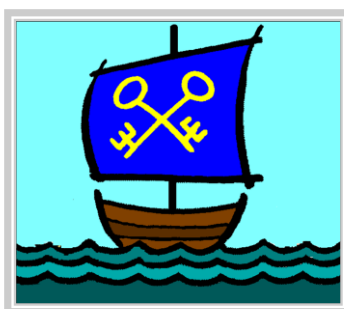


St Peter's Catholic Primary School

Special Educational Needs and Disability (SEND) Information Report

(Part of the West Sussex Local Offer)

Updated November 2022



Adur Statement

All schools in Adur have a similar approach to meeting the needs of pupils with special educational needs and/or disabilities and are supported by the Local Authority and other agencies to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with special educational needs and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

As a mainstream primary, at St Peter's Catholic Primary School we strive to support all children to enable them to achieve their potential. In order to do this many steps are taken to support children through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. This means at St Peter's we endeavour to do everything we can to make sure that all children with SEND get the support they need within a mainstream setting. This SEND Information Report outlines how our school meets the needs of children with SEND and we have also included answers to the questions parents and carers have asked as part of the Local Offer.

The SEND Code of Practice defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of school age or a young person has a learning difficulty or disability if he or she:

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

The SEND team at St Peter's

Mrs Sarah Davis (Special Educational Needs Co-ordinator /SENCO)

Mrs Chantal Stride (SEND Governor)

For details of the Local Offer for Crocodoodle Creative Pre-School visit:
www.crocodoodle.co.uk

What is the Local Offer?

The Local Offer includes details of all services available to support young people and children with special educational needs and/or disabilities and their families. The West Sussex Local Offer is available online at: <https://westsussex.local-offer.org/>

In addition, schools must produce their own Local Offer to clearly inform parents of what provision is available to children at that setting.

How does St Peter's know if children need extra help and what should I do if my child has a disability or may have special educational needs?

- Progress of all pupils is monitored through regular assessments by the class teacher and the senior management team which includes the SENCO. Where pupil progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND.
- A change in a pupil's behaviour or lack of progress may also indicate problems.
- A pupil asks for help.
- Pupils who meet the criteria for SEND are placed on the SEND register. The SENCO also holds a list of children who may be a cause for concern, the progress of these pupils is monitored termly.
- If you have concerns regarding your child's wellbeing or progress, then please speak to your child's teacher as a first point of contact. The teacher can then arrange a convenient time to discuss the matter further. The teacher may choose to seek advice from the school SENCO or to include them in this discussion.
- Mrs Sarah Davis is the school SENCO and can be contacted directly through the school office (01273 454066 office@stpetersshoreham.co.uk).

How will St Peter's School support my child?

- Each pupil's educational programme is planned by the class teacher and differentiated to suit individual pupil's needs. This may include additional general support by the teacher, teaching assistant, personalised accessibility arrangements or additional resources in class.
- Pupils may be included in classroom interventions in a specific area such as daily reading, spelling, handwriting or number facts. This can take place individually or in

groups. Extra help is reviewed regularly by the class teacher, teaching assistants and SENCO.

- Sometimes this help is not enough to move a child on. In these cases, the child will be assessed in order to take part in a more specific intervention such as School Start, Jump Ahead or Nessy Spelling.
- All interventions are recorded on Provision Map, documenting what is happening, how often and for whom. This online document is discussed, evaluated and amended termly and helps us highlight any potential issues or successes in order for further support to be planned.
- Pupil progress meetings are held each term where the class teacher meets with members of the Senior Leadership Team (SLT) to discuss the progress of all pupils in the class.
- Occasionally a pupil will need more expert support from an outside agency. After an assessment a programme of support is provided by a teaching assistant. The class teacher alongside the SENCO will write an Individual Learning Plan to ensure all advice from outside agencies is acted upon. These plans are reviewed and updated each term, or more frequently if required.
- ILP's for pupils on the SEND register include a pupil passport detailing personalised provision. These are produced and stored on Provision Map a provision mapping software tool accessible to teachers, TAs and parents.
- Parents, children and teachers are involved in the creation and evaluation of Individual Learning Plans (ILPs).
- There are some cases when a higher level of need is identified by the parents, school and/or professionals. In this case the school may apply for an Education and Health Care Plan (EHCP), in consultation with the parents and professionals, the outcomes from which will be built into daily provision.
- All additional provision is monitored and adapted regularly as part of our 'assess, plan, do, review' approach.
- The Governors are responsible for entrusting the Head teacher to monitor Safeguarding and Child Protection procedures. They are responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record.
- The Governors also ensure that the school is as inclusive as possible and treats all children and staff equally. They monitor and review the Accessibility Plan and all other statutory policies as defined by the DFE.
- All staff at St Peter's have received appropriate Safeguarding training and the Headteacher, Deputy Head and SENCO have attended Designated Safeguarding Lead training.

How will the curriculum be matched to my child's needs?

All children will receive quality teaching differentiated by the class teacher to enable every child to access learning, regardless of additional needs or disabilities. This may include:

- Changing the task to make it easier for the pupil
- Keeping the level of the task the same but providing extra support so that the pupil can access it e.g. a list of spellings or key words, sentence starters, a chance to talk

through work with a partner before they begin or an opportunity to choose a different way to present their work.

- Providing equipment that enables a pupil to participate in learning e.g. pen or pencil grips, writing slopes, number squares, enlarged text or different colour paper.
- Teaching assistants may be allocated to work with a pupil 1:1 or in a small group to help support their needs.
- In the Early Years the learning is personalised to meet the needs of all children.
- Support in P.E lessons from a PE technician to adapt and enhance access for pupils with a high level of SEND.

How will the school know how effective its arrangements are?

The impact of provision is monitored closely through:

- Termly pupil progress meetings
- Monitoring of planning, teaching, books and internal and external data by the SENCO and SLT
- Observations of pupils in class
- Parent feedback in the form of ILP input and parent meetings
- Monitoring visits by West Sussex Advisory teachers and consultation with outside agencies
- SENCO/Governor link meetings

The outcomes of which are fed back to the Governors termly.

How will I know how my child is doing?

- Every child has a reading journal where messages can be exchanged.
- Formal parents' evenings are held twice a year and reports are sent home annually.
- Teachers use email, Marvellous me and the school website to communicate with parents.
- We have an open door policy, meaning additional appointments can be made to talk to the class teacher after school, or the SENCO at a time convenient to both parties.
- Pupils with specific needs may have an Individual Learning Plan (ILP) which will be regularly reviewed by the school, child and parents and new targets set.
- Pupils with a Statement or EHCP have an annual review meeting that includes everyone involved in the pupil's education and development.

How will my child know how well they are doing and be involved in their provision?

- Pupils are given daily feedback in lessons orally and through developmental marking.
- Pupils are given regular opportunities to self-assess.
- Pupils are involved in the setting, identification and achievement of personal targets.
- When required, pupil interviews are carried out to identify how individuals learn best and what support is required.
- Pupils are involved in the termly evaluation of targets on their ILP and setting of new ones.

- Pupils are involved in the annual review process through the evaluation of targets, work sharing and input into the meeting if appropriate.

How will St Peter's help me to support my child's learning?

- The class teacher will suggest ways of supporting your child's learning through homework, discussions at parent's evenings and meetings. There is also some advice and links to websites for supporting children at home on the school website (www.stpeterscatholicprimary.com).
- If further discussion or support is needed, then a meeting can be arranged with the SENCO to discuss progress. Additional support can be offered by the SENCO to support consistent approaches to behaviour between home and school.
- If outside agencies are involved, any advice given to the school will be shared with parents.
- The school regularly runs parent workshops to help parents develop their understanding of the curriculum and how to support their child's learning.
- The SENCO leads the setting up and running of Early Help Plans for families who require additional support.

What support will there be for my child's overall wellbeing?

- The SENCO is the Senior Mental Health and Wellbeing Lead, leading provision and developments.
- St Peter's has a safe and welcoming environment where all children are included in all parts of school life whatever their needs. The school's strong Catholic ethos underpins all aspects of school life and creates a place where children are able to flourish in all areas of their development.
- Members of staff such as the class teacher, teaching assistants and SENCO are available for pupils who wish to discuss issues and concerns. All staff receive regular safeguarding and wellbeing training and updates.
- The school have a qualified Emotional Literacy Support Assistant who provides support and intervention for identified pupils.
- Lunchtime staff support positive play opportunities at lunchtimes, providing a variety of physical skills based activities that children may choose to participate in. These include activities to help support fine and gross motor skills.
- The school runs a breakfast club and an outside provider runs an after school club.
- The school employs a counsellor, for one morning a week, to work with children and their families on more complex issues.
- The school uses The Zones of Regulation as a whole school approach to managing emotions and subsequent behaviours. More information about The Zones can be found on the school website.
- The highest priority is given to the 'Child's Voice' their thoughts and opinions about their environment and learning are central. Each year two children from each class are elected onto the School Council and there are opportunities for children to be monitors, house captains, librarians and prefects.
- The school provides opportunities for a residential visit in year 6.

- For children with more specific needs an individual behaviour or pastoral plan is put into place.
- Children's safety and wellbeing is paramount, therefore, St Peter's has policies in place for the following areas:
 - Health and Safety
 - Safeguarding & Child Protection
 - Behaviour
 - Managing Medicines
 Policies are reviewed as appropriate in consultation with all members of staff, governors, parents and, where applicable, children.
- If a child has a medical need then a detailed Individual Health Care Plan is completed by the Head's PA in consultation with parents/carers, and relevant agencies. These are discussed with all staff who are involved with the pupil.
- All staff receive annual Anaphylaxis awareness/Epipen training and Asthma training.
- Where necessary, and in agreement with the school and parents/carers, certain medication can be administered in school.

What specialist services and expertise are available at or accessed by St Peter's?

At times it may be necessary to consult with outside agencies to receive more specialist expertise. The agencies used by the school include:

Early help and Integrated Front Door (Social Care)
 Special Educational Needs Assessment Team (SENAT)
 Fair Access
 Educational Psychologists
 Child and Adolescent Mental Health Service (CAMHS)
 Child Development Centre (CDC Worthing Hospital)
 Social Communication Team
 Speech and Language Service
 Occupational Health
 Physiotherapy
 Learning & Behaviour Advisory Team
 School Counsellor
 School Nurse
 Ethnic Minority and Traveller Achievement Service (EMTAS)
 The Virtual School for Looked After Children

If you feel your child would benefit from the support of one of these services, your first point of contact should be your child's class teacher.

What training have the staff supporting children with special educational needs had or are having?

- In school all teachers and teaching assistants receive training appropriate to the needs of the children they are working with. This has recently included training in sign

language, specialist courses in speech and language, Team Teach, social communication training, autism and dyslexia training.

- St Peter's is committed to ensuring that all staff receive on-going training and professional development in order to meet the statutory requirements and any additional needs that children may have.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all activities. Risk Assessments are always carried out for school trips and parents can request to see copies of these. Parents who have children with additional needs or disabilities are always involved and contribute to this process.
- If an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is St Peter's environment?

- St Peter's has an Accessibility Plan which complies with the Equality Act 2010. A copy of the Plan is available on the school website (www.stpeterscatholicprimary.com)
- All areas both indoor and outside and toilets are fully accessible and suitable for wheelchair access. There is a lift to the 1st floor. We continue to make improvements as required.
- Children are supported with visual timetables and communication friendly classrooms.
- The needs of individuals are considered when planning activities around the school environment and adaptations made as necessary.

How will St Peter's prepare and support my child when joining the school and transfer to a new school after Year six?

- When joining St Peter's, children are offered an online meeting with the classteacher. They are also invited to a series of play and story sessions where they can meet other children who will be in their class and the staff who will be working with them.
- When children move from a Nursery to St Peter's all relevant information and West Sussex transition documents are passed to the school.
- When children move on to their chosen secondary school each school has their own transfer arrangements with which St Peter's complies, including transition days/afternoons. Extra transition days can be set up for children who need them.
- Where a pupil has more specialist needs or disability, a separate meeting is arranged with parents and any agencies involved and an individual transition plan can be put in place.
- It may be preferable for a child to attend a specialist school and the SENCO will assist with these arrangements as required.

How are St Peter's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources.
- We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. This may include the allocation of additional TA support in 1:1 or group situations, intervention teacher input and /or specific resources to meet individual needs.
- We have a team of teaching assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis in consultation between the Headteacher, SENCO and Senior Leadership Team. The children who have the most complex needs are given the most support often involving a teaching assistant.
- Parents are involved in the decision-making process through consultation with the SENCO in the development and evaluation of ILPs and annual reviews.
- Access arrangements to enable individuals to participate in public exams will be provided in consultation with parents.

How is the decision made about what type and how much support my child will receive?

- All children are unique and individual. As such, all teaching is of the highest standard and differentiation made in all age groups.
- If a child needs additional support, the SENCO will work with class teachers, key people, parents/carers and outside agencies to ensure appropriate support.
- When children join the school, support is allocated using the information provided by the child's previous school or setting.
- During the school year provision is regularly adjusted to meet the changing needs of individuals in consultation with the SENCO, class teacher, outside agencies and parents.
- The school keeps a register of all pupils with SEND and their areas of need. There are currently 39 children on the register, including 6 with an Education and Health Care Plan.

How can I be involved?

- Parents are strongly encouraged to work with the school to ensure that there is continuity between home and school.
- Within Early Years it is essential that parents and staff work together as a team.
- Parents are encouraged to be involved in their child's learning experiences and are welcome in school to volunteer.
- Parents are automatically a member of the school Parent Teacher Association.

What can I do if I am not happy with my child's provision or have a complaint?

In the first instance the school would encourage you to discuss your concerns with the class teacher, SENCO or Head to resolve the situation.

If you do not feel the school has fulfilled its role and wish to make a formal complaint, the school's Complaints Policy and procedures are available to view on the school website (www.stpeterscatholicprimary.com). Alternatively, you may request a copy from the school office.

Who can I contact for further information?

- Class Teachers for specific information regarding individuals
- The School Office for general information or to make appointments
- SENCO for specific information regarding SEND
- Headteacher for any other enquiries