



SS Peter and Paul Catholic Primary School

Special Education Needs and Disability (SEND) Information Report

At SS Peter and Paul, we value all learners and strive to ensure that every child has equal access to a broad and balanced curriculum. The information in this report has been compiled to provide you with some information about our SEND provision.

Who is responsible for the SEND provision?

Class Teachers are the first point of contact for concerned parents and are responsible for:

- Monitoring the progress and identifying children who may have SEND
- Ensuring that children with difficulties are made known to the SENDCo
- Ensuring that all staff working with your child in school know, and are able to deliver, the planned work/programme for your child, so they can achieve the best possible progress
- Ensuring that the school's SEND Policy is followed

The SENDCo is responsible for:

- Co-ordinating all the support for children with Special Educational Needs and/or Disabilities ensuring that all children receive the appropriate support they require
- Providing specialist support for teachers and support staff in the school so they can help children with SEND achieve the best possible progress
- Ensuring that all SEND children are identified and their needs are identified and progress tracked
- Keeping parents/carers informed
- Reviewing how all children are doing
- Arranging and holding review meetings as required
- Applying for top-up funding as required
- Liaising with other schools to ensure transition arrangements are in place
- Liaising with outside agencies to ensure the best possible provision is in place

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Ensuring the Governors of the school are kept up to date about any issues in school relating to SEND
- Ensuring that SEN/D provision is constantly monitored

- Strategic planning for the future to continually improve our provision for children with SEND
- Applying for grants to make modifications to the building if required

The school's Governing Body is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Ensuring that provision for SEND pupils is made and that it promotes high standards.

How does SS Peter and Paul know if my child needs extra help?

If your child has been identified as having a special educational need or disability before they join SS Peter and Paul, the SENDCo at their previous school or nursery should contact the school and pass on information about your child's needs. If the school or nursery is local Miss Walker, our SENDCo, will usually visit the setting to ensure that your child's needs are understood.

The class teacher will continually assess how children are progressing with their learning on a daily basis and formally assess a child three times a year. A child in school can be identified as having a special educational needs or disability if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. A child may have a need where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. If a child is working below expected levels or is making slower than expected progress, we will consider whether they need extra help.

What should I do if I think my child may have special educational needs?

If you are concerned about your child's progress you should speak to your child's class teacher. Depending on the difficulty the teacher may carry out some observation or assessment, or may arrange for your child to have extra support to target an area they are finding difficult. A further referral to Miss Walker, the school SENDCo may be made.

What does it mean if my child has been identified as having Special Educational Needs?

Once appropriate assessments have taken place, and following conversations between staff members and you as parents, a decision will be made on whether a pupil has a specific SEND need and whether they will require school-based SEND support.

There are four broad areas of need that the 2014 SEN Code of Practice identifies:

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

For more information about these areas please use the link below to access the 2014 SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the SEND Register?

If a child is identified as having SEND they will be placed on the SEND register and will receive School Support. The SENDCo will monitor this register and the progress of children on the register. Children can be added to the register once they are identified and may also be removed if they are making good progress.

How will school staff support my child if they are identified as having a special educational need?

At SS Peter and Paul, we follow the approach set out in the 2014 SEN Code of Practice. The four stages of SEN support are:

- Assess
- Plan
- Do
- Review.

Your child's difficulties will be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records, assessments and other information.

A plan will then be drawn up, with the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working

School will then put the planned support into place, the do element. The teacher remains responsible for working with your child on a daily basis, but the SENDCo and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made

This needs to be done regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an Educational Psychologist, a specialist teacher or a health professional.

What are the different types of support available for children with SEND?

The class-teacher is responsible for the provision and support for your child, through the process of quality first teaching. This will mean:

- That the teacher has the highest possible expectations of all children, including those with SEND
- That different ways of teaching are in place so that your child is fully involved in learning in class through differentiated activities.
- That specific strategies (which may have been suggested by out-side agencies) are in place to support your child to learn.
- That your child's class teacher carefully tracks the progress of your child and provides extra support to help them make the best possible progress, including providing intervention groups.

If your child has a particular SEND need a special programme may be required. This may involve working in a small group or individually with a Learning Support Assistant (LSA), the class teacher, the SENDCo or a particular professional such as a Speech and Language therapist.

If my child has special educational needs how will the curriculum be matched to my child's needs?

When class teachers are planning their lessons, they think about the needs of all the children in the class and differentiate appropriately. Our core offer is based on the principle that most additional needs can be met through quality first inclusive teaching and all lessons are taught with this in mind. The aim is for all children to work on the same topics, but adult input, activity, learning outcomes or resources may be adapted for individuals or groups of children. This may include:

- Pre-teaching – to increase SEND pupil confidence
- Using a Prioritised Curriculum which enables a focus on key skills taught in a broad and balanced manner.
- Adaptations to the learning environment- for example: individualised work stations or wobble cushions or using a computer.

What intervention provision is available to meet my child's needs?

There is a range of different intervention provision to help children with special educational needs. Some of the intervention provision that has been provided over the last year includes:

- Better Reading Partners
- Volunteer Reading Partner
- Guided reading groups focused on learning comprehension skills
- Numicon -intervention
- Lego Therapy
- Better move on intervention
- Speech and Language Therapy

If your child has complex needs it may be necessary to apply for an **Educational Health Care Plans (EHCP)**. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

The local authority will arrange for an EHCP needs assessment to be undertaken in order to decide whether extra provision is required to meet a child's needs and set up an EHCP.

More information about EHCPs can be found at:

<https://www.bristol.gov.uk/web/bristol-local-offer/what-is-an-education-health-and-care-ehc-plan>

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

How will I know how my child is doing and how will you help me support my child's learning?

The school reports on children's progress via two parents/carers' evenings in Term 1 and Term 3 and a full written report in Term 6. Class teachers are available at the end of each school day for an informal chat. If you require a meeting with the class teacher or the SENDCo this can be arranged via the school office at any point during the year. In addition, if your child has a support plan you will be informed when the plan is reviewed, 3 times a year. If your child has an EHCP there will also be an annual review which will include all professional bodies involved in your child's care.

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

At SS Peter and Paul, we value every child and ensure that they feel valued. All activities are designed to be inclusive which means every child is included. This includes activities in the classroom as well as after-school clubs and trips outside school where extra measures may be put in place such as increasing the number staff/helpers, taking any necessary medication, and informing providers of disabled children's needs. A risk assessment is carried out prior to any off-site activity to ensure that nobody's health and safety will be compromised.

The class teacher is responsible for all aspects of the children's well-being whilst they are in school. In the event of a child requiring further support advice might be sought from members of the school staff or outside agencies.

Medical needs:

It is the parents/carers' responsibility to inform the school of any medical needs including details of any medications that need to be taken. All medicines should be in date and be included in a medical plan.

If additional therapies are required on a regular basis such as; physiotherapy/ occupational therapy or SALT the school will arrange for a room to be made available or arrange a reduced timetable for a child to attend the sessions outside school.

Pastoral and Social Support.

As part of the weekly curriculum, the children will cover Personal, Social, Health, Education through PSHE, SRE, core curriculum teaching and Collective Worship. These lessons will cover managing feelings, friendships, worry, coping with change, dealing with other people, grief, loss and working towards goals. It will also cover aspects of safety such as road safety, personal safety and e-safety.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated according to a child's needs. If a child requires additional support on top of what the school is able to offer the school will apply for top-up funding.

Funding could be used for extra staff to support a child, classroom or medical equipment or modifications to the building to meet a child's needs. The funding could also be used to finance specialised training for staff to be able to better meet the needs of a child.

Who can I contact for further information?

The Local Authority Website contains details of the Local Offer and can be found using the link below:

<https://www.bristol.gov.uk/web/bristol-local-offer/parents-carers>

Details of local support groups can be found on our school website:

<https://www.sspeterandpaulprimary.co.uk/send/>