



St. Peter's Catholic Primary School

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES**

SEND INFORMATION REPORT

***INFORMATION FOR PARENTS AND CARERS
OF CHILDREN WHO REQUIRE ADDITIONAL
SUPPORT IN SCHOOL***



LIVE . LOVE . LEARN

Ratified by Governors on: 15th July 2021

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures. For more information go to www.gscb.org.uk

St. Peter's Catholic Primary School is committed to ensuring all our children succeed and fulfil their potential.

All children need help and support every day. This may come from the teacher, teaching assistant, other school staff and other children. At different times in a child's school career they may need different types of support that is made available within their class. They may need to revisit skills they did not initially understand or they may need support that is more specific to their individual needs.

What does S.E.N.D. mean?

S.E.N.D. means Special Educational Needs and Disabilities

Children have a Special Educational Need and/or disability if they have a learning/medical difficulty which calls for special educational provision to be made for them. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within Local Authority area.

The areas of Special Educational Needs include:

Cognition and learning (general or specific learning difficulties)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Emotional, social and mental health difficulties.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Communication and interaction difficulties (speech and language difficulties, autistic spectrum disorders)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism

Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Sensory and physical difficulties (hearing/visual impairment, physical & medical difficulties)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. In addition, children may also have medical difficulties which may impact their access to the curriculum.

My child may have special educational needs (SEN). What happens now? How will it be identified?

Parents play a vital role in identifying SEN and therefore partnership working is key. If you have a concern, please raise it with your child's class teacher, the Inclusion Manager (Mrs Osborne-Jones) or Pastoral Leader (Mrs Desando). The school has a graduated approach which will collate information about your child from looking at our tracking data, progress in interventions and conversations with all staff involved with them along with seeking your child's views and thoughts—they are central to the whole process. Parents are an important source of information, we will work actively with you and keep you fully informed about what is being done to meet your child's needs.

If SEND is identified then the school, along with the child and parents, will work together to create a plan identifying what support/provision is needed to meet identified outcomes. This action is referred to as SEN Support.

What difference will this make to the work that my child does at school?

The curriculum will be differentiated in order to reflect the individual needs of your child; details of this should be in your child's plan. The class teacher will provide a teaching programme for your child which is *additional to* or *different from* the usual curriculum or may provide aids to ensure your child can access the activities.

Does this mean that they will not do the same things as the others in their class?

No. Your child will still be part of the class group but will receive some extra support or support that is different from the others in their class. This support will be carefully planned and aim to provide the specific help your child needs. The next page gives details of what support we offer and the needs we currently support in school.

All children are offered:

- Access to a broad, balanced curriculum
- Individual outcomes

- High quality facilities
- Access to staff expertise across the school
- SEND support/advice
- Differentiated curriculum planning, work and delivery
- Increased visual aids, visual timetables
- Pupil subject tracking
- Parental reviews
- Pastoral leader access
- After School Clubs
- Access to the school nurse and wider professional support
- Social, Emotional Aspects of Learning (SEAL)/JIGSAW programme

For children with additional needs we offer:

- In class support
- Small group working with Teacher/Teaching Assistant
- Withdrawal groups-intervention
- Multi-sensory teaching
- Targeted differentiation
- Circle Time
- Additional homework in partnership with parents/carers
- Education Plans/Behaviour contracts/Pastoral Support Plans/Risk Assessments/Health & Care Plans
- Individual access arrangements for SATS
- Individual access to Information Technology (IT) programs and provision
- Adapted/additional resources and aids e.g. coloured overlays, visual support cards etc.
- The school is also fully wheelchair accessible with a lift between floors.

Who delivers specialist support?

- Inclusion Manager – Mrs Osborne-Jones
- Pastoral Leader – Mrs Desando
- Intervention Teacher – Mrs Sellers
- 2 Higher Level Teaching Assistants (HLTAs) and 20 Teaching Assistants (TAs) – including specialist TAs delivering programmes in speech and language, maths, phonics, reading, handwriting, THRIVE and specific 1:1 support
- On occasions, we also buy in additional teacher/support time to provide 1:1 or small group provision

My child's teacher says that they will have a 'Plan'. What is this?

We categorise SEND at three levels.

The first level is 'My Plan'. This is where a child has been identified as having a Special Education Need. This need is then met through additional and different provision from within the schools own resources. The next level is called 'My Plan +'. This is similar to the first level; however, this level indicates that the child, parent and/or school have received outside professional support and/or advice about the child. In addition, the child/family have a co-ordinated assessment known as a 'My

Assessment'. The professionals that may work with the child are people such as an Educational Psychologist, Physiotherapist, a member of the Communication and Interaction team or a Speech Therapist. The third level is when a child has an 'EHC' (Education, Health and Care) plan. The Education, Health and Care (EHC) plan requires the child to be assessed by other professionals and multi-agency working is undertaken. If the child has an EHC plan, the plan will have clear guidance to what funding is needed, the expected outcomes for the pupil, intervention and timescales to reach these objectives. It is important to note that parents/guardians are involved at every level. At all levels meetings are held to review and co-ordinate outcomes, these sometime may be known as TAC (Team Around the Child) meetings.

Possible reasons indicating the Need for Intervention at 'My Plan'

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not enhanced by the behaviour management techniques usually employed in the school and possibly support from Learning Mentors.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Possible reasons indicating the Need for Intervention at My Plan +

Despite having had an individualised programme and /or concentrated support under My Plan, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at below age expected
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme/support from Learning Mentors.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

Possible reasons for an EHC plan

An EHC plan would be put in place for pupils with significant SEND or a disability and for others a EHC plan may be needed if the My Plan and My Plan + do not working effectively to improve/support the child's learning or there is a need for further more intense support.

Will I be given the opportunity to discuss my child's plan?

Your involvement is key to meeting your child's needs and you will be involved in discussing progress towards this plan at parents' evenings and in the Summer Term you will be invited to a

more in depth meeting to look at progress across the year and to review needs and set outcomes for the following year. For some pupils we may have more frequent meetings. As a school we operate an open-door policy and should you have any concerns or wish to discuss anything further then please speak to your child's class teacher or arrange a meeting with the Inclusion Manager or Pastoral Leader.

My child has been receiving support for some time now but he/she does not seem to have made any progress. What can I do?

Firstly, you should make arrangements to discuss your child's progress with the class teacher who will be able to give you any information you require.

There are a number of things that the school will look at when considering whether your child needs more help than they are currently receiving:

- Have they continued to make little/no progress over a specific period?
- Do they continue to work at a level that is **substantially** below that expected of children of a similar age?
- Do they have emotional or social difficulties that **substantially** and **regularly** interfere with their own learning or that of others in their class?
- Do they have specific needs that require additional equipment or regular visits for direct support or advice from specialist services?

Who might the professionals be, that work with my child/family?

We currently access support from the following agencies:

- Speech and Language Therapy
- Educational Psychologist
- Behaviour Team (GFAPS)
- Occupational Therapy
- Advisory Teaching Service (ATS)
- Children and Young People's Service (CYPS)
- Social Services
- Early Help Team
- The Milestone School Inreach/Outreach
- Health Services – School Nurse

What happens if my child has really complex needs?

For a few children with complex needs, we may put your child forward for an assessment as to whether they need an Education, Health and Care Plan (EHCP or EHC Plan). A result of this process may be that outcomes will be set for your child and some additional funding may be available to support his/her learning in school. School will support you through this process but if you need any further advice, SENDIASS (see contact list at the end of this report) is a confidential and impartial service run by the local authority who can also help with advice in all areas of SEND.

What happens if my child has medical needs or needs medicine administrating?

The school can administer medication if needed. Parents are required to complete and sign a school medical form. In some cases, we liaise with medical professionals e.g. GPs, hospital consultants, medical health practitioners. Staff are informed of children with severe medical needs and health and care plans are shared. Individual risk assessments/care plan for children with significant medical needs are developed in partnership with parents and professionals. Key staff are trained in first aid and all staff have up to date safeguarding training.

How are the teachers in school helped to work with children with SEND and what training do they have?

All staff are trained to support children with SEND. Our Inclusion Manager supports teachers with planning for children with SEND and organises additional training if necessary. The table below details some of the recent training undertaken by various teachers and teaching assistants.

Behaviour management	Autistic Spectrum Disorder
Dyslexia awareness	Effective use of the TA
AfA structured conversations	Developing speech and language
Using Communication in Print	Improving children’s writing
In Gloucestershire Children Count	Speed Up Handwriting
Precision Teaching	Using Numicon
THRIVE	Safeguarding
Use of effective questioning to encourage higher level thinking	Paediatric First Aid, Epi pen training, CPR for children and use of an AED

Additional adults who support children with SEND within the school:

Mrs Osborne-Jones is our Inclusion Manager (also known as SENCO). She works closely with teachers, TAs, professionals and parents to understand a child’s needs and co-ordinate any additional support which may need to be implemented. She works closely with a range of staff across the school to ensure that children have the best access to education.

Mrs Desando is our Pastoral Leader and supports all vulnerable children. She supports the implementation of our behaviour policy and works closely with children to meet their needs. She liaises with parents, providing support and sign posting to outside agencies. She is also one of the school’s Designated Safeguarding Leaders and is one of the school’s first aiders.

Mrs Moore – Supports both children’s academic, communication and social and emotional learning providing interventions such as THRIVE, speech and language groups and social skills groups.

School Nurse – Parents/guardians need to speak to Mrs Desando who will then make a referral.

We also have a number of specialist TAs who support individuals/groups of pupils.

At St. Peter’s Catholic Primary School, Mrs Osborne-Jones is our Inclusion Manager. She liaises and works with all staff to support them in their efforts to plan the right provision for children throughout the school. Please do not hesitate to contact her via the school office. Her usual working days are Tuesdays, Wednesdays and Thursdays.

If you have any concerns about your child's learning needs or would like more information about special educational needs and disabilities at St. Peter's Catholic Primary School, please contact:

Headteacher & Designated Safeguarding Leader: Mrs Carol Baron

Inclusion Manager: Mrs Caroline Osborne-Jones

Pastoral Leader & Designated Safeguarding Leader: Mrs Amanda Desando

Governor with SEND responsibility: Mr John Collins

Information and advice can also be obtained from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). SENDIASS provides support and advice to parents. They provide accurate and neutral information on a range of options available to parents. The service helps parents to make informed decisions about their children's education.

Special Educational Needs and Disabilities Information, Advice and Support Service

2nd Floor Messenger House
35 St Michael's Square
Gloucester
GL1 1HX

Tel: 0800 158 3603/ 01452 389345 / 01452 389344

Website: <https://sendiassglos.org.uk> Email: sendiass@carersgloucestershire.org.uk

Further information can be gained from the school's SEND Policy, a link to which is on the school's website.

Gloucestershire's provision for children and young people with SEND can be obtained by following this link:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

Report compiled by Mrs Osborne-Jones, Inclusion Manager July 2021.

Review – July 2022