, providing them with the experiences, resources and quality first teaching in order for them to develop emotionally, spiritually, physically and educationally.

We plan a curriculum and extra-curricular provision in conjunction with children's passions and the local community, while also introducing children and families to opportunities that extend cultural experiences and inspire a thirst for lifelong learning. For some pupils, additional support may be necessary to enable them to reach their full potential.

We provide for needs across the four broad areas of SEND: Communication and Interaction (e.g., Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC/ASD)); Cognition and Learning (e.g., dyslexia, Moderate Learning Difficulties (MLD)); Social, Emotional and Mental Health (SEMH); and Sensory and/or Physical needs (e.g., Hearing Impairment (HI), Visual Impairment (VI), Physical Disability (PD)).

This report aims to outline some of the ways in which our school responds inclusively to meeting individual need. The following information for Stanley St Peter's C of E (VC) School forms part of the Local Offer provided by Wakefield Council, which identifies SEND provision for children across the district, from birth to the age of 25.

[Wakefield Council Local Offer](#)



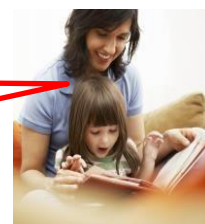
How does Stanley St Peter's School know if children need additional help?

- Children find learning a regular struggle and need additional support on a frequent basis
- Concerns have been identified and shared by parents/carers
- Teachers have identified concerns and further adaptations are required
- Children are making limited progress
- Children show sudden changes in their behaviour
- The Senior Leadership Team identify concerns regarding progress through their regular monitoring of pupil progress

To ensure concerns are identified early, we use a range of assessment methods. These include ongoing teacher assessment, pupil progress meetings, SLT and SEND Governor learning walks and drop-ins during interventions and the Core Progression Pathway (CPP) tracker. Progress during interventions is also recorded in intervention books by the adult delivering the support (TA or teacher). In addition, for some pupils with SEND, we track progress using the Wakefield Progression Steps, and for certain pupils with EHCPs, we use the ELF progression document.

This range of approaches allows us to build a clear picture of each child's strengths and needs, so that support can be planned effectively in partnership with parents and pupils.

What should I do if I think my child needs additional help?



- Discuss your concerns with your child's key worker or class teacher
- Additional meetings with the SEND coordinator may also be arranged.
- At Stanley St Peter's School, the SEND coordinator is Lucy Flood and Michelle Wiggins and the SEND Governor is Karen Hopwood.
- You can contact the school through the details given in this link: [Contacting Staff at Stanley St Peters School](#)
- Any parental concerns, issues or complaints can be explored through discussion with staff or, if needed, through the complaints procedure: [Complaints policy](#)

At Stanley St Peters School we have a highly dedicated team of staff who care passionately about our pupils.

How will staff school staff support my child?



Some of the ways in which your child may be supported are:

- Your child's class teacher, alongside the Senior Leadership Team, will monitor progress closely to identify and plan provision that meets pupil needs.
- Your child's teacher will plan differentiated work in a range of learning styles to enable your child to access learning and make good or better progress.
- Your child may receive additional support from the class teacher or wider support staff.
- Your child may receive support through small group interventions or, in some cases, through 1-1 programmes.
- We may work alongside you and your child to create a One Page Profile which identifies your child's strengths and the targets and support mechanisms they need to learn and achieve.
- One Page Profiles (OPPs) are shared with parents termly. Where further discussion is required, the class teacher or SENDCO will arrange a meeting. Parents can also contact us at any time to request one. Pupils' views are always sought, valued and recorded in their OPPs and reviews.
- We follow the 'Assess-Plan-Do-Review' cycle; outcomes and provision are reviewed at the end of each intervention period and at least termly via OPP updates, with parents and pupils involved.

- With your permission, we may contact wider agencies for advice on ways of further supporting your child and meeting their learning needs.
- The SEND Coordinator, Senior Leadership Team and SEND governor will monitor progress and provision across the school to ensure inclusive practice.



How will the curriculum be matched to our child's needs?

Our core offer is high-quality, inclusive teaching with reasonable adjustments and targeted support, ensuring that pupils with SEND learn alongside their peers wherever possible. Teachers plan a broad and balanced curriculum that is carefully differentiated to meet individual needs and provide both challenge and support. Assessments, both ongoing and summative, are used to inform planning and identify the next steps in each child's learning and development.

Senior Leaders monitor pupil progress alongside class teachers to help ensure that provision and interventions are well matched to need. Class teachers plan work using a range of learning styles and approaches, delivered in whole-class, small-group, and, where appropriate, one-to-one contexts. If your child has a One Page Profile (OPP), this will outline their support needs and targets, which are monitored by the class teacher and SENDCO.

In order to meet individual needs, we may use specialist resources or act on the advice of external professionals. We also adapt the curriculum and learning environment to support access and progress.

Examples of adaptations include:

- Task scaffolding to break learning into smaller, manageable steps
- Providing additional processing time to support understanding
- Using adapted or modified resources
- Providing visual supports (e.g., word mats, visual timetables)
- Making use of assistive technology where appropriate
- Offering sensory breaks or movement opportunities

These adaptations, combined with high-quality teaching and personalised support, enable pupils with SEND to participate fully in learning and make progress towards their individual targets.

Inclusion in all activities

At Stanley St Peter's, pupils with SEND are included in all aspects of school life. This includes access to trips, clubs, performances and extra-curricular activities. Where additional support or reasonable adjustments are needed to ensure full participation, these are planned in advance and implemented by staff. Risk assessments are completed with SEND needs in mind, and we work closely with parents to make sure that pupils are able to take part alongside their peers.

Staff expertise and training

Our SENDCOs, Lucy Flood and Michelle Wiggins, have responsibility for overseeing SEND provision across the school and ensuring that staff are confident and well-equipped to meet the needs of pupils with SEND. All new staff receive a SEND induction, which introduces key policies, strategies, and expectations so that they can support children with additional needs from the very start of their role.

Staff also have access to regular professional development in a range of approaches and strategies to strengthen inclusive practice. Recent training has included Attention Autism, Precision Teaching, Zones of Regulation, ADHD training and Boxall Profile training. In addition, the SENDCO delivers in-house training to staff, with a particular focus on raising ambition for pupils with SEND and ensuring that appropriate classroom adaptations are consistently in place.

This ongoing programme of CPD ensures that staff at Stanley St Peter's can embed inclusive practice across the curriculum and provide both support and challenge, enabling all children to thrive academically, socially and emotionally.



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

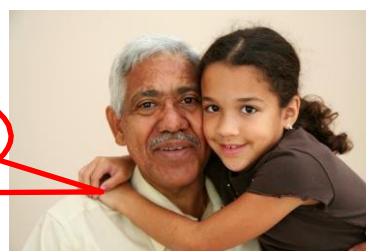
At Stanley St Peter's C of E (VC) School, we offer a range of opportunities and contexts, both formal and informal, for parents and school staff to meet, greet and share feedback.

These include:

- One Page Profile review meetings
- Parents Target Setting Evenings
- An annual written report
- Home- School communication systems/ books
- Parent/ carer information sheets
- Meetings with class teachers
- Meetings with the SENDCO



What sorts of provision is available for my child at your setting and how is provision allocated?



Across the range of staff in our school, we have a team of professionals who are trained and experienced in a number of interventions and programmes. Children at Stanley St Peter's have access to programs that include:

Lego Therapy, Zones of Regulation, Precision Teaching, Social Stories, SALT, Talkabout For Children, Beat Dyslexia, Music Interaction, Beyond Boxall: Self-esteem, Fit to Learn, Emotions and Feelings and Future in Mind.

Emotional, mental health & anti-bullying

We are committed to supporting the social, emotional and mental health of our pupils. Support may include access to our Learning Mentor, small-group or one-to-one interventions, counselling and referrals to outside agencies such as CAMHS where appropriate. Staff are trained to use approaches such as Zones of Regulation and the Boxall Profile to help children understand and regulate their emotions.

We also recognise that children with SEND are statistically more likely to experience bullying. Bullying in any form is taken very seriously at Stanley St Peter's and we actively foster a culture of respect and inclusion. We promote peer awareness and anti-stigma education, teaching pupils about diversity, inclusion and respect for learners with SEND as part of our preventative approach. Our Anti-Bullying Policy (available on the school website) sets out how we prevent and respond to any concerns.

Any incidents involving pupils with SEND are recorded, monitored and followed up in accordance with the school's Anti-Bullying Policy.



In addition to this we have access to and have worked closely over the years with a broad range of colleagues from differing agencies, including:



Early Help Hub Professionals
Speech and Language therapists
School Nurses, Epilepsy Nurses, Diabetic Nurses
Education Psychologists
Special Educational Needs Service Advisory
Teachers,
Occupational Therapists, Physiotherapists
Hearing Impairment Advisory Teachers
Visual Impairment Advisory Teachers
Art therapists
CAMHS
Education Welfare officers, Social Workers
WISENDSS

Resources are allocated and matched to pupils through close monitoring of pupil progress and identification of individual pupil needs. These are linked to discussions with children, teachers, families, the SEND Coordinator and senior leadership team, and, where appropriate, further talks with wider professionals.

The SEND Coordinator and Senior Leadership Team create Provision Maps, which identify the allocation of staffing, resources, interventions and provision for children in small groups and sometimes on a one-to-one basis. These maps and the provision we offer reflect advice received from relevant professionals, for groups of children and individuals, where appropriate.

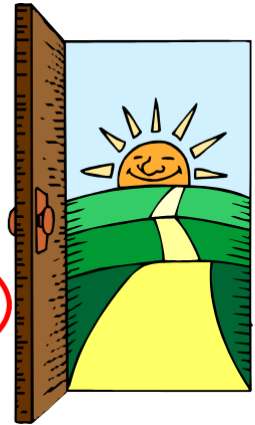
In some cases, children may require significantly higher levels of support with personalised care and learning. Where this is the case, schools and families may agree that a coordinated Education, Health and Care (EHC) Plan is needed. With parental consent and in consultation with professionals, either the school or the child's family may submit a formal request to the Wakefield Special Educational Needs Assessment and Review Team (SENART) for a statutory assessment.

Further information can be found on the Wakefield Local Offer website:

<https://wakefield.mylocaloffer.org/education-health-and-care-plan-ehcp-information/education-health-and-care-plan-ehcp/requesting-an-ehc-needs-assessment/>

Parents and carers also have the right to appeal to the SEND Tribunal if they are dissatisfied with decisions relating to an EHCP. Guidance about this process is available at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>



How will Stanley St Peters School support my child's transitional journey through school and into the next phases of school life?

At Stanley St Peter's C of E (VC) School, we work in partnership with children, families, staff, and where appropriate, wider professionals to ensure that transitions are positive and well supported.

We recognise that periods of change can be challenging, so we take a person-centred approach. For some children, this may involve tailored, individualised programmes of support to help them feel prepared and confident.

Over time, we have built strong partnerships with local early years providers, primary schools and secondary schools. Through joint programmes and transition activities, pupils are able to spend time meeting, working, and playing alongside new staff and peers, helping them to adjust gradually to their next stage of education.

We also prioritise smooth transitions within our own school, whether moving from one year group to the next or from one key stage to another. Our aim is to make these experiences happy, supportive, and exciting for both children and their families.

A range of approaches are adopted, depending on individual need.

These may include:

- Informal drop-ins and formal visits to meet new staff
- Person Centered Transition meetings
- Sport enrichment afternoons
- Music enrichment days
- Stay and Play sessions
- Changeover days
- Transition Days
- Transition Weeks
- Home visits
- Phased Transfers
- Virtual meetings and tours
- Transition booklets



Where can we gain further information and advice about provision at Stanley St Peters School?

For more information about SEND provision at Stanley St Peter's C of E (VC) School, please follow the link to read our SEND policy: <https://www.stanleystpeters.co.uk/policies-and-parent-protocols/>

- If you wish to discuss your child's needs, please contact the school office to make an appointment with the class teacher or the SEND Coordinator.
- If you are considering sending your child to our school, please ring the school office to arrange a visit to the school, where you will be able to discuss any questions you may have and share information about your child's needs.



Our School Values are: Perseverance, Courage, Forgiveness, Friendship, Honesty and Acceptance