



# Our Blessed Saints Federation

## SEND Information Report 2024-2025

### SS Peter and Paul Catholic Primary



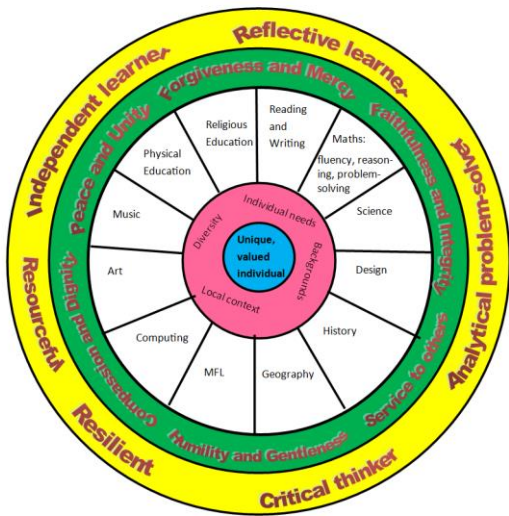
#### Mission Statement

*Jesus Christ said, "Your light must shine before people, so that they will see the good things you do and praise your Father in heaven." (Matt.5:16)*

We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny.

SS. Peter & Paul Catholic Primary School aims to provide a welcoming, safe, secure and Christian environment for its children and staff, both teaching and non-teaching. Based upon Christian principles, and our Catholic faith, we wish to develop each child to their fullest possible potential.

#### Our Rationale and Intent for all of the pupils within Our Blessed Saints Federation



#### Our Intent:

**Overall**  
We aim to provide a uniquely tailored curriculum ensuring each individual child is at the heart of everything we do.

We aim to inspire our children to make a positive contribution in order to become well rounded global citizens.

**Well-being**  
We aim to foster a safe learning environment whereby our children feel valued and develop a good understanding of themselves as learners.

Whatever we do is based on the Gospel Values.

**Citizenship**  
We aim to enable children to make a positive contribution to school and local community whilst cultivating a respectful ethos.

**Enrichment**  
We want to provide experiences beyond their normal range - to allow them to have new experiences and develop life skills.

**Pedagogy**  
We aim to enhance opportunities for children to embed key skills through all areas of our curriculum.

**Pedagogy**  
We want to develop children to be independent leaders in developing their own curriculum, being analytical thinkers and responsible for their own learning.

## Our Objectives:

The objectives of our SEND policy and practice are to identify, at the earliest opportunity, pupil difficulties and barriers to learning and to provide:

- A curriculum which is accessible for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain relationships based on respect for themselves and others.

## What does the term Special Educational Needs or Disabilities mean?

The definition of Special Educational Need and disability (SEND) relevant to us is stated in the 'S.E.N. Code of Practice' 1:3 that:

"Children have S.E.N. if they have a learning difficulty which calls for special educational provision to be made for them".

There are four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Please see our additional document 'Provision for Pupils with SEND' for more information about how we support pupils across the four broad areas of need. This can be found on the school website under the SEND section.

OUR PROVISION FOR PUPILS WITH SEND		
Communication and Interaction		
1. Speech, Language and Communication Needs		
How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"><li>• Identification is by the class teacher via whole school assessment pupil teaching, information from transferred schools, parental information, standardised test, in class assessments</li><li>• Assessment by and intervention from speech and language therapist, on referral.</li><li>• If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting children.</li><li>• The progress is shared every term with parents and pupils.</li></ul>	<ul style="list-style-type: none"><li>• Differentiated curriculum, planning, tasks, delivery and outcome</li><li>• Simplified timetables</li><li>• Visual timetables</li><li>• Consistent routines and expectations</li><li>• Use of ICT</li><li>• Use of talk partners during whole class and group learning sessions</li><li>• Circle time</li><li>• Use of drama and hot seating</li></ul> <p>Receptive language issues</p> <ul style="list-style-type: none"><li>• Make sure that instructions are simple and clear.</li><li>• Provide support for children to make sure that they understand what is expected.</li></ul>	<ul style="list-style-type: none"><li>• The class teacher through good/outstanding teaching and that the curriculum is adapted to meet pupils needs.</li><li>• In class support with TA</li><li>• Small group work</li><li>• Personalised programs</li><li>• Speech and Language support from therapist/specialist TA in school</li><li>• Midday and play time supervisors support during unstructured times during the day.</li><li>• Support to develop confidence in speaking in class.</li></ul>

### **Does my child have a learning difficulty?**

SEN 'Code of Practice' 6:17 states that pupils have a learning difficulty if they are:

"Making less than expected progress given their age and individual circumstances.

This can be characterised by progress 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".

### **Special educational provision means:**

"Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools in the area"

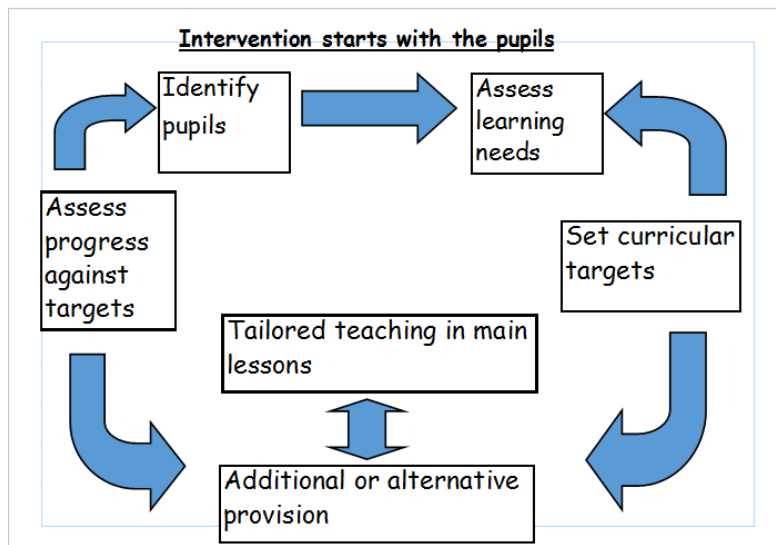
### **How do we identify individual special educational learning needs?**

SEN Code of Practice 6: 44

"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people."

## What does the Assess, Plan, Do, Review look like at Our Blessed Saints (SS Peter and Paul)?

SEN Code of Practice 6.7 explains that: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' Where pupils are deemed to not be meeting age related expectation the assess, plan, do, review process will be implanted in consultation with parents.



### Assess

- a child's needs are assessed through Quality First Teaching, class assessments and external agency assessments.
- concerns voiced by parents, will be discussed and assessments will take place accordingly.
- if other outside agencies are already involved with the child, their assessment will support intervention and inform the planning phase.

### Plan

SEN Code of Conduct 6.48 explains: "Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above."

- Once needs have been identified and Individual Provision Map (IPM) will be written by the class teacher, in conjunction with the SENCO. Parents will always be consulted about pupil targets and plans will be adjusted accordingly.
- Individual Provision Maps (IPM) are written and reviewed on a termly basis.
- SENCO will timetable interventions across school to ensure that provision is in place

### Do

- The class teacher is responsible for working with all pupils with identified SEND needs daily. Where 1:1 or small group intervention takes place with a teaching assistant or specialist staff, the class teacher will continue to monitor the effectiveness and impact of support.
- Interventions used will be focused, measurable and aim to diminish the difference between pupil and their peers.

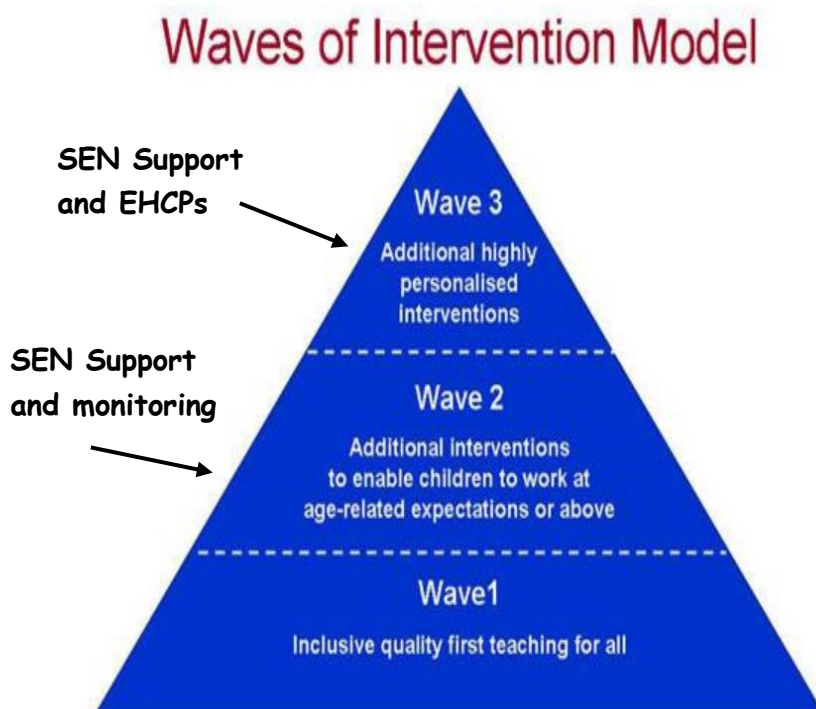
## Review

- The effectiveness of intervention support and impact on pupil progress is reviewed regularly through the intervention evaluation process. The teaching assistant, class teacher or specialist teacher discusses the impact of intervention with the SENCO.
- Class teachers review pupil IPMs termly in conjunction with parents and new targets are identified and discussed. Parents are given clear information about the impact of support enabling them to be involved in planning the next steps for their child.
- Where a pupil has an Education, Health, and care plan (EHCP), the school and local authority must review the plan annually. A meeting is held between school, parents and any agencies involved to discuss the short- and long-term outcomes for the child and review the impact of provision and intervention over the past twelve months. New short-term targets are discussed and put into place.

## How do we support your child with SEND in our school?

In accordance with the SEND Code of Practice 2015, we use a graduated response to identify and determine the support each individual child requires.

We adopt a three-tiered approach to classify special educational needs which are different from everyday classroom provision.



**Wave 1** is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3** is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate learning.

We believe that all pupils learn best within their age-appropriate classroom environment alongside their peers. We encourage pupils to work independently where possible and are provided with the scaffolding and provision appropriate for their identified needs.

All pupils are taught by their class teacher and teaching assistant support is allocated according to the level of need required across the school.

As a school, we provide additional intervention alongside daily class teaching. When considering interventions, we look at the child's profile of learning and will match an intervention which aims to close the attainment gap between themselves and their peers. Interventions take place, where possible, within the classroom environment and do not take the place of other curriculum subjects.

### **How does the school work in conjunction with external agencies?**

Once a child has been identified as having some additional educational needs, other professional agencies may be utilised to provide both school and parents with further specialist advice and support. The SENCO works alongside adults from a range of agencies to support pupils with special educational needs or disabilities including:

- The Learning Support Advisory team (LSAT)
- Speech and language therapists (SALT)
- Occupational therapists (OT)
- Educational psychologists (EP)
- Sensory inclusion service. (SIS)
- Multi-cultural development team. (MDT)
- Early intervention, help and support team.
- Social services.
- Behaviour support team. (BSAT)

Where pupils work alongside adults from additional agencies, parents are involved in all discussions and support and advice is given for both school and home.

### **What training have the staff received to support my child?**

The staff at SS Peter and Paul have a wide range of qualifications which enables them to support pupils with SEND effectively. Staff have completed professional development courses in the following areas:

- Speech, language and communication needs
- Autistic spectrum disorder awareness
- Positive behaviour management strategies
- Managing Actual or Potential Aggression (MAPPA) training
- Precision teaching training
- Mindfulness training
- Beating anxiety training
- Emotional Literacy Support Assistant (ELSA) training including the following areas (Emotional literacy in schools and raising emotional awareness; Self-esteem/active listening and communication skills; Anger management and working therapeutically; Autism Spectrum



Conditions; social narratives; social skills; Friendship skills/writing therapeutic stories; Bereavement and loss & programme planning)

- Cool Kids
- Lego Build to Express
- Supporting pupils with hearing impairment
- Dyslexia Training
- Emotion coaching.
- Winston Wish Grief training.
- Calm Brain to support pupil emotional development and coordination.
- Sleep Champion training.
- Therapeutic writing training



## How do we adapt our curriculum and teaching approaches for pupils with SEND?

Within our school, children are taught alongside their peers. Teachers adapt their planning, teaching, and assessment frequently in order to cater for each child's needs. Support staff are deployed to give children additional support where required.

Resources for every lesson are considered to ensure work is always pitched appropriately to support children with special educational needs or disabilities, or to challenge those pupils who are working above age-related expectation.

At SS Peter and Paul, we have clear curriculum adaptations documents for SEND pupils which advise teachers how they can offer further support or adapt their lessons to meet the needs of specific physical, learning, or emotional difficulties.

The curriculum adaptation or SEND documents can be found on the SEND section of the school website.

**Our Rationale for SEND pupils within Modern Foreign Languages**

Introducing a language to pupils with SEN and/or disability can be an opportunity to introduce a subject in which pupils have the same starting point as their peers.

It gives pupils opportunities to:

- Respond to aspects of cultural awareness through sensory investigation.
- Respond to songs, rhymes and greetings in a foreign language.
- Be aware of similarities and differences in peoples, countries and cultures.
- Make connections in their learning with other curriculum subjects and
- Lay the foundations for lifelong language learning.

**How do we support pupils with SEND across the curriculum and particularly within Modern Foreign Languages?**

Maintaining an inclusive curriculum learning environment	Modern Foreign Languages adaptations:
<p><b>Sound and Light:</b></p> <ul style="list-style-type: none"> <li>• Background noise is limited for all pupils including pupils with hearing impairment.</li> <li>• Screen glare is reduced from the interactive boards.</li> <li>• The teacher's face can be seen and is visible for all.</li> <li>• Pupils have access to hearing and low vision aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Good acoustics are important for language learning to ensure that all sounds, words, phrases can be heard correctly.</li> <li>• Where possible, all videos and apps have subtitles or written elements for pupils with hearing impairments to be able to access in conjunction with adult support.</li> </ul>
<p><b>Seating:</b></p> <ul style="list-style-type: none"> <li>• All pupils can see and hear clearly.</li> <li>• Seating positions are taken into consideration for children with a disability.</li> <li>• Seating allows for peer support or adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.</li> <li>• Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support.</li> </ul>

For pupils with Social, and emotional difficulties (including pupils with a diagnosis of ADHD/ASC) additional resources are provided to ensure that they can express their individual needs in a safe and supportive environment. Visual timetables are used to engage pupils and identify what activity or part of the day is coming next. Rewards systems are encouraged where appropriate and we provide emotional literacy support (ELSA) both within the classroom and as an additional intervention.

## How do we use specialist resources to support pupils with Special educational needs?

There are times when children (SEND or not) may need some support in their social or emotional development. Class teachers, support staff, the SENCO and senior leadership team work together to ensure that support is provided for both the children and their families.

Class teachers create individual resources for children with special educational needs or disabilities that support their specific learning targets.

We have a range of ICT equipment including laptops and iPads available to help motivate children and access learning.

We use personal workstations for pupils who require additional working space within the classroom.

We use a range of software on our school learning platform/website to help children to engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.

The adults within the school, work alongside outside agencies (Occupational Therapy, Speech and Language support, LSAT, Educational Psychologist) and act upon recommendations which can include purchasing specialist equipment (coloured overlays, balance cushions, specialist writing equipment, gross/fine motor equipment)



## How do we work with parents?

At SS Peter and Paul Catholic Primary School, we value parental contribution and recognise that parents have a significant role in supporting their child's progress both inside and outside school. We work hard to engage parents and develop strong links to ensure that the child is at the heart of this process.

Each term, the SENCO sends out a SEND Newsletter. This gives up to date information about the school's SEN systems and offers advice, guidance, and support around a range of SEN needs. The Newsletter directs parents to the Telford and Wrekin local offer and gives information, contact details of local support networks.

**SEND NEWS!** Issue 3 Summer 2021

Welcome to our summer SSPP SEN Newsletter!

Every term, our newsletter will provide information about SEND at SS Peter and Paul Catholic Primary School. We will also keep you updated with the Telford & Wrekin local offer and guidance.

**Welcome!** As SS Peter and Paul's Special Educational Needs and Disability Coordinator (SENCO), I am here to offer support and advice regarding additional needs or SEND support for your child. As a school, we value the engagement of our parents and please do not hesitate to get in touch if you have any questions. My contact email address is [sen@sspp.org.uk](mailto:sen@sspp.org.uk)

If appropriately, you may find further information about our SEND provision on the school website: [www.sspeterandpaulcatholicprimary.org.uk/ha/sep-info/SEND/](http://www.sspeterandpaulcatholicprimary.org.uk/ha/sep-info/SEND/)

**Miss Louise Russell**  
FeedBack SENCO

**Individual Provision Maps**  
Individual Provision Maps (IPMs) are created for all pupils who are identified as having an additional need within school (SEND). The purpose of the IPM is to set Specific, Measurable, Achievable, Realistic and Time-limited (SMART) targets for the children over a termly period. These are completed by the class teacher. Alongside each target is the identified provision/intervention that will be put into place to support the child. This might be an intervention, strategy or resource. At SSPP, we always share the pupil IPMs with parents and our educational team to support an

**Term's news:**

- Welcome
- Individual Provision maps
- Telford and Wrekin local offer and SEND newsletter
- Intervention programs - ELSA/ Lego Build to Express/IDL/Cool Kids
- SEND in Focus - specific literacy @Lifesize
- Transition @ SSPP
- BEAM
- PICS support for parents
- Bus U
- SSPP Walking Weekend
- Wellbeing apps to enhance

**Telford and Wrekin SEND local offer**

For further information about the Telford and Wrekin SEND, please see the link below: <https://www.telfordandwrekin.gov.uk/info/20000/20000>

You can also find a copy of the Telford & Wrekin SEND parent newsletter: [www.telfordandwrekin.gov.uk/info/20000/20000](http://www.telfordandwrekin.gov.uk/info/20000/20000)

**Intervention programs @ SSPP**

To support our pupils with special educational needs, SSPP provides a range of intervention support programs.

The information below is about the interventions ELSA and Lego Build to Express:

**ELSA NETWORK**

ELSA are 'emotional literacy support assistants'. They are adults within school who have received additional training from the educational psychology service to support the emotional development of children and young people in school.

ELSA help children and young people learn to understand their emotions and respect the feelings of those around them. ELSAs provide the time and space for pupils to think about their personal circumstances and how they manage them.

Most ELSA programmes last for 6-12 weeks, helping the pupil to learn some specific new skills. These could include: social interaction, communication skills, anger management, anxiety strategies.

The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all difficulties. Change is a long-term process that needs ongoing help.

At SSPP, our ELSA is Mrs Morley.

**LEGO Build to Express (BTE)** encourages pupils to express their thoughts and ideas symbolically, in a more playful, creative and hands-on method to engage pupils of all abilities and achieve results.

The method ensures a secure and non-judgemental process for solving problems, expresses personal feelings and breaking down barriers to achievement for curriculum based topics.

When using Lego Build to Express, we are offering the children opportunities to:

- Communicate more effectively;
- Encourage reflection;
- Enhance creative, abstract and critical thinking skills;
- Promote active listening;
- Enhance problem solving;
- Support time management;
- Develop cooperative working.

The children love Lego BTE and we are always amazed by their imagination and thinking.

**IDL dyslexia intervention**

The IDL intervention is a spelling computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but is also used at SSPP as a school wide literacy intervention.

**How does it work?**

IDL uses a light, sound, touch and voice to develop children's ability to embed reading and spelling patterns into their short term memory.

Children complete an initial reading and spelling assessment and from this receive a username and password. They are assigned a module which specifically relates to any gaps in their reading/spelling knowledge. Time is given in school to complete their IDL module.

**Cool Kids @ SSPP**

Cool Kids is a simple, fun and structured exercise programme designed to develop children's coordination, balance, attention and self-esteem. It is based on sensory motor development working through developmental stages of living on the book 'tummy, rolling, crawling and crawling'.

Cool Kids offers opportunities for: Proprioception is the sensation from the muscles and joints that gives us our sense of position in space (where we are in relation to objects around us). Activities include: crawling, pulling

Vestibular is our sense of movement and gravity. We receive more vestibular input when we do activities that involve movement and change of head position. Activities include: rolling, jumping, hopping, splashing/bathing

Praxis is the ability to plan an action. Some children may find planning new motor actions difficult. They may be hesitant and need to watch others before attempting an activity. They may also have difficulty with direction (they often do not see play potential). They may also be disorganised. Activities include: different ways of moving, using equipment, planning activities.



SS Peters and Paul work with external agencies and professionals to provide coffee morning or parent workshops. These range from how to support pupil resilience to emotion coaching and specific conditions such as ASD/ADHD.



Each term, we encourage parents to attend a meeting to discuss pupil individual provision maps (IPMs). The discussion ensures a child-focused approach to supporting SEN needs both at home and school.

**How do we listen to the children's views?**

We truly value the voice of the children across our school.

Children are encouraged in all aspects of school life to express their views. Through mini-adventures, children are given the opportunity to discuss their learning; within school council, Mini-Vinnies and the children's safeguarding board, the children are responsible for voicing and implementing change. Pupils with SEN are given equal opportunities to voice their views alongside their peers.



SEN pupils are also encouraged to be involved in their individual provision map targets. For pupils with an Education Health Care plan (EHCP), pupil views are sought as part of the annual review process.

**How do we monitor children's progress?**

Pupil progress is measured against the national age-related expectations for each year group. We use the 'Target Tracker' data system to record and track the progress of pupils each term from their own individual baseline and starting point.

Across the year, pupil progress meetings are held between the senior leadership team, the SENCO and class teacher to discuss each individual child and their attainment. During these meetings, additional support and intervention is discussed.

5. Peter and Paul Catholic Primary		Annual Assess - Plan - Do - Review Cycle for SEND Pupils			Year: 2020-21
Pupil Name:	[Redacted]	Year:	3	Class:	[Redacted]
Status:	SEN Support	Need 1:	Spl.D	Need 2:	SLCD Teacher: [Redacted]
Agencies/Professional:	LSAT, Optometry, Audiology - Educational psychology team (16.11.20)				
<b>Autumn Term</b>					
Attainment at the end of July:		Standard Exceeded (Reading, Writing, Maths)	Standard Exceeded (Reading, Writing, Maths)	Standard Exceeded (Reading, Writing, Maths)	Other:
Who attended Autumn target setting:		[Redacted]	Miss Russell	[Redacted]	
Autumn Targets	Area of Need	Provision	Outcome	Impact	
Specific, measurable, achievable in one term, break down of EHCP objectives from professionals. To be able to use phase 3 phonic patterns application when reading to develop fluency. All: <b>oa</b> , <b>oe</b> , <b>oo</b> , <b>ow</b> , <b>oi</b> Added 15.11.20: Phase 4 - <b>ay</b> , <b>ir</b> , <b>er</b> , <b>og</b> . Read all common exception words from target list: the, my, we, my, by, be, I, our, are, they, went, with, then, said, you, all (on table)	Cog/Lex	Quality First Teaching Small group phonics - CP twice weekly additional phonics 1:1(CP/ SW) daily Phonics resources available read of tricky words - twice a day teach your monster to read - home	Achieved Read 13/22 phase 5 sounds on 12.1.21 improvement from 4/22 on 2.12.20	15/150 on IOL assessment 11.12.20 4 sticky words on right Covered phase 5 sticky words on 11.12.20 (10/15) recognised Can recognise and read 4/6 on 12.1.21 Read 13/22 phase 5 sounds on 12.1.21 improvement from 4/22 on 2.12.20 Recent pieces of writing (November and December) of common words spot correctly - was the, he, were, word, said, saw 12.1.21 assessment of spelling - said was correct but reversed the e - word - said said said	

## What support is in place for pupils social, emotional and mental health needs?

At SS Peter and Paul, we are an inclusive school which welcomes, values, and celebrates diversity.

We pride ourselves on being a nurturing environment for all and emphasise the importance of mental health and wellbeing for all pupils and staff across the school.

Staff are available for pastoral support for all children. We also have two emotional literacy support assistants (ELSA) who have received training from the educational psychology service and can support a wider range of low-level emotional and mental health difficulties. Where pupils have more complex emotional and mental health difficulties, as a school, we reach out to external professionals to support.

Within our SEND newsletters, we signpost parents to a range of support services for mental health and wellbeing from across Telford and Wrekin and Shropshire including:

- Kooth
- Bee U



## How do we support pupils in their transition when they join or leave our school?

We provide meetings and taster sessions to support transition to the reception class and then into each successive year-group.

Parents/carers and children who are joining our school in year, are encouraged to visit the school before they start where a discussion with the senior leadership and SENCO ensures that integral information is shared during the transition.

For pupils who join the school from other educational settings and have identified special educational needs, we liaise with the previous school to ensure that information is transferred from one teacher and that the transition is as smooth as possible.

When a child with special educational needs leaves our school, all records are passed on to the new setting. The SEN folder containing details about the child, including assessments and interventions is passed on to the next SENCO and discussions are held where possible so that provision, intervention and support can be put into place as quickly as possible. If the child has an education health and care plan (EHCP), the local authority SEND team are involved in the transition discussion.

For pupils in Year 6, leaving our school for the next stage of their education, we liaise closely with the local secondary schools so that transition from our primary school to their secondary placement is as smooth as possible. (for pupils with SEND, additional visits can be arranged - in agreement with secondary SENCO, parents/carers and children to further support transition and alleviate any concerns).

## How do we manage the administration of medication and personal care?

Should a child require personal care, we have a clear intimate care policy which is discussed and agreed with parents.

Where pupils require medication during the school day, we have trained members of staff who can administer medication. Please refer to Administering Medication policy which can be found on our school website.

## OUR BLESSED SAINTS FEDERATION

### ADMINISTRATION OF MEDICATION



SS PETER AND PAUL CATHOLIC PRIMARY

## How do we keep your child safe in school?

We are committed to providing safe learning environment for all the pupils in our school. Through PSHE and learning for life lessons we address issues concerning bullying, E-safety and Safeguarding. At SS Peter and Paul, the children are fully involved in raising awareness of the above issues through our Children's Safeguarding Board and School Council.

Please see the following policies for more information:

- Anti-bullying
- E-Safety
- Child Protection
- Accessibility Plan

## What can you do if you have a complaint regarding your child's SEND provision?

Your first port of contact is your child's class teacher who is available by appointment, via the telephone or through the class email system.

In addition, the SENCO is available by appointment or via email at [send.obs@taw.org.uk](mailto:send.obs@taw.org.uk)

If as a parent, you continue to be dissatisfied with a decision about your child and their additional needs, please follow the School's Complaints Procedure which can be found on the school website

If your concern is with the Local Authority, follow a similar path. The person who will log and track your complaint is the Acting Headteacher - Miss Staniforth.

The Local Authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the Local Authority that you are happy with.

Information, Advice and Support Service (IASS) is a useful organisation especially for parents which provides independent information support relating to all aspects of SEN. For more information contact on 01952 457176 or [info@iass.org.uk](mailto:info@iass.org.uk) or visit their website <http://www.telfordsendiass.org.uk>

**Who can I contact for more information?**

If you need further advice please contact our SENCo: Miss Louise Russell on 01952 386450 (school office) or alternatively by email [send.obs@taw.org.uk](mailto:send.obs@taw.org.uk).

Miss Russell is a fully qualified teacher, who has the post graduate qualification "National Award for Special Educational Needs Co-ordination" through Bath Spa University.

**Further information:**

If you require any additional information about SEND in Telford and Wrekin please visit the Local Authority SEND website for more details

<http://www.telfordsend.org.uk/>

This SEND Information report was written by Miss Louise Russell (SENCO) and is reviewed with Mrs Dianne Kidd (SEND Governor). It is reviewed annually.

Written August 2024

  
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