

The SEN information report

Our Vision

SS Peter and Paul Catholic primary school is an inclusive school where all members of the school community are valued for the contribution they make to its success. Pupils are treated as individuals and are encouraged to build upon their strengths and talents whilst setting challenging targets for their future learning.

At SS Peter and Paul Catholic school we believe that all children can succeed and we strive to ensure that our curriculum inspires and challenges pupils regardless of ability or background.

Our Aims and Objectives

Our school's mission is to ensure a high quality school and service for children with a wide range of learning difficulties by:

- Creating and maintaining a safe, comfortable and stimulating learning environment which encourages high achievement for both pupils and staff.
- Planning and implementing a well-structured curriculum which fulfils statutory requirements and which is matched to the learning needs of each pupil.
- Planning and utilising all opportunities which broaden pupils' interest, enhance individual achievements and develop each pupil's personal attitudes and social skills.
- Working collaboratively and effectively with all stakeholders to ensure the best possible provision for all our pupils.

Who would I speak to if I wanted to find out more about Special Educational Needs? (SEN)

A child or young person has SEN if

'They have a learning difficulty or disability which calls for special educational provision to be made for them.'(New code of practice 2014)

If you have any concerns about your child's progress at school, you could initially talk to your child's class teacher. We also have a special educational needs co-ordinator at school (Known as the SENCO)

Mrs. E Woolfenden is the SENCO at SS Peter and Paul Catholic School. The best way to contact her is to arrange an appointment for a meeting by telephoning the school on 01543 226090

The SENCO's role involves:

- Coordinating all the support for children with SEN or disabilities to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Monitoring children's progress and evaluating the impact of any support and interventions.
- Ensuring that you are involved in supporting your child's learning, informed about the support your child is getting, and part of the process of reviewing their progress.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. our Educational Psychologist, Pupil School Support, Autism Outreach etc.
- Providing support for staff in school, as well as organising appropriate and relevant training and resources.
- Developing and maintaining the school's SEN policy to ensure compliance with statutory guidance from the new Code of Practice.
- Liaising with the School Governor for SEN Anne Thompson.

What kinds of special educational needs (SEN) does the school make provision for?

At SS Peter and Paul, we make provision for pupils who have any identified SEN need from within those in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. This information acts as a guide but the things we do will vary and actual support will be based on the specific needs of each pupil.

Communication and interaction

Children who have difficulty communicating with others because they:

- Find it hard to make themselves understood or to say what they want to.
- Do not always understand what is being said.
- Find interacting with others difficult.
- Are on the Autistic spectrum (including Asperger's Syndrome).

Cognition and learning

Children who learn at a slower pace than their peers because they:

- Take longer to learn important skills.
- Find it difficult to remember things such as the important words for reading, and times tables.
- Find it hard to understand how to use letter sounds to read and spell words.
- May need more time to think about their answers.
- May have an associated difficulty, e.g. issues with mobility and communication, physical disability or sensory impairment
- May have a Specific Learning Difficulty (SpLD), e.g. dyslexia, dyscalculia or dyspraxia.

Social, mental and emotional health

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life, for instance they may find it challenging to:

- Follow rules set by others
- Sit still for a long time
- Listen to and follow instructions
- Understand how they, or others, are feeling
- Make friends
- Deal with their difficulties in a way that does not cause harm to themselves or others.
- Take responsibility for the things they do

This could also include children suffering from anxiety or depression, or those who have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Sensory and/or physical

Children who have a disability that means adaptations and/or support are needed to enable them to fully access the school/learning environment. This may include:

- Hearing and/or visual difficulties
- Physical disabilities
- Motor skills issues
- Medical needs

What type of provision does the school make?

Class teachers have responsibility to ensure that all children are supported within lessons using a variety of teaching and learning strategies appropriate to their needs. This means that activities are planned according to the level the child is working at. This universal approach is known as Quality First Teaching. For your child, this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.
- Specific strategies (which may be suggested by the SENCO or advisory staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap(s) in their understanding/learning and needs some extra support to help them make the best possible progress.

For those children for whom Quality First Teaching isn't enough, targeted support strategies can be used in a Assess, plan, Review Do cycle. These strategies may include:

- Extra support within the classroom with specific targets to help him/her make more progress.
- Small group work outside the classroom focussing on specific targets.

For children who have a high level of need, require an individualised programme of and/or have an Education and Health Care Plan (EHC) other strategies may include:

- Acting on advice from other professionals or specialist staff, e.g. SENCO or other external agencies (see below for further information).
- 1:1 booster or tuition sessions

For children who have social and/or emotional needs we provide group or 1:1 support. This may take the form of social skills groups, a friendly ear, support at play times and dinner times, 'meet and greet' morning sessions to support the transition between home/school.

How does the school identify and assess Special Educational Needs?

In school we use a variety of different ways to assess whether a child has SEND. Some of these include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child
- Specialised assessments carried out by members of the school's support services/SENCO.
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child
- Information/referrals from doctors, paediatricians or other medical personnel.

What training do the staff supporting children and young people with SEND undertake?

School staff receive regular CPD according to the needs of the pupils.

The SENCO attends termly updates to keep up to date with relevant SEND information.

The school has regular visits from SENSS specialist teachers, Autism Outreach and the Education Psychologist who provides advice to staff and support the success and progress of individual pupils.

Staff have continuing development around the areas of RPI (Restrictive Physical Intervention), Child Protection and Safeguarding.

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

Risk assessments are carried out and procedures are put into place to enable all children to participate in school activities where possible.

How accessible is the school environment?

We are continually assessing the school environment to ensure that it is safe and accessible to all. We have:

Disabled parking marked and in close proximity to the school entrance.

Lower counter in the school office so wheelchair users can also have access.
Disabled toilet facilities.

Our Accessibility Plan can be found on the school website.

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

SS Peter and Paul School offers a wide variety of pastoral support for pupils.
These include:

Small group interventions to support pupil's wellbeing are delivered to targeted pupils and groups. Eg nurture.

WRAPS (well being recovery action plans) which target individual's anxieties.

Pupils who find outside class times difficult are provided with alternative small group activities at lunchtime. Eg lego club.

Behavioural /Pastoral issues are tracked allowing patterns to be identified and dealt with.

A member of school staff is available to work with pupils experiencing anxiety or emotional difficulties at the start of each school day.

How are pupils with medical needs supported?

Pupils with medical needs will be provided with a care plan compiled by the school and school nurse in partnership with parents and if appropriate the pupil themselves. Staff who administer medicine complete necessary training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within supporting pupils at school with medical conditions (DfE) 2014.

How does the school get more specialist help for pupils if they need it?

Our school works with a range of external agencies who can provide specialist support where needed. In all cases, we have a named professional who we can call on. This support can take the form of a visit to school (including possible observations of the child, discussion with staff and meetings with parents), email or by telephone, as well as training for staff where needed. These referrals are always made, via the SENCO, following discussions with staff and parents, and only with full parental involvement and consent.

Special Educational Needs Support Service (SENSS)

SENSS supports children who are working below the levels expected for their age.

Educational Psychology (EP)

The Educational Psychologist supports children who have social, mental or emotional needs, or other complex needs.

Communication & Autism Team (AOT)

Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties work with the AOT team.

Speech & Language Therapy Service (SALT)

The SALT support children with a high level of speech and language difficulties.

Behaviour Support (BST)

Behaviour Support works with children with emotional, social or mental health difficulties which impact on their behaviour in school.

Child and Adolescent Mental Health Service (CAMHS)

CAMHS works with children who have mental health issues.

Physical and disability support service (PDSS)

Educational Welfare Officers (EWO)

School Nurse

Hearing Impairment team (HI)

Visual Impairment team (VI)

The School nurse supports children with medical needs, including where medication is needed.

Local Support Team (LST)

Social Services

How are parents of children with SEN involved in the education of their child?

At SS Peter and Paul Catholic School, we value our partnership with parents and always try to ensure that we are approachable. Our school aims to regularly involve parents in the education of their child through a variety of different ways which may include:

- Regular meetings with SENCO, class teacher and support staff
- Target setting (through ISPs) so that parents can see what their child is working on next
- Regular curriculum information to inform parents of what will be going on during the term
- Home reading logs
- Information on the school website
- Parents' evenings
- INSPIRE workshops
- Parent focus groups
- Parents' views on ISP/Annual Review documents
- Home/school books to inform parents of important information

How are pupils with SEN involved in their own education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with SEN we use a variety of strategies, which may include:

- Children being involved in setting and reviewing their targets.
- Having a range of education resources available for the child to use and select as appropriate, e.g. visual timetables, overlays, coloured paper for worksheets, pencil grips, writing boards, picture/communication cards.
- Opportunities to develop new skills through out of hours or lunchtime clubs, or applying to be a part of the School Council.
- Ensuring the child is aware of who they can go to for help.
- Peer mentoring schemes.

What can I do if I am not happy with the provision for my child?

A good first port of call is to speak to your child's class teacher and/or the SENCO. You may also contact the Head Teacher, SEN governor or Chair of governors by telephoning the school office or writing a letter marked for their attention.

Our school and governing body take complaints seriously, will act upon these on an individual basis, and do everything they can to fix the issue.

What is the role of our SEN Governor?

In our school, we have a governor who is responsible for special education needs and her name is Anne Thompson. Her job is to liaise with the SENCO throughout the year, ensuring that all children with SEN get the support they need to access all aspects of learning and to participate fully in the life of the school. Anne Thompson is the link between the governing body and school in relation to pupils with SEN, meaning that any concerns over SEN provision can be raised, discussed and resolved. In addition, a report about SEN provision is provided by the link governor to share at governing body meetings.

How does the school support pupils with SEN during transition?

We aim to make times of transition as easy as possible for the children in our school.

When new children are moving to our school we aim to:

Organise pre-visits to look around the school, see their new classroom and meet their new teacher and any other teaching staff.

The SENCO is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be addressed prior to entry.

If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce concerns.

When children are moving from one group to another we aim to:

- Have a designated swap over half day for the whole class to spend time with their new teacher.
- Provide time for staff to meet and discuss any particular children's needs. All files and paperwork relating to those children are passed on to the next teacher.
- Provide time for relevant Foundation staff to observe and work alongside children with SEN who will be joining the Foundation setting in September.
- Invite parents to attend transition meetings with relevant staff.

- Individual programmes of transition are put into place for children with a high level of need.

For children with more complex needs, we may also:

- Make a transition book including photographs of key areas and staff for the children to look at over the Summer.

When moving to their secondary school at the end of year 6, we aim to:

- Liaise with key staff at their new school, supplying information to enable them to organise extra visits for children with SEN or other needs.
- Provide time for Year 6 staff to meet with Year 7 staff to discuss the children moving to their schools.
- Invite key staff to any Statement Annual Review meetings/transition meetings.
- Pass on any files or paperwork we hold concerning each child to their new school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources including: A proportion of the funds allocated per pupil to the school to provide for their education.

The notional SEND budget along with Pupil Premium funding for pupils who meet certain criteria meet the majority of needs. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

Who are the support services who can help parents with pupils with Special Educational Needs?

The Special Educational Needs Parent Partnership Service exists to provide advice and information to parents and pupils in Staffordshire. Their phone number is 01785356921. Alternatively email on spps@staffordshire.gov.uk

This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.

Their address is:

Parent Partnership Service
13 Lichfield Road
Staffordshire
ST17 4J

Parent in the know newsletters

[http://www.staffordshire.gov.uk/education/welfareservice/Special Educational Needs/spps/newsletter/newletters.aspx](http://www.staffordshire.gov.uk/education/welfareservice/Special%20Educational%20Needs/spps/newsletter/newletters.aspx)

Other organisations that may be able to help include your GP, Autism Outreach, British Dyslexia Association, CAMHS (Child and Adolescent Mental Health Services), the Dyspraxia Foundation.

[How can I find out what Staffordshire Local Authority can offer to help?](#)

Staffordshire E marketplace website will publish their local offer on their website.

<http://helpyourself.staffordshirecares.info/localoffer>