



St Peter's Catholic Primary School SEND Report 2018

At St Peter's Catholic Primary School, the entire staff of the school plays a very important role in the identification and support of any children with additional needs.

The class teacher is responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator know as necessary.

Writing Pupil Progress targets and Individual SEN Plans, sharing and reviewing these with parents at least once each term and planning for the next term. Personalized teaching and learning for your child as identified on the school's provision map. Ensuring that the school's SEN Policy is followed in their classroom for all the pupils they teach with any SEN.

The Special Educational Needs Co-ordinator (Mr D Colley) is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher (Mrs J Farrelly) is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor (Mrs H Robinson) is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

Identifying Needs:

All staff report to the head teacher through Pupil Progress meetings. In Pupil Progress meetings, the children's abilities are recorded, areas of need analysed and interventions implemented to support those needs.

PCPs (Pupil centred plans) and GCPs (Group centred plans) are given to children with individual and group based targets that highlight areas of need so that they are addressed and assist in the progression of the children. These are updated half-termly and evaluated termly by SENDCo.

Should your child show any additional areas of need, referrals are made to the appropriate agencies to investigate further and suitable support is given. The additional support your child receives at our school is implemented upon the discovery of need and not when diagnosis is given. The school has a close working relationship with Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need). Outside agencies such as the Education Psychology Service (EPS) are frequently in the school observing and informing the SENDCo.

The effectiveness of all SEND provision within the school is assessed on a half-termly basis along with the all other assessments. The information gathered from these informs the following half-term provision.

We may need your assistance:

You may 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 you to understand your child's particular needs better and be able to support them more effectively in school and at home.

The specialists will work with your child to understand their needs and make recommendations as to the ways your child can be supported.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

At St Peter's, we are an inclusive community school catering for a variety of needs including:

- Speech, language and communication needs
- Social, emotional and mental health
- Physical disabilities
- Dyslexia
- Dyscalculia
- Sensory Impairment
- ADHD
- ADD
- ASC (Autistic Spectrum Condition)

What different types of support are available in St Peter's and how is it implemented?

There are many members of staff contributing towards the overall progression of your child at our school. Part of the Special Educational Needs Coordinator's job is to ensure the class teacher has enough information to plan for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEN. This includes whole school training on teaching and learning strategies and relevant SEN issues.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Teacher:

- The teacher has the highest possible expectations for all pupils in their class, including pupils with SEN.
- All teaching is built on what your child already knows, can do and can understand.
- Different approaches to teaching are in place, so that your child is fully involved in learning in class.
- There are a range of strategies used to support your child in their learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That interventions and specific group work may be used to help your child. This could be in the class room or in another learning area. It may be led by the Teacher or a Teaching Assistant (TA).

Specialist Teacher / Teaching assistant

Additional support is offered in the form of:

- Specialist HUB interventions where children who need a lot of additional support are provided with what they need.
- Reading and writing intervention provided by teaching assistants
- Lunch time clubs to support those with additional needs at lunch times
- Lunch time boosters to support those identified as having areas of need
- After school clubs
- Sunday Club on the Sundays of term time to underpin the learning of faith.

How is extra support allocated in school?

The school budget, received from Wirral LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- The children getting extra support already,
- The children needing extra support,
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

How is the progress of an 'SEND' child monitored in school?

Your child's progress will be continually monitored by their class teacher.

His/her progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing, numeracy and foundation subjects.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Where necessary, children will have individual targets based on their needs, these will sometimes be set by outside agencies. Progress against these targets will be reviewed regularly and a future plan made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education invited to attend the meeting.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutiny and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How can I let the school know I am concerned about my child?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the SENDCo (Mr D Colley). An appointment can be made with Mr Colley via the office.

How will the school let me know if they have any concerns?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may also have. At the meeting a plan will be made for any additional support to help your child. Any referrals to outside professionals will also be discussed.

What happens when my child reaches Year 6?

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in St Peter's Catholic Primary School.

How can the school support me?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.

Homework will be adjusted as needed to your child's individual requirements.

What can I do if I have a complaint?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

What specialist services and expertise are available at or accessed by you?

We have in house staff with a range of expertise and qualification within inclusion and special educational needs. Some qualifications and experiences include:

Mrs. Wilson -Fisher Family Trust Wave 3 literacy intervention, Using Structured Social Communication Programmes for Pupils with ASD

Mr. Gregson -Special Education Needs & Disability (Governor training), Numicon support, addressing low literacy levels in the mainstream setting. Diabetic trained.

(Over 10 years' experience of working with children with a range of special educational and medical need including ASC)

Mrs. Winston -Fisher Family Trust Wave 3 literacy intervention, Using Structured Social Communication. Programmes for Pupils with ASD, Mission Maths Wave 2 intervention.

(Over 10 years' experience of working with children a range of special educational and medical needs including ASC)

Mrs.Shardlow -Fisher Family Trust Wave 3 literacy intervention, Using Structured Social Communication.

Programmes for Pupils with ASD

Mrs. Rowlands -Fisher Family Trust Wave 3 literacy intervention, Using Structured Social Communication.

Programmes for Pupils with ASD, Mission Maths wave 2 interventions, Next Steps trained.

Mrs. Wallace -Fisher Family Trust Wave 3 literacy intervention, Using Structured Social Communication

Programmes for Pupils with ASD, Behaviour Management training

(4 years' experience of working with children with a wide range of special educational and medical needs including ASD)

Mrs.Farrelly -Behaviour management in the mainstream setting, Special Educational Needs & Disability Code of practice training

(Over 7 years' SENCO experience)

Mrs. Robinson– Named SEND Governor

Miss Batty, Mrs Shardlow, Miss Carey & Mrs Farrelly – Stoma Bag trained

Staff in St Peter's receive regular medical training, for instance, to administer inhalers, epi-pens and first aid.

At St Peters we work in collaboration with a large cohort of disciplines including health/medical, social care, psychology and education to ensure Pupils needs is met. Professional development for all inclusion staff is on-going throughout the academic year

All teachers undergo regular training in intervention strategies, two of the more recent covered being IDL (Indirect Dyslexia Learning) and Next Steps.

Support Available for Improving the Emotional Mental and Social Development of Pupils with SEND

The Head teacher has overall responsibility for ensuring that support is available for improving the emotional, mental and social development of pupils with SEND. Within school staff have had experience in delivering a range of CAMHS interventions including NEXT Steps. A Family Liaison Officer can support families directly. When necessary a multiagency approach is used to ensure emotional, mental and social wellbeing of pupils with SEND.

Types of Local Authority Provision delivered in school:

SENAAT Team

Educational Psychology Service

Sensory Service for children with visual or hearing needs

Parent Partnership Service

SALT (Speech and Language Therapy)

Autism Outreach Service

Health Provision delivered in school

Speech and Language Therapy assessments and programmes are provided.

School Nurse

Occupational Therapy

Physiotherapy

CAMHs

Meetings with community paediatricians.