

St Peter's Catholic Primary School

SEND Information Report



Policy	SEND Information Report
Date	September 2019
Date of review	September 2020
Signed Chair of Governors	<i>GLopez</i>
Signed Headteacher	<i>CScott</i>

We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.

Introduction:

St Peter's Catholic Primary School is a two form entry mainstream school. In addition St. Peter's has a thirty place Nursery and Additional Resourced Provision (ARP) for twelve children with Cognition and Learning Difficulties. We are committed to being an Inclusive School and endeavor to meet the needs of children with Special Educational Needs and Disability wherever possible.

The Nazareth Rooms: Is additional resourced provision for 12 children with cognition and learning difficulties. It is resourced with five adults. Children in the Nazareth Rooms have complex needs and Education, Health and Care Plans.

As stated in the SEND Code of Practice 2014 Special Educational Needs and provision falls under four broad areas.

1. Communication and interaction – Children with these difficulties may need help to develop their thinking as well as their communication skills. They may have difficulty taking part in a conversation or understanding what is being said to them.
2. Cognition and learning – Children with learning difficulties will learn at a slower pace than other children and may have difficulty learning basic literacy and math's skills even with appropriate differentiation.
3. Social, mental and emotional health – Some children may have difficulty with their emotional and social development. These difficulties may be displayed through the child being withdrawn or isolated as well as through challenging, disruptive and disturbing behaviour.
4. Sensory and/or physical – There is a wide range of sensory and physical difficulties that affect children such as hearing or sight impairment or a physical difficulty where minor and /or reasonable adjustments are needed to the curriculum or the learning environment.

What is the local offer?

Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC Plans

The local Offer for Barking and Dagenham can be found at – London Borough of Barking and Dagenham Council or you can search here: www.lbbd.gov.uk/localoffer

How does our school know if children need extra help?

We know when a pupil needs help when:-

- When concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves, regarding concerns relating to lack of progress and inclusion.
- Screening on entry indicates a need or a gap in knowledge and/or skills and learning.
- Whole school tracking of attainment indicates a slow rate of progress.
- Observation of pupil indicates that they have additional needs.

What should parents do if they think their child has special educational needs?

If you are concerned please:-

- Meet with your child's class teacher to discuss your concerns. After the discussion your child's class teacher may refer you to our Inclusion Manager/SENDCO Miss Stephanie Doe.
- Children who attend the Nazareth Rooms ARP please contact Miss Marie Hazelton or Mrs Toni Hadley, Lead teachers in the ARP and/or your child's class teacher.
- If you feel it is appropriate you may contact Miss Doe, Inclusion Manager/SENDCO or Mrs Scott Head teacher directly. This can be done via the school office.
- We value the opportunity to work closely with parents whose views and aspirations for the child will be central to the assessments and provision provided by the school.

How will the school support my child?

5. **Quality First Teaching** - the class teacher will make changes to the style and way that he/she teaches. This may be moving your child to a better position in the class in order to see or hear the teacher more clearly. It may be a child needs a pencil grip or the teacher's language may need to be adapted to help your child follow instructions. Class work is differentiated to meet your child's needs. *Resources* may be shared between home and school.

6. **Providing Intervention and Support –**

Maths- First Class @ Number, Power of 2, support during math's lessons and small group work, Precision Teaching.
Literacy – Project X reading interventions, reading and comprehension interventions, e.g. Reading for Meaning, Toe by Toe, Spelling groups, phonics groups, handwriting and Precision Teaching.
Speech and Language – Makaton, Talk Boost, Speech links, individual speech and language programs and speech and language groups.
Other – To support well-being and friendships - Buddy systems, Circle of friends, social skills groups, Rainbows and Counselling from BCCS and multisport

7. **Individual Planning** - If classroom strategies and interventions do not show accelerated progress you will be invited in to discuss your child's special educational needs and advice may be sought from another professional such as the Educational Psychologist and an Individual Education Plan will be implemented with parents, child and school working together. This Plan will identify priorities and support and provision for your child.
8. **Education and Health Care Plans (EHC Plan)** – If your child continues to have difficulty despite interventions and a differentiated curriculum and after advice from The Educational Psychologist, an application can be made for Statutory Assessment in order for your child to have an Education, Health and Care Plan. You or the school can apply to the local authority for an EHC Plan. If the local authority agrees to an EHC Plan you will meet with all the professionals working with your child to form the Plan. An Education, Health and Care Plan is a legal document which is reviewed annually.

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

Support we can provide in school may include:-

- A Buddy system, where children have a circle of friends that the teacher has chosen to support your child at playtimes.
- The "Circle of friends" intervention which includes the whole class being involved in supporting your child.
- BCCS Counselling Service
- Rainbows Bereavement Service
- Touch point – where a child can have weekly or daily contact as required to support their well-being.
- There are a variety of school clubs that children can join which promote well-being.
- The School Council where children are given the opportunity to share their ideas and views on issues concerning school life from the child's point of view.
- St. Peter's Behaviour Policy promotes positive behaviour and includes rewards and sanctions.

Who will support my child?

Class teachers: will support your child daily. They will adapt the classroom environment to meet the needs of your child. They will set work at the level of ability for your child. They will plan activities and direct Teaching Assistants to support your child ensuring that they are aware of your child's special educational need. They will monitor your child's progress and plan accordingly.

Teaching Assistants: Teaching Assistants prepare resources for your child, they may give them gentle prompts to begin their work. They may also work with your child on an individual basis, listening to them read or supporting them with their number work or supporting them to be an independent learner. They may also support your child with speech, language and communication needs and help to develop independence with toileting, in the playground and preparing for school trips. We also have two HLTA's Mrs Oliver and Mrs Barns who support children with interventions and Mrs Marriner who is a highly trained in delivering speech and language programs.

Inclusion Lead and SENDCO: Miss Doe and Lead teachers in the Nazareth Rooms, Miss Hazelton and Mrs Hadley are responsible for overseeing the provision for children with special educational needs. They support class teachers and Teaching Assistants and work closely with other professionals. They also report to the school Governors and other external agencies.

Headteacher: Mrs Scott, our Headteacher works very closely with Miss McBride our Deputy Headteacher and the senior leadership team to ensure that the needs of our special educational needs children are met.

Governors: Our governing body is legally responsible for meeting the needs of our children with special educational needs. Mr George Lopez is the Chair of Governors and is also responsible for Special Educational Needs and Disability at St. Peter's.

Site Managers: The site Managers are able to make small adaptations to the school environment when needed.

Midday Assistants: Our midday assistants have termly meetings with the SENDCO or as and when a new child arrives and it is important for midday's to be aware of the child's needs. The middays have a folder where school information is held and information regarding children with allergies and or special educational needs.

What training do staff receive in order to support our children with special educational needs?

- The Inclusion Manager/SENDCO and Lead teacher in the Nazareth Rooms, attend local authority conferences and training to keep up to date with legislative changes.
- The local authority offers a variety of training for Inclusion Managers, SENDCO's, Class teachers and support staff.
- All school staff receive training on Autism awareness, speech, language and communication needs and medical conditions etc...
- Miss Doe, SENDCO delivers termly SEND staff meetings.
- All staff meetings are inclusive for our special educational needs children.

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

- Speech and language
- Education Psychology Service
- School Nurse – If your child has a particular health condition the school nurse can be contacted to draw up a Health Care Plan. The school nurse also provides a drop in service for parents. Please check school newsletter for dates.
- Occupational Health
- The Paediatrician
- The Child and Adolescent Mental Health team
- The Visual Impairment Service
- The Hearing Impairment Service
- The London Borough of Barking and Dagenham ARP Network
- The London Borough of Barking and Dagenham Inclusion Service
- The Barking and Dagenham School Improvement Service

How accessible is the school: St. Peter's school is very accessible to pupils and parents with disabilities.

- There are flat paths leading into the building and playgrounds.
- There are three disabled toilets strategically placed around the school. We have one wet room with a shower and an electronic changing facility.
- There is a stair lift at the front reception area of the building.
- There is a red light in the Junior hall which flashes when the fire alarm goes off.
- Doors and ramps across the school are wide enough for wheel chair access.

- There is an accessibility plan on our school website.
- Children with special educational needs and disabilities are included in all aspects of school life and are included in school trips. Health and safety is paramount for all our children and a risk assessment will be carried out to ensure that the trip is safe and accessible for your child.
- Parents can always approach the Inclusion Manager/SENDSCO to discuss any access issues that may occur.

How will I know if my child is making progress?

- Teachers are continually monitoring and assessing children, it is part of their daily work.
- Half termly assessments in reading, writing and maths provide staff with a clear picture of your child's progress. Staff meet with the Head teacher and SLT for pupil progress meetings to ensure that all pupils are making the expected progress.
- At St. Peter's we have an online computer system for tracking and monitoring progress.
- At St. Peter's we value and encourage parents to be involved in their child's learning and together we can support your child in being the best they can be.
- Parents of children with SEN Support are invited to termly review meetings where targets are reviewed and new targets set.
- Parents of children with an EHC Plan are invited to termly reviews meetings and to a more formal Annual Review where all professionals working with the child and family are invited to attend. It is important at these meetings that Parents and children have the opportunity to express their views.
- Every parent receives an end of Year report for their child.

How will the school prepare and support my child when joining or transferring to a new school?

- Parents and carers will be invited to look around the school and meet with senior staff. Your child will also be invited to visit and stay for a short while.
- We will contact the nursery or early years setting that your child attended to find out more information about their special needs. We will ask the setting to invite us to a Transition meeting for your child, where we can meet with you and prepare for your child to have a smooth transition into our school.
- We will contact other professionals or agencies who support your child and ask for relevant reports and information which will help us to have better understanding of your child's needs.
- When your child is moving to another school or another Key stage opportunities will be given to meet with their new teacher and to attend assemblies and other discrete activities.
- In Year 5, you will be advised to attend secondary open evenings and to help you decide on the best provision for your child. The Inclusion Manager/SENDSCO Miss Doe will be able to arrange visits and accompany you if you wish.
- Once your child has been allocated a place a secondary transition meeting will take place and extra induction time arranged with the secondary school to ensure the smooth transition from Primary to Secondary education.

Who can I contact if I have a complaint?

From time to time Parents/Carers may have a complaint about the provision made at St. Peter's for their child. In this event you should contact:

- Miss Doe Inclusion Manager/SENDCO
- Miss McBride Deputy Head teacher
- Mrs Scott Head teacher