



SEND Information Report

Date agreed: September 2024

For Review: September 2025

Our Mission

We put Jesus at the heart of everything that we do.

special kind unique inventive
generous awesome gentleness
purity helpful good positive
expressive enjoyable caring
adventurous bouncy zingy
fun truth colourful superb
confident polite compassion
friendly enthusiastic marvellous
comforting nice remarkable
happy magnificent great
meaningful forgiveness
exceptional joy wonderful
interesting creative hopeful
incredible spectacular
original brilliant peace
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful sacrifice
glorious fantastic tolerance
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing humility loving
energetic smiling captivating
justice encouraging mercy
gracious faithful important
supporting delightful thankful
hard-working tremendous



'And the King will answer them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.'

Matthew 25:40

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The Special Educational Needs and Disability Regulations 2014 require the St. Peter’s Catholic Primary School to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At St. Peter’s Catholic Primary School, we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

Catering for different kinds of SEND

At St. Peter's it is the belief that all children have an equal right to a full and rounded education and early identification is crucial in ensuring this, in line with the Code of Practice 2014. The four areas of need outlined in the Code of Practice are as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental 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, (SLD) Moderate learning difficulties, (MLD) Severe learning difficulties, (SLD) Profound and multiple learning difficulties, (PMLD)
- Social, emotional and mental health difficulties - Behavioural, social and emotional difficulties, (BESD or EBD)
- Sensory and/or physical needs -Visual Impairment, (VI) Hearing Impairment, (HI) Multi-Sensory Impairment (MSI) Physical disability, (PD)

There is now only a single category for SEND support which has replaced the former School Action/ School Action Plus and Early Years Action/ Action Plus. The Local Offer from the local authority lays out the provision that can be accessed in the area.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Tess Sharman	Senior leadership, curriculum, assessment, SENDCO	BA (HONS), National Professional Qualification in Executive Leadership
David Fitzgerald	Qualified Teacher, NPQSL	BA (HONS)

Tara Hart	Qualified Teacher, Early Years Trained, Making sense of Autism Tier 1 trained	BA (HONS)
Emily Phillips-Duffy	Qualified Teacher	BA (Hons)
Niamh Barrow	Qualified Teacher	BA (HONS), MA
Sandra Giacalone	Early Years, DSL, Early Help Assessor	

The SENCO

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 relevant staff and parents at each stage.
- Arranging meetings with parents and outside agencies in collaboration with the class teacher at School where necessary.
- Assisting writing and reviewing of plans
- Monitor progress of pupils with SEND
- Convening appropriate Statement / EHC Plan reviews.
- Attending appropriate reviews, case conferences etc as necessary.
- Observing for the purposes of assessment where appropriate and possible.
- Monitoring the effectiveness and implementation of SEN provision.
- Liaising with the Head Teacher on SEN issues.
- Keeping Governors informed of SEN issues through the SEN Governor.

Name of SENCO	Email address	Phone number
David Fitzgerald, supported by Tess Sharman (during induction)	Admin3542@welearn365.com	01926 427497

Securing and deploying expertise

In addition to the expertise on staff, we also use the services of the following specialists:

- Specialist Teaching Services
- Educational Psychology Service
- Dyslexia West Midlands
- SENDIAS
- Speech and Language therapy Service
- Safeline
- Early Help assessment team

Identifying and assessing pupils with SEND

For any area of need identified, a range of evidence is collected through the normal assessment and monitoring arrangements. This should include evidence to show that despite differentiation and in class provision the child may still:

- Make little or no progress even when teaching approaches are targeted.
- Show signs of difficulty in developing literacy or mathematics skills, resulting in poor attainment.
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques of the school.
- Have sensory or physical problems and continue to make no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties that impede the development of social relationships and cause a significant barrier towards learning.
- Demonstrate emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of others in the class, despite having an individualised behaviour management programme.
- Have SEND or physical needs that require additional specialist equipment or regular support, advice and visits by a specialist service.

Once the above factors have been fully investigated and a child is not making the expected progress, the class teacher will consult with the SENCo in order to 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 that the child continues to make progress.

There are other factors which need to be considered when establishing the reasons a child's attainment or progress is causing concern. These include attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child or the child of serving Armed Forces personnel. These are addressed within other school policies, but may still require the teacher to put in additional and different provision to ensure the child makes progress.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or

subject.

All children receive quality first teaching as all teachers are teachers of all children. As the Code of Practice suggests, pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalized teaching. High quality teaching is the first step in responding to pupils who have or may have SEND.

The key test of the need for action is that current rates of progress are inadequate, despite having received targeted intervention.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in the child's behaviour.

When any concern is initially noted, it is the responsibility of the class teacher to take steps to address the issue. They are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. Children will be identified by the class teacher. An initial concerns sheet in the form of a pen portrait will be completed by the class teacher, outlining the current levels of support and concerns.

Consulting with pupils and parents

Parents

The views of parents are very important for ensuring that we meet the needs of our SEND pupils. We work collaboratively with parents for the best outcomes for pupils. Parents are involved with planning ILPs, attending meetings as well as being offered support throughout the EHCP application process.

Pupils

Central to our provision is the child, who we aim to empower to be the best they can be during their time at St. Peter's. Children are involved in the formation of their ILPs, ensuring that we understand what they want to be able to do and the standard at which they want to perform.

Progressing towards outcomes

At St. Peter's Catholic Primary School, we want our children to be continuously learning and we recognise that this learning may not always follow a certain rate or pattern.

Academically, we assess all children to ensure that each child makes appropriate progress. This process is the same for our SEND children and enables us to ensure that they make progress.

As part of The Graduated Approach provision is made using the Assess-Plan-Do-Review system outlined in the Code of Practice. Pupil progress meetings highlight any children causing concern. Children will be placed on an internal Monitoring SEND register held by the SENCo and more targeted intervention will be planned by the class teacher. Should the child still require additional support, they will be added to the SEND register with the agreement of parents. At this point, advice and support may be sought from outside agencies.

The ILP will set targets for the pupil and will include:

- The short-term targets set for or with the child
- The provision to be put in place
- Achievement criteria
- When the plan is to be reviewed
- Possible external agencies involvement

The class teacher will work closely with parents at all stages of their child's education and will 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 a statement or 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.

EHCP explained:

In some cases, a child may continue to demonstrate cause for concern, despite interventions at school under SEND support. This would 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 Educational psychologists over at least a Year.
- Views of the parents/carers,
- Involvement of other professionals

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

Transition support

We believe that facilitating a robust and well planned transition enables our children, especially those with SEND, to flourish sooner. We work with key stakeholders (professionals, parents, pupils and experts) to carefully plan transitions and ensuring that we do our best for the children as they move through their school journey.

Teaching approach

- One to one teaching
- Group work
- Precision teaching (where staff work with children for a fixed period to enable the child to confidently learn a particular skill well).
- Differentiated lessons and activities
- Inclusive learning environments
- Involvement of specialists and experts

Adaptations to the curriculum and learning environment

In every class, lessons are differentiated so that the learning is accessible for all children. In certain individual cases, it is necessary for a teacher to set an entirely different activity at a different level so that the child learns appropriately for their level. This teaching and learning may be supported by an adult, other children or may be entirely independent.

We use Chris Quigley's 'Milestones' to help us measure progress and direct learning appropriately for all children.

Inclusivity in activities

We enable pupils with SEND to engage in activities of the school, together with children who do not have SEND, 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

Supporting emotional and social development

Our school Mission is to put Jesus at the heart of everything we do; specifically, the values and virtues he taught us to live our lives by. This ethos provides all of our children with an excellent support network for each other. For children with greater, specific needs, we employ a range of strategies

in school. We liaise with the local authority to get access to external support for children and have two members of staff who are trained in Early Help.

Evaluating effectiveness

The Governors of St Peter's Catholic Primary school have a responsibility for the strategic overview of and the implementation of the SEND policy.

The everyday management and organisation of SEND at St Peter's is the responsibility of the Head teacher who is also the SENCo.

Governors will make sure that they are fully involved and will undertake reviews and monitoring of the SEND policy. All governors will ensure that they are informed and knowledgeable about the current SEND provision in schools in general.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. The SENCo works closely with the SEND governor to ensure that the governing body are always kept up to date with regards to the level of SEND within the school.

The governing body reviews this policy annually and considers any amendments in light of the annual review finding.

Handling complaints

Should you have any complaints in relation to Inclusion within St Peter's Catholic Primary School the school's complaints procedure should be followed.

This can be found on our website at:

<http://dev.st-peterscatholic.warwickshire.sch.uk/>

Local Offer

Warwickshire County Council's local offer, explaining what is available on an LA basis, can be found using the following link:

<https://www.warwickshire.gov.uk/send>

Named contacts

For more information regarding St. Peter's Catholic Primary School's SEND provision, please contact David Fitzgerald (SENDCO), on 01926 427497.