

# St Peter's Catholic Primary School

## SEND Information Report



Policy	SEND Information Report
Date	September 2020
Date of review	September 2021
Signed Chair of Governors	
Signed Headteacher	

*We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.*

## 1. Introduction

SEND provision – statement of Intent

St Peter's Catholic Primary School is a two-form entry mainstream school. In addition St. Peter's has a thirty place Nursery and Additional Resourced Provision (ARP) for twelve children with Cognition and Learning Difficulties. We are committed to being an Inclusive School and endeavour to meet the needs of children with Special Educational Needs and Disability wherever possible. Our School is committed to promoting equality of opportunity and valuing diversity for all children and families. As a school we aim:

- To provide a secure and accessible environment for all children to flourish.
- To include and value all contributions from families to support our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender, diverse ethnic and cultural groups and disabled people.
- Improving the knowledge and understanding of promoting equality and valuing diversity.
- Ensuring inclusion is embedded within our practise.

Our Additional Resource provision - The Nazareth Rooms: Is additional resourced provision for 12 children with cognition and learning difficulties. It is resourced with five adults. Children in the Nazareth Rooms have complex needs and Education, Health and Care Plans.

Our SEND information Report outlines the offer we make to parents and carers of children with special educational needs and disabilities (SEND). It outlines the support, interventions and provisions that parents and carers expect to receive, if they choose St. Peter's RC Primary School for their children. This is in line with the SEND code of practice. As stated in the SEND Code of Practice 2014 Special Educational Needs and provision falls under four broad areas.

1. Communication and interaction – Children with these difficulties may need help to develop their thinking as well as their communication skills. They may have difficulty taking part in a conversation or understanding what is being said to them.

2. Cognition and learning – Children with learning difficulties will learn at a slower pace than other children and may have difficulty learning basic literacy and math's skills even with appropriate differentiation.

3. Social, mental and emotional health – Some children may have difficulty with their emotional and social development. These difficulties may be displayed through the child being withdrawn or isolated as well as through challenging, disruptive and disturbing behaviour.

4. Sensory and/or physical – There is a wide range of sensory and physical difficulties that affect children such as hearing or sight impairment or a physical difficulty where minor and /or reasonable adjustments are needed to the curriculum or the learning environment.

## **What is the local offer?**

St. Peter's RC Primary School local offer explains what we provide for children and young people with special educational needs and/or disabilities throughout their time with us at school. Barking and Dagenham must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC Plans The local Offer for Barking and Dagenham can be found at – London Borough of Barking and Dagenham Council or you can search here <https://www.lbbd.gov.uk/local-offer>.

## **2. Effective Leadership**

### **Role and Responsibilities of SENDCO/Inclusion Manager**

I am Stephanie Doe (awarded the national award for SEN coordination in July 2017) and my key responsibilities as the SENDCO include:

- Overseeing the day to day operation of the school's SEND policy
- Liaising with and advising teachers
- Managing the SEND team of teachers and learning support assistants
- Coordinating the provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Keeps a record of all the different ways we provide extra support on St. Peter's RC Primary School's Provision map
- Liaising with external support agencies

### **Objectives in making provision for pupils with SEND**

To ensure that all pupils including those with difficulties and disabilities have equal access to a broad, balanced curriculum which is differentiated to identify individual needs and abilities.

- To ensure that all teachers are aware it is their responsibility to meet the special educational needs of pupils. In this they can draw on the resources of the whole school.
- To ensure that every student has his or her particular needs recognised and addressed.
- To seek the views of the student and involve him/her in the process of support.
- To offer the high-quality support to ensure that all student needs are met.
- To fully involve parents/carers in the process of provision for the student.
- To acknowledge and draw on parental knowledge and expertise in relation to their child.
- To ensure the aims of education for pupils with difficulties and disabilities are the same as those for all pupils.

- To maximise the opportunities for pupils with special educational needs to participate in all the activities of the school.
- To enable all pupils to experience success.
- To ensure that consideration of SEND crosses all curriculum areas and all aspect of teaching and learning.
- To ensure that all teachers encompass the good special needs practice which is beneficial for all pupils.
- To ensure awareness amongst staff that any student may encounter difficulties at some stage.

### 3. What does our school know if children need extra help?

#### Early identification

Throughout the school year, we track pupils' progress through termly assessments and progress meetings. If concerns are raised during the progress meetings, teachers will meet with parents and discuss the concerns, as well as speaking to the SENDCO and completing a concern form.

We know when a pupil needs help when:

- When concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves, regarding concerns relating to lack of progress and inclusion.
- Screening on entry indicates a need or a gap in knowledge and/or skills and learning.
- Whole school tracking of attainment indicates a slow rate of progress.
- Observation of pupil indicates that they have additional needs.
- Children may need additional support and may receive extra interventions to support them to achieve their learning outcomes. This may be interventions in class and/or out of class.
- There are 3 categories of support to children. They are universal, targeted and specialist:

Universal Support	All children receiving support in class through high quality first teaching and differentiation.
Targeted support	In addition to universal support, children will be receiving extra intervention to support them with their learning outcomes. They may have intervention in class and/or outside of the classroom.

Specialist support	In addition to universal and targeted support, children will have an EHCP and therefore the children will receive specialist support.
--------------------	---

4. **What should parents do if they think their child has special educational needs?**

If you are concerned please:

- Meet with your child's class teacher to discuss your concerns. After the discussion your child's class teacher may refer you to our Inclusion Manager/SENDCO Miss Stephanie Doe.
- Children who attend the Nazareth Rooms ARP please contact Mrs Gray, the ARP Manager and/or your child's class teacher.
- If you feel it is appropriate you may contact Miss Doe, Inclusion Manager/SENDCO or Mrs Scott Head teacher directly. This can be done via the school office.
- We value the opportunity to work closely with parents whose views and aspirations for the child will be central to the assessments and provision provided by the school.

5. **How will the school support my child?**

1. **Quality First Teaching** - the class teacher will make changes to the style and way that he/she teaches. This may be moving your child to a better position in the class in order to see or hear the teacher more clearly. It may be a child needs a pencil grip or the teacher's language may need to be adapted to help your child follow instructions. Class work is differentiated to meet your child's needs. Resources may be shared between home and school.
2. **Providing Intervention and Support** – the class teacher will decide if any children need additional interventions to catch up to meet age-expected expectations.
3. **Individual Planning** - If classroom strategies and interventions do not show accelerated progress you will be invited in to discuss your child's special educational needs and advice may be sought from another professional such as the Educational Psychologist and an Individual Education Plan will be implemented with parents, child and school working together. This Plan will identify priorities and support and provision for your child.
4. **Education and Health Care Plans (EHC Plan)** – If your child continues to have difficulty despite interventions and a differentiated curriculum and after advice from The Educational Psychologist, an application can be made for Statutory Assessment in order for your child to have an Education, Health and Care Plan. You or the school can apply to the local authority for an EHC Plan. If the local authority agrees to an EHC Plan you will meet with all the professionals working with your child to form the Plan. An Education, Health and Care Plan is a legal document which is reviewed annually.

5. **IEPs** - If your child is having difficulties at school and either is seen by a specialist regarding a particular need or they are taking part in a targeted intervention, your child will have an IEP or Individual Education Plan to help build on the curriculum that your child is following and sets out the strategies being used to meet that child's specific needs. A meeting will be held termly to identify targets and to assess your child's progress.

#### 6. What support will there be for my child's well-being?

Support we can provide in school may include:

- A Buddy system, where children have a circle of friends that the teacher has chosen to support your child at playtimes.
- The "Circle of friends" intervention which includes the whole class being involved in supporting your child.
- BCCS Counselling Service
- Rainbows Bereavement Service
- Touch point – where a child can have weekly or daily contact as required to support their well-being.
- There are a variety of school clubs that children can join which promote wellbeing.
- The School Council where children are given the opportunity to share their ideas and views on issues concerning school life from the child's point of view.
- St. Peter's Behaviour Policy promotes positive behaviour and includes rewards and sanctions.

#### 7. Who will support my child?

**Class teachers:** will support your child daily. They will adapt the classroom environment to meet the needs of your child. They will set work at the level of ability for your child. They will plan activities and direct Teaching Assistants to support your child ensuring that they are aware of your child's special educational need. They will monitor your child's progress and plan accordingly.

**Teaching Assistants:** Teaching Assistants prepare resources for your child, they may give them gentle prompts to begin their work. They may also work with your child on an individual basis, listening to them read or supporting them with their number work or supporting them to be an independent learner. They may also support your child with speech, language and communication needs and help to develop independence with toileting, in the playground and preparing for school trips. We also have two HLTA's Mrs Oliver and Mrs Barnes who support children with interventions and Mrs Marriner who is a highly trained in delivering speech and language programs.

**Inclusion Lead and SENDCO:** Miss Doe and the ARP manager in the Nazareth Rooms, Mrs Gray are responsible for overseeing the provision for children with special educational needs. They support class teachers and Teaching Assistants and work closely with other professionals. They also report to the school Governors and other external agencies.

**Headteacher:** Mrs Scott, our Headteacher works very closely with Miss McBride our Deputy Headteacher and the senior leadership team to ensure that the needs of our special educational needs children are met.

**Governors:** Our governing body is legally responsible for meeting the needs of our children with special educational needs. Mr Eugene McCarthy is the Chair of Governors and Dolores Assan is responsible for Special Educational Needs and Disability at St. Peter's.

**Site Managers:** The site Managers are able to make small adaptations to the school environment when needed.

**Midday Assistants:** Our midday assistants have termly meetings with the SENDCO or as and when a new child arrives and it is important for midday's to be aware of the child's needs. The middays have a folder where school information is held and information regarding children with allergies and or special educational needs.

8. **What training do staff receive in order to support our children with special educational needs?**

- The Inclusion Manager/SENDCO and Lead teacher in the Nazareth Rooms, attend local authority conferences and training to keep up to date with legislative changes.
- The local authority offers a variety of training for Inclusion Managers, SENDCO's, Class teachers and support staff.
- All school staff receive training on Autism awareness, speech, language and communication needs and medical conditions etc...
- Miss Doe, SENDCO delivers termly SEND staff meetings.
- All staff meetings are inclusive for our special educational needs children.

9. **What specialist services and expertise are available at or accessed by the school?**

**Educational Psychologist**

The Educational Psychology Service works with schools, families and others in the care of children and young people who experience educational difficulties. The school's Educational Psychologist (EP) visits the school regularly over the course of each term. The EP completes assessments of pupils identified as causing a significant concern and liaises with the SENCO.

**CAMHS**

CAMHS Early Intervention in Schools Programme (CEIS) is aimed at children and young people between the ages of 5 – 18 years, at risk of and/or experiencing mental health problems, through the use of evidence-based models of therapeutic and holistic mental health support.

**Speech and Language Therapy Service**

This service monitors the progress of referred pupils and provides support programmes for school

staff and parents to enable children to communicate to the best of their ability. The speech and language therapist may work with pupils who have eating and swallowing problems too.

### **Words First Speech and Language Therapy Service**

Words First Ltd provides schools with an integrated literacy and language approach to meet the needs of a wide range of children in the early years to Year 11, facing spoken and written language as well as social communication difficulties.

### **Joseph Clarke – Visual Impaired Service**

This service provides training to staff and consultation about school environment for visually impaired pupils. The outreach workers also develop specific programmes for pupils and work with class teachers to assist pupils reach their full potential. Team members make home visits in order to work with parents/carers on specifically designed programmes to stimulate their child's use of vision or compensate for lack of vision.

### **Hearing Impaired Services:**

Roding Primary School provides an outreach service to pupils which includes:

- in-class support for pupils;
- in-service training and deaf awareness sessions;
- care and maintenance of audio logical equipment;
- the practical aspects of hearing aid care and management;
- play-based activities to promote language development;
- support and advice for families;
- monitoring and assessment of progress.

### **School Nurse**

School nurses work across education and health, providing a link between school, home and the community. Their aim is to improve the health and wellbeing of children and young people. They work with families and young people from five to nineteen and are usually linked to a school or group of schools. If your child has a particular health condition the school nurse can be contacted to draw up a Health Care Plan. The school nurse will also conduct training for staff on various different medical needs.

### **The Paediatrician**

Pediatricians are doctors who manage the health of your child, including physical, behavior, and mental health issues. They're trained to diagnose and treat childhood illnesses, from minor health problems to serious diseases. Children are sometimes referred to the child development Centre to see a paediatrician.



#### 10. **How accessible is the school?**

St. Peter's school is very accessible to pupils and parents with disabilities.

- There are flat paths leading into the building and playgrounds.
- There are three disabled toilets strategically placed around the school. We have one wet room with a shower and an electronic changing facility.
- There is a stair lift at the front reception area of the building.
- There is a red light in the Junior hall which flashes when the fire alarm goes off.
- Doors and ramps across the school are wide enough for wheel chair access.
- There is an accessibility plan on our school website.
- Children with special educational needs and disabilities are included in all aspects of school life and are included in school trips. Health and safety is paramount for all our children and a risk assessment will be carried out to ensure that the trip is safe and accessible for your child.
- Parents can always approach the Inclusion Manager/SENDCO to discuss any access issues that may occur.

#### 11. **How will I know if my child is making progress?**

- Teachers are continually monitoring and assessing children, it is part of their daily work.
- Half termly assessments in reading, writing and maths provide staff with a clear picture of your child's progress. Staff meet with the Head teacher and SLT for pupil progress meetings to ensure that all pupils are making the expected progress.
- At St. Peter's we have an online computer system for tracking and monitoring progress.
- At St. Peter's we value and encourage parents to be involved in their child's learning and together we can support your child in being the best they can be.
- Parents of children with SEN Support are invited to termly review meetings where targets are reviewed and new targets set.
- Parents of children with an EHC Plan are invited to termly reviews meetings and to a more formal Annual Review where all professionals working with the child and family are invited to attend. It is important at these meetings that Parents and children have the opportunity to express their views.
- Every parent receives an end of Year report for their child.

#### 12. **What role will I play in supporting my child?**

- All parents or carers of pupils with special educational needs will be valued as partners and supported to play an active and valued role in their pupil's education. Initial concerns about a child will always be discussed with parents and carers.
- Parents and carers are invited to meet with their child's class teacher termly to review the current SEND Support targets and discuss new ones, as appropriate. IEP's detail ways in which parents and carers may support their child's learning and development at home.

- The school provides information about Local children's centres, the Heathway Centre and the Parents in Partnership Service to all parents or carers of pupils with special educational needs.

13. **How will the school prepare and support my child when joining or transferring to a new school?**

- Parents and carers will be invited to look around the school and meet with senior staff. Your child will also be invited to visit and stay for a short while.
- We will contact the nursery or early years setting that your child attended to find out more information about their special needs. We will ask the setting to invite us to a Transition meeting for your child, where we can meet with you and prepare for your child to have a smooth transition into our school.
- We will contact other professionals or agencies who support your child and ask for relevant reports and information which will help us to have better understanding of your child's needs.
- When your child is moving to another school or another Key stage opportunities will be given to meet with their new teacher and to attend assemblies and other discrete activities.
- In Year 5, you will be advised to attend secondary open evenings and to help you decide on the best provision for your child. The Inclusion Manager/SENDCO Miss Doe will be able to arrange visits and accompany you if you wish.
- Once your child has been allocated a place a secondary transition meeting will take place and extra induction time arranged with the secondary school to ensure the smooth transition from Primary to Secondary education.

14. **Who can I talk to if I have a complaint?**

The school's complaints procedures are set out in the school's prospectus. Under the Special Educational Needs and Disability Act 2001 parents may seek advice on resolving disagreements through the LEA Mediation Service. The school will make further information about this process on request.

15. **Pupil Voice**

As a school, we feel that the only way to find out if a child is feeling happy, safe and feels fully included within the community of the school. To ensure that we listen to the children in our school, including:

- Clear policies to support children when they have concerns or worries.
- Talking to children about the learning experiences.
- Inviting children to contribute to review meetings.
- Doing an annual pupil questionnaire.
- Encouraging children to give feedback.

## Glossary

<b>SEND Category (Area of Need)</b>	<b>Acronym</b>	<b>Description of Need</b>
Cognition and Learning Difficulties	SpLD	Specific Learning Difficulties
	MLD	Moderate Learning Difficulties
	SLD	Severe Learning Difficulties; includes children who have difficulty developing basic skills.
	PMLD	Profound & Multiple Learning Difficulties
Behaviour & Emotional Needs	SEMH	Social, Emotional and Mental Health Needs
	ADHD	Attention Deficit Hyperactivity Disorder
Communication and Interaction Needs (CI)	S&L	Speech, Language and Communication Needs; including expressing themselves or showing understanding of what others are saying.
	ASD	Autistic Spectrum Disorder, difficulties with social communication, making friends or relating to adults.
Sensory and/or Physical Needs	VI	Visual Impairment
	HI	Hearing Impairment
	MSI	Multi-Sensory Impairment
	PD	Physical Disability
Other	MED	Complex Medical

Term	Description
Annual Review	A yearly review of SEND provision and progress.
Carer	A carer is a person named by a local authority to care for a child who has parental responsibility.
Categories of Need	Terms used by professionals to refer to different types of Special Educational Needs. These are often abbreviated, as follows:
Code of Practice (CoP)	A guide to LEAs and schools about the help which can be given to children with SEND. LEAs and schools must have regard to the CoP when dealing with a child with SEND.
Connexions Service	A service to help all young people aged 13 to 19 prepare for the transition to adult life.
Educational Psychologist (EP)	An officer of the Local Authority. He or she will play an important role in assessing your child's educational needs and gives advice to schools.
Foundation Stage	This begins when children reach the age of 3 and continues until the end of the reception year.
Inclusion	This is when children with SEND are included in mainstream schools.
Pupil Profile	This is a plan for a child, examining what they can do now, what they need to do next and outcomes to be achieved.
Teaching Assistant (TA)	An assistant providing in-school support for pupils with SEND and/or disabilities. A TA will normally work with a particular pupil or pupils, providing close support to those teaching him or her.
Local Authority (LA)	A local government body, responsible for providing education, carrying out statutory assessments and maintaining statements.
Mainstream, or maintained school	An ordinary school, which is for all children, not just those with SEND. This will normally be a state school.
Named Officer	The person at the Local Authority who deals with your child's case.
Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) (formerly Parent Partnership)	A service provided by the LA, which encourages partnerships between parents, LEAs, schools, voluntary organisations and other agencies.

Universal Offer	When a class or subject teacher identify that a pupil has SEND they provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.
Local Offer	When the class or subject teacher and the SENDCo are provided with advice or support from outside specialist, so that alternative interventions additional or different strategies to those provided for the pupil through the Universal Offer can be put in place. A Pupil Profile will be devised.
SEND Code of Practice (CoP)	A guide for early education settings, state school and LEAs on the help they can give to children with SEND. Schools and LEAs must take account of the Code when they deal with a child with SEND.
SEND Coordinator (SENDCo)	They are a qualified teacher who has the responsibility for managing and coordinating the SEND in the school.
SEND Tribunal (SENDIST)	An independent body that hears appeals against decisions made by LEAs on statutory assessments and statements
Special educational provision	The extra or differentiated help given to children with SEND.
Special school	A school that is for children with SEND.
Statement of SEND or an EHCP	A document that sets out a child's needs and includes: <ul style="list-style-type: none"> <li>• the outcomes to be achieved;</li> <li>• how those outcomes are going to be met – the educational provision required;</li> <li>• the monitoring arrangements;</li> <li>• the school or pre-school setting your child will attend;</li> <li>• any non-educational needs your child has and how those will be met.</li> </ul>
Statutory assessment	A very detailed examination of a child's Special Educational Needs, which may lead to a statement or EHC Plan.
Transition Plan	A plan drawn up detailing the steps needed to move from primary school to secondary school.