



"We hold the keys to the future"

St. Peter's Catholic Primary School

Special Educational needs and Disabilities Policy and Information Report 2024

Acting Headteacher: Mrs McArthur

Special Educational Needs and Disabilities Coordinator (SENDCo): Miss Melissa Pedro

Members of staff are contactable via our school office: 0191 4878233

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

St. Peter's is a mainstream primary school. Pupils with moderate and specific learning difficulties, those who present with Autistic Spectrum Disorders and Speech and Language needs as well as pupils with less severe forms of behaviour, emotional, physical and social disorders are provided for within our setting.

St Peter's Catholic Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of their potential and feel valued as an individual who can contribute to the life of our school and society in general.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

As part of the government's reforms around special educational needs (SEN) and with the introduction of the Code of Practice in September 2014, local authorities are required to publish a local offer showing the support available to disabled children and young people and those with SEN and their families and carers. You can access Gateshead's local offer via the link below:

<https://www.gateshead.gov.uk/article/2694/Gateshead-Local-Offer>

The definition of SEND.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad areas of needs which determine a child's ability to learn and develop. Some children will present with difficulties in one of these areas, whereas some may experience difficulties in a number of these areas.

- 1) Communication and Interaction - Difficulties identified with speech, language and communication with others. Children may display difficulties in communicating their needs, communicating with others or understanding what is being said to them.
- 2) Cognition and Learning - Children may experience moderate, severe, profound or multiple difficulties. Children may need further support in their learning to help them to make progress. Children who may need this support are often children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia or difficulties with their motor coordination.
- 3) Social, Emotional and Mental Health difficulties (SEMH) - Children may experience a range of social, emotional and mental health difficulties which can manifest in different ways. Children may be withdrawn or isolated as well as displaying more challenging and disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harm or eating disorders.
- 4) Sensory/Physical needs - Children may require support in accessing educational facilities due to a physical or sensory need. This may be due to a Visual Impairment (VI) or a Hearing Impairment (HI) and children may need adaptations to their environment or specialist equipment in order for them to access their learning.

Our school currently provides additional provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, situational mutism and speech and language difficulties.

- Physical needs, for example, visual impairments and hearing impairments.
- Moderate learning difficulties.

What are the arrangements for the admission of SEND pupils into our school?

Pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs (see note 1)

1. The admission of pupils with an Education, Health and Care Plan or a Statement of Educational Needs is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan or a Statement of Special Educational Needs that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

*A **Statement of Special Educational Needs** is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. An **Education, Health and Care Plan** is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.*

What are the different types of support available for pupils with SEND in our school?

For children with communication and interaction needs:

- Visual timetables
- Visual prompts: Now, Next, Then boards
- Social Stories
- Word mats
- Small group rooms to provide quiet, undisturbed area to work in.
- “Talk Boost” for children in Early Years and KS1.
- Delivery of 1:1 and small group sessions delivered by HLTA where necessary (Lego Therapy, Social Groups)

For children with cognition and learning needs:

- Quality First Teaching and differentiation of work
- Teaching assistant support
- Practical resources to support Maths
- Key word mats available when needed and sent home to pre tutor if necessary.

For children with Social, emotional and mental health difficulties:

- Feelings check in each day using Zones of Regulation
- Clear and consistent expectations
- Lego Therapy sessions
- Social group sessions with HLTA
- Celebratory assembly – certificates and rewards at the end of the week
- Nurture group sessions.

For children with sensory or physical needs:

- Specific resources for VI children – Black ink pen, enlarged worksheets, personalised seating plan, slanted writing board, specific ICT software for use in class.

- Specific resources for HI children – use of radio aid, personalised seating plan • Adapted environment – yellow tape/paint on steps and corners, widened steps.
- Accessible toilets
- Ramped access to the school building.
- Lift access into school hall
- Disabled access to KS1 through carpark
- Each classroom has blackout blinds

How is SEND identified and assessed?

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 isn't making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo): Miss Melissa Pedro

At St Peter's RC Primary School, we recognise the need for early identification, assessment and provision for those with Special Educational Needs. Staff regularly observe and assess children in their care which ensures that children are quickly identified and responded to.

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 have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.

What support will be given to my child?

First and foremost, your child will be given quality first teaching input with excellent targeting and differentiation. (Wave 1 support)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. (This may involve things like using more practical learning).
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- 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.

If necessary, your child may be given specific group intervention. (Wave 2 intervention)

For your child this may be:

- Operated in the classroom or withdrawn from class.
- Operated by a teacher or teaching assistant (TA)

Some children may need further, specialist support which may be run by outside agencies e.g. Speech and Language therapy. Some pupils may have been identified by the SENDCo / Class teacher as requiring some extra specialist support in school from a professional outside of the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS) and Speech and Language service.

What could happen if my child still doesn't make progress?

If, following quality first teaching and differentiation by the class teacher and teaching assistants, your child doesn't make further progress, 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 yourself understand your child's particular needs better and be able to support them better in school. Specialists currently involved with our school include; speech and language therapy, educational psychologist, HINT, LINT, CAMHS, Road Centre counselling, social services, school nurse.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support (Wave 3 intervention).

(a) Specified Individual Support – (Wave 4 intervention).

This type of support is available for pupils whose learning needs are, severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for pupils with specific barriers to learning that can't be overcome through excellent first teaching and intervention groups.

Your child in this case will also require specialist support from a professional outside of the school. This may be from: Local Authority central services such as ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need) or Speech and Language Therapists.

For your child this would mean:

- The school (or you) can request that the 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 require a statutory assessment. If this is the case they will ask you and all of the professionals involved with your child to write a report outlining your child's needs. If they don't think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or 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 Statement or 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 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.

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt 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.
- Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and numeracy.
- If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail.
- At the end of each Key stage (i.e. at the end of Year 2 and Year 6) all pupils 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.
- Pupils may have an Individual Education Plan (IEP)/personal targets which are reviewed regularly and future action plans/targets made.
- Teachers meet with the SENDCo on at least a termly basis as part of SEND pupil progress meetings.
- The progress of pupils with a statement of SEND /EHC Plan is formally reviewed at an Annual Review Meeting, with all adults involved with the child's education. Most children with a statement of SEND will also have an informal review meeting with parents, the class teacher and SENDCo
- 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.

Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions half termly.
- Using pupil questionnaires.
- Monitoring by the SENDCo.

- Holding annual reviews for pupils with EHC plans.

What support do we have for you as a parent of a child with a SEND?

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 similar strategies can be used.

The SENDCo/ Headteacher 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. Personal progress targets/ IEP's will be reviewed with your involvement.

Homework will be adjusted as required to meet your child's individual needs.

Gateshead SENDIASS (0191 4784667) offers parents free and confidential advice and support for parents with children who have or may have SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. IEP's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on, then it will be provided for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and staff from the new school will visit your child in this school.

What Emotional and Social Development support do we have for a child with SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The emotional health and well-being of all of our pupils is very important to us.

- We have a robust Child Protection Policy in place; we follow National and LA Guidelines.
- We have a robust Behaviour and Discipline Policy in place.

- All staff throughout the school continually monitor the Emotional health and wellbeing of all of our pupils.
- We have a pastoral care worker who is available to work with pupils on an individual needs basis and have staff trained for “Rainbows” emotional and social intervention support.

How is extra support allocated to pupils and how do they progress in their learning?

- The Head teacher along with the SENDCo decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school.
- The Head teacher and the SENDCo discuss all the information they have about SEND in the school including:
 - pupils already receiving extra support
 - pupils requiring extra support
 - pupils who have been identified as not making as much progress as would be expected and decide what resources/training and support is required
 - the child’s view will be sought informally for review meetings: this may not always be possible with very young pupils/ pupils with delayed development
- The school will identify the needs of all pupils on a school provision map which for SEND pupils identifies all resources/training and support. This will be reviewed regularly and changes made as needed.

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

- The SENDCo’s role is to support the class teacher as far as possible with planning for children with SEND.
- The school regularly provides training and support to enable all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by the outside agencies that are relevant to the needs of specific pupils in their class e.g. from the Autism Outreach Team, the Down’s Syndrome Association or the Speech and Language Team.

Who are the best people to talk to at St. Peter’s about my child’s difficulties with learning / Special Educational Needs or disability (SEND)?

The Governing body – Chair of Governors – Mrs L Fleming

The governing body has the following responsibility to:

- Investigate and respond to any complaints from parents of pupils with SEND concerning provision provided for their child.
- Make sure that the necessary support is given for any pupil who attends our school who has a Special educational need or disability.
- Have regard to the SEN Code of Practice and should see the overall implementation of the reform and provide strategic support to the Headteacher.
- Support through attendance at review meetings and staff training where appropriate.

The Headteacher (Acting) – Mrs P McArthur

The Headteacher has the following responsibility for:

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

The Special Educational Needs Coordinator – Miss M Pedro

The SENDCo has the following responsibility for:

- Developing and reviewing the school's SEND Policy
- Coordinating all of the support for pupils with special educational needs or disabilities (SEND)
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support your child is receiving and involved in reviewing how they are progressing.
- Liaising with all other people who may be coming into school to help support your child's learning.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in 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 school so that they can help pupils with SEND in the school to achieve the best progress possible.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The class teacher

The class teacher has the following responsibility to:

- Check 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) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Write pupil progress targets / Individual Education Plans (IEP's) with the Learning Support Teacher, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Support Staff

Class teachers work with Teaching Assistants (TAs) to plan effective provision for pupils with SEND. Effective liaison between TAs and class teachers is essential to ensure planned activities are linked to targets set out in Learning Plans:

- Support pupils to access the curriculum and keep pupils focussed on learning activities during lessons. Support children to develop effective ways to become independent learners.
- TAs in charge of specific interventions will liaise with the SENCO to deliver an intervention to children identified with a barrier to learning.
- Carry out a baseline and exit assessment to monitor children's progress and the effectiveness of the intervention.

Policy Date: 19/02/24

Signed: *M. Pedro*

(SENDCo)