



St Peter's RC Primary School

*“Unlocking our potential with the keys of love
respect and friendship”*

SPECIAL EDUCATIONAL NEEDS & DISABILITY

Information Report

Person responsible for SEND

*Deputy Head and SENCO - Mrs M Mussell
(Post Graduate Diploma SEN Co-ordination)*

*SEN link Governor
Mrs T Sunderland*

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St Peter's RC Primary School is a mainstream primary school committed to including the needs of pupils with identified special educational needs and disabilities and ensuring that they make progress. In keeping with the Catholic ethos of the school, we recognise that each child is a gift from God with his or her own abilities and needs.

This policy reflects our Mission Statement. We aim to provide education to all pupils in the Roman Catholic faith as well as children of other faiths and backgrounds from our catchment area. As a school community we observe the rites, practices and doctrines of the Roman Catholic Church. We take Jesus Christ as our model and the children are encouraged by word and example to live according to his Gospel in order to develop love, respect, hope, truth, forgiveness, friendship, trust, thankfulness, justice and joy.

All teachers have a responsibility for providing our children with a broad, balanced and relevant curriculum, which is differentiated, as far as possible, to meet the needs of each child. We aim to ensure that every child develops to his or her full potential and that the school and parents do everything possible to ensure that each child is included fully in all aspects of school life and is happy, motivated and achieving.

At St Peter's RC Primary School every teacher is a teacher of every child, including those with SEN.

Our SEN profile for 2015-2016 shows that we have 11% of children in our school are identified as having SEN. This percentage is made up of the following groups:

- 46% are identified as having SEN linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 53% are identified as having SEN linked to Communication and Interaction as the main category of need (including ASD, speech and language difficulties and problems with social interaction)
- 0% are identified as having SEN linked to Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing)
- 0% are identified as having SEN linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 1% of our school population have a Statement or Education and Health Care Plan.

What the school provides

Access

The school is fully wheelchair accessible, although we are on a steep hill and parking is limited. To ensure access for all pupils and parents with disabilities, the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair and/or mobility equipment if necessary. There is a unisex disabled toilet which is available for wheelchair users. Classroom furniture is modern and of a height suitable for the age group of children being taught in that classroom. We are a friendly school and teachers are around at the start and end of each day for handovers and information sharing if needed.

Policies

School has all the required policies (single equalities, SEN and other policies which also relate to and repeat much of this information). They are available to view via our website or alternatively from the school office. Other information is provided on the school website, a community noticeboard outside school and in our weekly newsletter.

Resources

The school has a range of physical resources and equipment specifically for use with SEN pupils. We use visual timetables when necessary and have a range of writing equipment including writing slopes and ergonomically designed pens and pencils and balls for PE. ICT programmes are available for pupils with SEN in addition to the IPADs, headphones, netbooks, computers and interactive whiteboards in every classroom.

Identification & Provision

From starting school at St Peter's we believe in a full and detailed exchange of information so that we are fully informed of any additional needs children or their parents may have and can put in place a plan to meet any these needs, for example by providing extra equipment or by making adaptations to the school environment or information (e.g. enlarged print). At St Peter's we try to identify children who have Additional Special Educational Needs according to the following definition-

- ❖ ***a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided);*
and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age).

Children's needs are identified within four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

As children are individuals they may have needs in more than one area. The purpose of identification is to work out what are the needs of the whole child and what (if any) action we, as a school, need to take, not to diagnose or label a particular condition.

Identification of need may be raised by:

- ❖ Parents/carer
- ❖ Class Teacher assessment, pupil tracking and SAT results
- ❖ External specialists/professionals from agencies within education, health or social care.
- ❖ Records - transferred from another school
- ❖ Base line assessments
- ❖ In-house testing and assessment

Using this information we identify children with Special Educational Needs because **progress is not at expected levels and additional or different provision is required from that which is provided for all.**

Progress below expected levels can be characterised as that which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

There are other things which may impact upon progress but are not SEN, these include disabilities (suitable adaptation under disability equality act may be needed rather than SEN provision- see equality policy), attendance and punctuality, health and welfare, English as a second language, being in receipt of pupil premium grant, or a looked after child or a child of a serviceman/woman. (These issues are dealt with in other school policies, attendance, child protection and single equality.)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENCO liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, PIPs, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

Plan for support

Because all children have different needs, children with special needs at St Peter's receive different provision. Resources are provided from within our budget and are outlined in the school provision map which for each child is outlined in their school support plan (SSP) or behaviour support plan (BSP). For children who require resources in addition to those the school can provide, we apply to the local authority as an application for an Education Health and Care plan (EHC).

When sitting tests or examinations children with SEN can be supported on a one-to-one basis with a prompter or a reader or scribe, have timed breaks, be granted additional time, have modified print or sit in a quiet setting in a small group to aid concentration.

Provision (how we provide for and meet a child's needs) for children is planned by parents and class teachers, with the SENCO and other specialists involved if needed, through the development of school support plans. Outlined in this plan, is the allocation of resources (including time with additional adults, use of additional equipment and intervention programmes), as well as specific targets and planned outcomes.

Spending

Money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas. Spending is reported in the annual SEN report to parents which is published on our website.

Money is allocated to provide support according to a child's additional needs and it may typically include the provision of:

- additional teaching assistants (TAs) who provide support to access the curriculum aiming to develop pupil's independence as early as possible, as well as specific interventions and catch up programmes.
- release time from class for the SENCO to meet with parents and advise staff and improve the range and quality of provision for identified children
- external specialists teachers for additional and more in depth assessment and advice.
- specialist equipment and resources.
- training for staff as needed.

Staff and training

We possess a lot of experience and expertise. Our SENCO is well informed and has eighteen years' experience of working with a range of pupils with differing needs and with a range of SEN professionals and specialists. She has a Diploma in SEN co-ordination.

Three members of the teaching staff have received additional and specific Autism and Asperger's training. One teacher also has received specialist training in speech, language and communication.

Most members of staff have received first Aid and Epipen training. In addition, one HLTA has been trained and has experience of delivering Makaton, speech and language support, as well as specific training in the areas of Autism (ASD) and Attention Deficit and Hyperactivity Disorder (ADHD). Another TA has been trained to support children with ASD including their speech and language needs. One TA trainee has also been attending sign language Level 1 training. Two TAs have completed a course in child development and two have received training in how to observe and assess children working below National Curriculum levels (use of PIVATS). Four TAs have received training in Team Teach techniques. Two TA's have attended speech and language courses to help meet some specific needs of children in our school.

The Governors ensure that members of staff receive regular training from the SENCO and other professionals working in school. Due to our specialist teacher provision we are able to tailor this training specifically for the needs of children in our school and to staff working with those children in particular classes. The SENCO and headteacher keep fully up to date about Special Educational Needs issues through attendance at training and meetings. This information is conveyed to other staff members informally via discussions with the headteacher and SENCO and formally at staff and TA meetings.

Reviewing and evaluating outcomes

School support plans are reviewed each term and pupils and parents are involved in these reviews. Each term progress is discussed against targets and in relation to peers. Targets, strategies and provision are amended as needed or the plan is completed if no further action is needed.

For children who receive additional funding through an EHC plan from the Local Authority, Annual Reviews are also held. Parents and children are invited to make a contribution to this review.

At all reviews, interventions are considered to check they are effective and changes to provision are made if needed. This provision is planned in partnership and discussion with parents, class teachers, specialist teachers, other professionals. SENCO advice is sought if needed.

Children's progress is monitored throughout the school and those with SEN are monitored separately by the SENCO and headteacher. This is evaluated for how effectively we provide additional support and the impact this has on the children with SEN's progress. This is reported to governors via termly monitoring by the SEN governor.

*'This school vastly improves pupil's development to their individual needs'
'My child has come on leaps and bounds since starting at St Peter's, his maths and English are excellent. I am very happy overall with the school. My son is very happy and has gained lots of good friends.
'I am very happy with the level of teaching for each child to their individual needs'*

(Parental Survey, April 2014)

'This good school provides outstanding care, guidance and support, ensuring that all pupils are safe, secure and keen to learn' (Most recent Ofsted Inspection Report)

Keeping children safe

All children in KS1 are handed over to and from parents and carers at the beginning and end of the day. If required an individual handover can be carried out by the TA or class teacher to the appropriate parent/carer.

A teacher and TA supervise each playtime break. Members of staff also supervise children in the play areas at lunch times. Sometimes a risk assessment may highlight children who need additional supervision at these times and in such circumstances this is provided. Support is available in every class but some classes have additional adult support on a one-to-one basis if required based on a child's specific needs. Buddies are organised to provide playtime support for children who are new to the school.

All children will be able to access and attend school trips if they want to and risk assessments based on the children's needs are completed and submitted to the educational visits co-ordinator and the ratio of adults to children may be adjusted accordingly.

Our Behaviour and Anti-Bullying policies are available on the school website.

School policy on safeguarding is clear; it is inclusive and comprehensive and applies to all children including those with Special Educational Needs.

Sometimes for the safety of all children a risk assessment may be carried out. Preliminary risk assessments are made by the SENCO based on the information provided on entry to the school by the parent or other professional before a child starts school. Additional advice may be sought from the local authority or other professionals. Full risk assessment are made if required, by the headteacher or SENCO and stored in the school office in the child's school file.

Supporting Parents and Families

Teachers are available to meet with parents briefly at the start and end of the school day if necessary. For a more in depth discussion with class teachers in the first instance or with the SENCO, parents are requested to make an appointment via the school office.

The School holds two parents' evenings a year to provide opportunities for parents to discuss the progress of their child. Parents are also welcome to meet with teachers at other times with an appointment to discuss any concerns they may have. A parent questionnaire is also provided for parents to record their views and suggestions.

In addition for parents of children with SEND and who have a school support plan a termly review meeting is held. The school seeks to involve parents of children with additional needs in termly reviews and provide regular information about progress and attainment in areas of the curriculum including behaviour, social skills and speech and language development if this is relevant.

General information about events, dates and any changes are provided in our weekly newsletter and regular texts. An induction meeting and a half day taster day is organised for Reception children and their parents in the summer term before their September start. For children starting at other times of the year year an individual induction meeting and pre-visit to school can be organised with the headteacher.

'A strength of St Peter's school is keeping parents well informed and teachers act on issues quickly' (Parental Survey April 2014).

We collaborate with Stagghills Children Centre and are able to help families access support and help from a variety of outside agencies should they require it. The SENCO or headteacher can offer help with the completion of forms if this is required and they can signpost help and support to families via the CAF & TAF processes (common assessment framework and team around the family). The school regularly holds workshops for parents, where additional information is provided about what and how we teach and these also offer advice about things parents can do at home to help. Any requests by parents for support will be considered carefully by the school and acted upon if possible. If a child requires a Travel plan to get to and from school this would be sorted out with by the SENCO and Head Teacher if required.

Arrangements for Complaints about SEN provision

We would encourage parents/carers who have any concerns with SEN provision or assessment at the school to approach staff at an informal level.

Informal complaints can be made by contacting the class teacher, SENCO, or Headteacher. If parents/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's Class Teacher. If the parents/carers think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher.

Most concerns will be resolved in this way.

Formal complaints. If parents/carers still feel dissatisfied they may choose to follow the procedures for complaints in our SEN policy.

Transition

At some point children with SEND will leave our school either to other primary or special school or at the end of y6 when they move to high school. For children with special educational needs an additional transition meeting is arranged for the child, parents and both SENCOs (or their representatives). At this meeting a discussion is held about the child's identified special educational needs, how they can be met and a provisional plan is made for their transition. In some exceptional cases additional visits and transition work may take place. Each year children visit their receiving secondary school for taster sessions and also secondary teachers from our partner schools visit to assist the transition from Year 6 to Year 7.

The school has submitted the above information to Lancashire County Council and their local offer. This can be found on the following website:

<http://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send.aspx>