



SS Peter and Paul Catholic Primary School

SEND Information Report

Introduction

SS Peter and Paul is an inclusive Catholic Primary School. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the revised Code of Practice 2015. We believe that every pupil has an entitlement to develop their talents, skills and strive for excellence in our learning irrespective of their differences. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is essential. However, for some children, there are occasions when additional support may be needed to help them achieve and progress.

Special Educational Needs and Disabilities

The four areas of need outlined in the Code of Practice are as follows:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical needs.

In more detail these include:

- Communication and Interaction – Speech, language and communication needs, (SLCN) Autistic Spectrum Disorder (ASD)
- Cognition and Learning – Specific Learning Difficulties, (SpD) e.g Dyslexia, Moderate Learning Difficulties, (MLD) Severe Learning Difficulties, (SLD) Profound and multiple learning difficulties, (PMLD)
- Social, mental and emotional health – Behavioural, social and emotional difficulties (BESD or EBD)
- Sensory and/or physical needs.

We identify and assess pupils with SEND using the following methods:

Teaching staff closely monitor the progress made by all children within each lesson and over time through informal and formal assessment methods and ask for advice from the SENCO if they have concerns about a child's progress. As a school, we use PiXL and Arbor to track all children's progress. Termly pupil progress meetings take place with the Principal, SENCO, Assessment Lead and Class Teacher where any concerns will be discussed. Together, they will decide whether additional and/or different provision is necessary. The purpose of identification is to ensure that individual needs are recognised, and that provision is put in place to ensure the child makes progress. We will discuss your child's progress with you at parent consultations, consultations with the SENCO and final assessments will be communicated at the end of each year.

There are additional factors which need to be considered when establishing reasons why a child's attainment or progress is a cause for concern. These include attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium funding, being a Looked After Child or the child of serving Armed Forces.

As the Code of Practice suggests, children are only identified as SEND if they do not make adequate progress once they have had good quality personalised teaching, adjustments and intervention. Quality first teaching is provided to all children and is the first step in responding to children who may have SEND.

If there are concerns, the following steps are taken:

Step 1 – Teacher discusses child's needs with SENCO and provision will be planned in the form of adjustments being made and interventions put in place.

Step 2 – On review of the impact of provision, if adequate progress has not been made, a referral may be made to an external agency.

Step 3 – Following advice from external agencies, an IEP will be written and child will be placed on the Special Needs Register. IEP's are reviewed at termly meetings with parents/carers, following the SEN Code of Practice format of Assess, Plan, Do, Review. If more detailed support is needed a 'My Support Plan' may be put in place.

Step 4 – Where children have very complex needs and/or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make progress, the school or parents may request a statutory assessment for an Educational Health Care Plan.

It is likely that children will remain on Step 3 for a significant period of time as this stage continues to meet their needs. The SEN Register is a fluid document where children will move on and off the register dependent on their needs.

All steps will take place in consultation with parents/carers.

We evaluate the effectiveness of our SEND provision in the follow ways:

The everyday management and organisation of SEND is the responsibility of the SENCO Lucy Skelding. This includes monitoring progress and provision.

The Academy Committee have a responsibility for the strategic overview of the implementation of the SEND policy. The Academy committee member linked to SEND is Mrs Sarah Hadlum.

The Academy committee challenges the school to ensure the necessary provision for any child being identified as having Special Educational Needs. The SENCO updates the Academy committee regularly with current SEND initiatives and the level of SEND within the school.

The role of the SENCO

- Enabling all class teachers to become familiar with the SEND policy and their responsibilities.
- Being the initial contact for staff re issues relating to SEND.
- Acting as consultant, being available to consult with school staff on SEN issues.
- Arranging meetings with parents and outside agencies in collaboration with the class teacher at School or via Teams, where necessary.
- Assisting writing of, where needed and reviewing of IEP's
- Monitor progress of pupils with SEND
- Convening appropriate EHC Plan reviews and completing the necessary paperwork.
- Observing for the purposes of assessment where appropriate and possible.
- Monitoring the effectiveness and implementation of SEND provision.
- Liaising with the Principal on SEND issues.
- Keeping the Academy Committee informed of SEN issues through the SEND Academy Committee member.

Our approach to teaching children with SEND includes:

We enable children with SEND to engage in the activities of the school in the following ways:

- By assessing the needs of each individual and the barriers to participation that they might have
- Risk assessing activities to allow us to involve everyone safely
- Using adult staff creatively to support vulnerable learners
- Investing in resources to help support learning
- Adaptations made to the curriculum and within each lesson

This includes activities outside of the classroom, including learning off site and residential trips.

Supporting children with social and emotional needs.

All children engage in PSHE (Personal, Social and Health Education) lessons following 'Ten Ten', giving time to consider, reflect and discuss a range of issues and topics.

Our Child and Family liaison officer works closely with children and families offering support with social and emotional needs. This may be through group work or 1:1 sessions.

We are a Thrive school. Thrive **supports children with their emotional health, well-being and social skills**, all of which are needed for learning to take place. Thrive is based on up to date brain science and research into child development and helps staff in school to adapt their approach to individual children to build self-esteem, well-being and behaviour.

For children with specific social and emotional needs we may call on specialist support from Educational Psychologist Service, SEMH&L and CAMHS.

Training

The school identifies training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support an identified group of learners in school. For example supporting children with ASD.

The SENCo and teachers work closely with specialists from external support services that may provide advice or direct support as appropriate.

If you would like to hear about current or past training undertaken by school staff, please speak to the SENCO or Principal

Our arrangements for reviewing the progress of pupils with SEND:

Pupil progress meetings take place termly to ensure that all children make appropriate progress. This includes children on our SEND register.

As a result of the pupil progress meeting, your child may be placed in an intervention where they will receive additional support for a particular area of need. These interventions are monitored, and progress measured.

From time to time, we may engage with an external agencies to better support your child and use their knowledge and advice to put specific support in place. This support is reviewed as and when necessary and may be termly or annually, with progress being measured and further advice given.

Following input from an external agency, an IEP will be put in place. These will include:

- Children's views
- SMART targets set
- The provision to give the best outcomes.

We enjoy sharing your child's progress with you. This will be done through parent consultations with your child's class teacher and termly consultations with the SENCO.

The class teacher will work closely with parents at all stages and should be the first point of contact in any area of concern.

Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children

with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical needs may also have special educational needs and may have an Education Health and Care (EHC) plan often known as an EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Some children with medical needs may also require a Medical Care Plan which will be drawn up with parents and communicated with all staff.

EHCP explained:

In some cases, a child may continue to demonstrate cause for concern, despite interventions and a high level of support at school under SEND support. This may then trigger a request for a statutory assessment known as an Education, Health Care Plan (EHCP). This will decide the nature of the provision necessary to meet the child's individual SEND. In order for this to happen, the school must provide the Local Authority with written evidence detailing:

- The school's current provision,
- Records of regular reviews and their outcomes,
- The child's health and medical history,
- Attendance information,
- Assessment information,
 - Assessments and reports from specialist support teachers,
 - Assessments from an Educational Psychologist,
- Views of the parents/carers,
- Involvement of other professionals

A panel will convene to decide if the child's needs warrant a statutory assessment for an EHCP.

EHCP Monitoring and review

For any pupil who has an Education, Health and Care Plan, their progress and the support outlined in their EHC Plan will be reviewed annually, or sooner if needed, and a report provided for the Local Education Authority. Parents will be invited to contribute at this review and their views recorded. The pupil will be at the centre of the process and will participate in the review. Relevant outside professionals will be invited to attend or provide written advice.

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective provision and arrangements are in place to support pupils at the time of transfer.

Transition

Transition can be a time for both excitement and worry. At SS Peter and Paul, all children receive preparation for their next year group or school. They will spend time in their new school/classroom and meet their new teacher.

Some children may benefit from additional transition support, which will be based on individual needs. This may include; spending more time with a new teacher, additional classroom visits, supportive information given to take home during the holidays and may require support from an outside agency.

Staff will have transition meetings with the next class teacher and information is shared including more detailed information relating to SEND.

For transition to secondary school, the SENCO will meet with the secondary school SENCO to discuss the child's needs and additional transition arrangements that may be needed.

Disabled Access and Provision

The school complies with all Health and Safety laws and legal requirements to ensure all children are safe. We are governed by the Disability Discrimination Act (DDA) which ensures that all children with disabilities have appropriate provision in and out of school. The buildings and site have weekly checks by our School Caretaker and by the Local Authority every half term.

Key members of staff

Lucy Skelding: SENCO

Michelle Garvey: Head of School

Lesley West: Child and Family Liaison Officer/Thrive Practitioner/Early Help

Sue Swain: Speech and Language Teaching Assistant.

Contact the school office: 02467 615665

Please do not hesitate to contact if you have any worries, queries or complaints.

In addition, we use the following services/specialists

- Educational Psychologist service
- SEMH&L (Social, Emotional, Mental Health and Learning) Team
- Complex Communication Team
- Pepper Therapy (Speech and Language)
- NHS Speech and Language Service
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- CAMHS (Child Adolescent Mental Health Service)
- Ethnic Minority Achievement Service
- School Nursing Team
- Early Years Support Service

You can find out about other services available to you e.g short breaks, Coventry Young Carers Project, Family Fund, on the Coventry Local Offer <http://www.coventry.gov.uk/sendlocaloffer>