

# **Ss Peter & Paul Catholic Primary School**

## **Information Report (School Offer) for Special Educational Needs and Disability (SEND)**

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

### **1. What kind of SEND provision is accessible for children at Ss Peter & Paul Catholic Primary School?**

Ss Peter & Paul is an inclusive Catholic Primary School where a majority of our pupils are expected to reach the learning goals for their age. We ensure that all of our children are included in all aspects of learning and school life from Reception through to Year 6.

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition through each stage of education.

From time to time, some children will require additional support for a period of time to meet their needs. The decision to do this is made by the school and is based on each child's individual attainment (what they know well and have achieved in each area of learning), and progress (the movement and growth they have made in each area of learning).

Children with SEND in our school may have difficulties with speaking and language/communication, learning (e.g. maths, reading and/or writing), social or emotional development, and sensory/physical difficulties. If a child's attainment is below that of their peers and progress is slow then extra support will be planned, lessons will be more specifically differentiated and targets put in place to ensure that progress can be made where the child feels supported and happy.

### **2. How do we identify children who may have an SEND need?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the child's behaviour or progress.

If you think your child may have special educational needs then:

- The class teacher is the initial point of contact for responding to parental concerns.
- You can contact the class teacher, SENCo or Principal if you have further concerns.

As soon as your child is identified as having difficulties in reading, writing, maths, sensory/physical or social and emotional difficulties, the class teacher will speak to you informally, at parents evening or during an arranged appointment. If progress slows or stops in any area of development we will invite you to come in to school and discuss and share plans with you to help your child to make better progress. Options may include small group activities (interventions in reading or maths, for example), or writing an IEP (Individual Education Plan) or we may suggest contacting a specialist outside agency such as SEMH/L (Social, Emotional, Mental Health/Learning Service) to help your child make progress in their area of difficulty.

### **3. What provision is made for children with SEND; with and without an EHC (Education Health and Care) Plan?**

Our teachers have the highest possible expectations for your child and all the pupils in their class. All teaching is based on building on what your child already knows, can do and understands. Each teacher will put in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using more practical learning or providing different resources adapted for your child. Each teacher will put specific strategies in place, suggested by the SENCo or outside agencies, to enable your child to have access to the learning task or activity. All children, including those with SEND, receive this. (Please do speak to your child's class teacher who will give you more information about what the class is learning at the moment and how she/he is helping your child to make good progress.)

Looked After Children with SEND will be provided for within the School's SEND policy and guidelines set out by the Local Authority.

All children at SSPP are able to access the same extra-curricular provision. Where appropriate, SEND children may be supported in this through additional resources/support or adaptations to the activity.

### **3a) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

As a school we measure children's progress in learning against National expectations and age related expectations.

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress are picked up through Review meetings with the class teacher and Vice Principal/Principal or Phase Leader. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP is reviewed, comments are made against each target to

show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **3b) What is the school's approach to teaching children with SEND?**

All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress.

The SENCo's job is to support the class teacher in planning for children with SEND.

- The school has a duty to provide continual professional development opportunities for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues, to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **3c) How does the school adapt the curriculum and learning environment for children with SEND?**

Our teachers have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Staff plan lessons and put in place different ways of teaching so that your child is fully involved in learning in class and able to access what is being taught as independently as possible. This may involve things like using more practical learning or providing different resources, adapted for your child. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
- Specific strategies (which may be suggested by the SENCo or staff from outside agencies) are used to enable your child to access the learning task.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

#### Intervention Groups:

Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group or 1-1 work. This group may be run in the classroom or outside. It may be run by a Teacher or (most often) a Teaching Assistant who has had training to run these groups. These are often called Intervention groups by schools.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- He/she will plan group sessions for your child with targets to help your child to make accelerated progress.

- A Learning Support Assistant/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.
- There may be specific work set for homework to help consolidate new learning or skills.

### **3d) What additional support is available for children with SEND?**

If a child at Ss Peter & Paul Catholic Primary School is identified as needing something additional to, or different from, what each class teacher can provide through their day-to-day differentiation, additional support for that child will be provided.

We have specialist teachers to support in small intervention groups within school, with a focus on ensuring progress in reading, writing, maths or emotional and social difficulties. We also have Teaching Assistants who support groups and individuals. Staff are trained to use PIXL therapies and other specific intervention programmes. If progress is not made or is minimal then the SENCo will contact external agencies such as SEMH/L (Social, Emotional, Mental Health/Learning) to come in and assess where the gaps are in learning so that more specific and individualised support can be put in place at school.

### **3e) How is the intervention/support monitored as to its effectiveness?**

Intervention groups offer specific group work within a smaller group of children or on a 1-1 basis, planned by the class teacher and the person delivering the intervention. The pupils will have been identified by the class teacher as needing some extra support in school to access learning and achieve in line with their peers.

Each intervention will have a **SMART** target which is **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound. The person leading the intervention will discuss the progress with the class teacher and SENCo. Weekly feedback will ensure that the intervention is having the required impact. If it isn't, then it will be altered to achieve the required outcome.

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail.

- To listen to any concerns you may have too
- To plan any additional support your child may receive
- To discuss with you any referrals to outside professionals to support your child's learning
- To discuss placing your child on the SEND register

### **3f) What support is available for ensuring the emotional and social development of pupils with SEND?**

Ss Peter & Paul Catholic Primary School will provide an emotionally secure environment that prevents bullying and provides help and support for children (and their families) who may have problems. Within our Catholic faith, we support children in facing difficulties with resilience.

Ss Peter & Paul Catholic Primary School plays a pivotal role in providing students with the opportunity to gain greater social and emotional awareness and to practice

interpersonal skills as they learn and grow. We aim to help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognise and manage their own emotions and make responsible decisions. Some aspects of this work is covered in our Religious lessons or through our PSHE programme.

St Peter & Paul Catholic Primary School will make sure teachers and other staff are trained to identify when children at school show signs of anxiety or social and emotional problems. They should be able to discuss the problems with parents and carers and develop a plan to deal with them, involving specialists where needed. Those at higher risk of these problems include Looked After Children, those in families where there is instability or conflict and those who have had a bereavement. Our Learning Mentor helps to support the pupils and their families. She also refers pupils in need to the 'Relate' service and can provide a 'Time for You' programme within school.

#### **4. Who is the named SEND contact in school?**

Our SENCo (Special Educational Needs Co-ordinator) has many years' experience as a class teacher and has a wide experience of teaching children with SEN. She is committed to planning provision for children with SEND in partnership with all those who are involved with the child, in particular with parents and the child themselves and through network meetings with other SENCo's across the city. She keeps up to date with current guidelines and issues related to SEND and is available to advise you on any concerns in this area.

The role of the SENCo involves:

- Ensuring all practitioners in the setting understand their responsibilities towards children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting

#### **Our SENCO (Special Educational Needs Co-ordinator)**

is responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that:

- You are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- There is effective organisation of communication with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- There are assessments of children's learning and progress to inform our choice of interventions and support and measuring whether they have had the desired impact.
- Class teachers are supported in writing Individual Education Plans (IEPs) and planning next steps, sharing and reviewing these with parents regularly.

- The school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) is up to date and making sure that there are records of your child's progress and needs.
- Teachers and support staff in the school have access to specialist support so they can help children with SEND in the school achieve the best progress possible.

Our SENCo is available to meet with parents and outside agencies and can be contacted at the main office or by email: **admin@ss-peter-paul.coventry.sch.uk** to make an appointment.

### **Our Principal**

is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met. He will give responsibility to the SENCo and Class Teachers to provide the best provision for your child.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Allocating the SEND budget, alongside the Governing Body and in conjunction with the SENCo.

Please contact our Principal at the main office or by email: **admin@ss-peterpaul.coventry.sch.uk**

### **Our SEN Governor**

is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Allocating the SEND budget, alongside the Principal.

Please contact our SEN Governor by calling the main school office.

### **Our Learning Mentor**

Is responsible for:

- helping support, motivate and challenge pupils who are underachieving. She also supports pupils to overcome barriers to learning caused by social, emotional and behavioural problems.

Learning Mentors need good listening skills and an understanding of health and social issues that affect children and young people's development. The mentors mainly work with children who experience 'barriers to learning', including poor literacy/numeracy skills, underperformance against potential, poor attendance, disaffection, danger of exclusion, difficult family circumstances and low self-esteem. The role also includes the following list of possible day-to-day tasks:

- Identifying, in association with school staff, pupils who would benefit from mentoring

- Liaising with parents and carers to promote a mutually respectful relationship with the school
- Helping pupils who are underperforming in their subjects on a one-to-one basis outside the classroom
- Implementing strategies and supporting pupils in confidence-building activities
- Listening to and helping pupils resolve a range of issues that are creating barriers to learning
- Drawing up agreed action plans with pupils
- Monitoring the attendance of pupils, and working closely with teachers and other professionals, such as social workers, educational psychologists and education welfare officers.

Please contact our Learning Mentor by calling the main office or by emailing [admin@ss-peter-paul.coventry.sch.uk](mailto:admin@ss-peter-paul.coventry.sch.uk).

### **Our Class Teachers**

are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.
- Writing Individual Education Plans (IEPs), sharing and reviewing these with parents regularly and planning for the next steps.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Providing appropriate homework tailored to the needs of the child.

## **5. What specific expertise is available to children with SEND?**

If your child has been identified as needing more specialist input in addition to good/outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with an outside professional

The school will tell you how the support will be used and what strategies will be put in place.

#### **6. What specialist equipment and facilities are there for children with SEND?**

Our SENCo works very closely with specialist agencies and services, who may loan or supply specialist equipment to support a learning difficulty and encourage progress. Agencies such as Occupational Therapy (OT) loan resources and equipment to improve posture and writing, fine and gross motor skills etc.

The Local Authority will provide specialist equipment such as wheelchairs, standing frames and so on when they are prescribed by a health professional. The school is built on one level to allow access for those who may be disabled and we also have disabled toilet facilities.

#### **7. What arrangements are there for consulting and involving parents of children with SEND?**

We aim to share lots of information with you throughout the year so that you know how much progress is being made. There are Parent's evenings every term so that you can have the opportunity to speak to your child's class teacher about strengths and any areas of difficulty. We also produce and share annual reports to explain whether your child is on track, below or above in each area of learning. You can also speak to staff at any time of year to share any worries and concerns and to ask questions. Class teachers are free before and after school or you can ask for an appointment if you would like privacy and/or more time. If your child has SEND, you can also contact the SENCo. As a parent of a child with SEND, you will also be invited to regular meetings to discuss and review the progress made over time. The SENCo will contact you to invite you into school, but please make contact in between these times to talk and share concerns you may have.

#### **8. What are the arrangements for consulting children with SEND about and involving them in, their education?**

At Ss Peter & Paul Catholic Primary School, we try to involve the children in their own learning as much as possible. We offer a range of activities throughout the year to achieve this. Our SENCo completes pupil voice activities throughout the year where children are asked to share their opinions, achievements and worries. This information is shared with staff, other professionals and parents. Pupil voice activities are also completed by other staff members and external agency specialists, feeding back into future planning and reports are shared with school staff and home.

Children's opinions are sought before SEND progress meetings and Annual Review meetings in school. The teachers also, through informal as well as more structured conversations, are constantly seeking, listening and responding to children's opinions every day in class.

**9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Your first point of contact if you have a concern is the class teacher, the SENCO and the Principal. If you still do not feel that your issues have been resolved please refer to our Complaints Policy. You can contact SEND IASS (SEND Information, Advice and Support Service) which provides free, independent advice, regarding all areas of special educational need.

**10. How does the School/Governing body involve Health, Social Services, Local Authority Support Services and others in meeting the needs of children with SEND and supporting their families?**

At Ss Peter & Paul Catholic Primary School we have a member of the governing body with specific oversight of the school's arrangements for SEN and disability. Our school leaders regularly review how expertise and resources are used to address SEND and how services can be used to build the quality of whole-school provision as part of their approach to school improvement.

**11. What are the contact details of support services for the parents of children with SEND**

Agencies that the school may be in contact with include: -

**Autism Society**

Autism West Midlands  
Regent Court  
George Road  
Edgbaston  
Birmingham  
B15 1NU

Email: [hello@autismwestmidlands.org.uk](mailto:hello@autismwestmidlands.org.uk)

Telephone: 0121 450 7582

Website: [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

**Complex Communication Team**

Limbrick Wood Centre, Thomas Naul Croft, Coventry CV4 9QX  
Tel: 024 7678 8400

**Educational Psychology Service**

Limbrick Wood Centre, Thomas Naul Croft, Coventry CV4 9QX  
E-mail: [EducationalPsychologyService@coventry.gov.uk](mailto:EducationalPsychologyService@coventry.gov.uk)  
Tel: 024 7678 8400

**Social, Emotional, Mental Health/Learning**

Limbrick Wood Centre, Thomas Naul Croft, Coventry CV4 9QX  
Tel: 024 7678 8400

**Sensory Support Service**

Cannon Park Annexe, Bransford Avenue, Coventry, CV4 7PS  
Tel: 024 7678 6174

**Children's Speech & Language Therapy**

Coventry and Warwickshire Partnership Trust,  
1st floor Paybody Building, c/o City of Coventry Health Centre,  
2, Stoney Stanton Road,  
Coventry  
CV1 4FS  
Tel: 02476 961 453

**SEND IASS** (SEND Information, Advice and Support Services)

Open Mon - Thurs 9.00am - 5.00pm. Fri - 9.00am - 4.30pm

Limbrick Wood Centre, Thomas Naul Croft, Tile Hill, Coventry, CV4 9QX  
E-mail: [IASS@coventry.gov.uk](mailto:IASS@coventry.gov.uk)  
Tel: 024 7669 4307

**12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

We are very aware that moving to a new class or school is a time of worry and anxiety for all children and their families.

Please get in touch with us if you feel this is a particular issue for your child and our Learning Mentor who will be happy to meet with you.

If your child has SEND, particularly ASC (Autistic Spectrum Condition) we will be aware that this time of year can be particularly traumatic. Additional visits to the secondary school can be arranged.

As the children come to the end of Year 6 and their time at Ss Peter & Paul Catholic Primary School, our Learning Mentor and SENCo will contact the staff at secondary schools to share information and specialist work already completed so that secondary staff are aware of each child's strengths and areas of difficulty and to ensure a smooth transition to Year 7.

If your child is in Year 6, please contact us if you have concerns, as many of the secondary schools provide extra services for children with SEND, such as extra visits and Summer School sessions to ease anxieties.

**13. Where is the Local Authority's Local Offer published?**

As part of the new SEND Code of Practice (2014), the Local Authority must publish a 'Local Offer' about the provision they expect to be available across education, health and social care for children and young people in their area. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children/young people and those with SEN and their parents and service providers in its development and review.

The Coventry Local Offer website has information about the services that are available. Click here to view the Coventry Local Offer.

[www.coventry.gov.uk/sendlocaloffer](http://www.coventry.gov.uk/sendlocaloffer)

Further information:

Special Educational Needs and Disability reforms

<http://www.coventry.gov.uk/sendreforms>

[http://www.coventry.gov.uk/info/10/special\\_educational\\_needs-inclusion\\_and\\_support\\_services/2214/special\\_educational\\_needs\\_and\\_disability\\_glossary/37](http://www.coventry.gov.uk/info/10/special_educational_needs-inclusion_and_support_services/2214/special_educational_needs_and_disability_glossary/37)

This School SEND Information Report will be reviewed regularly and amended as appropriate.