



## Our Blessed Saints

### SEND Information Report 2020-2021

#### SS Peter and Paul Catholic Primary



#### **Context of School**

As of September 2020, SS Peter and Paul Catholic Primary School has 195 pupils on roll, including 22 children in Reception. There are 7 classes, one for each year group. The school currently supports 30 (15%) pupils throughout school with Special Educational Needs and Disabilities (SEND), of which 4 pupils have the protection of an Education Health Care Plan.

The school has 8 teachers (two of which job share in one class) and a number of support staff. There are 3 Higher Level Teaching Assistants (HLTA) of which one is a Forest School Leader and a further 8 teaching assistants.

#### **Pupils identified as receiving an Educational Health and Care Plan or accessing SEN support**

EHC Plan: Y1 to Y6 = 0.2% (4/173 children)

SEND support: Y1 to Y6 = 15 % (26/173 children)

#### **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.

## **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"

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

The definition of Special Educational Need (SEN) 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.

## **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

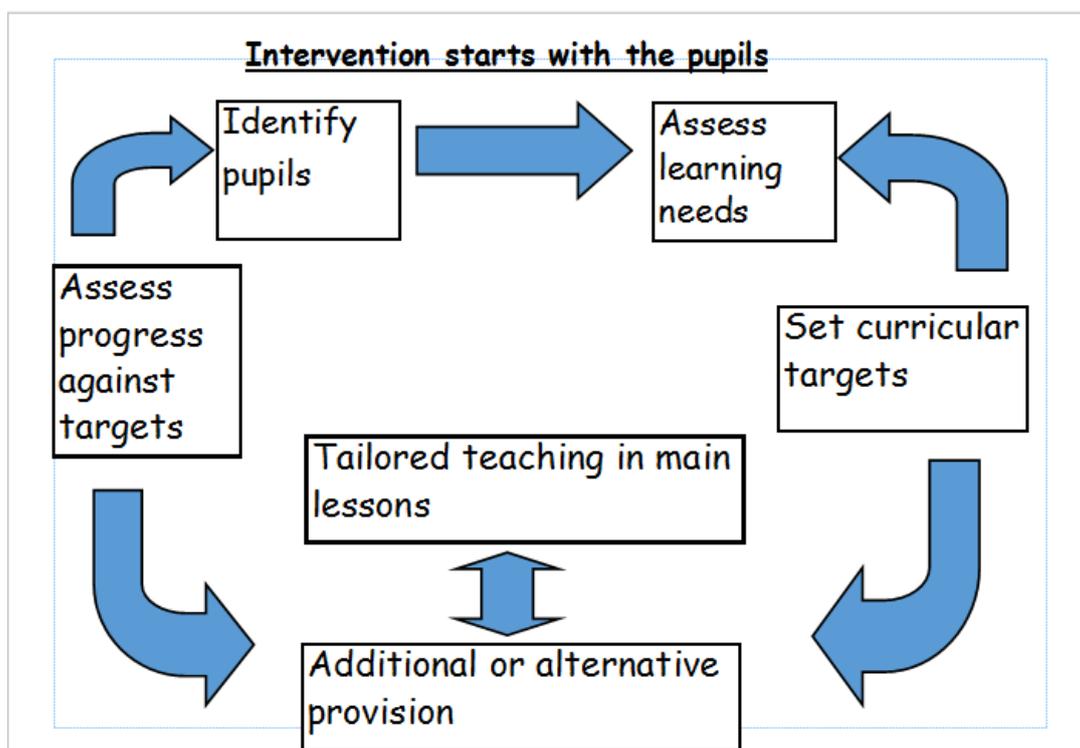
"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, 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."

## If children have been identified with SEND before joining our school

- we liaise with the previous school or nursery to identify barriers to learning and to ensure that appropriate strategies/interventions are put into place as quickly as possible.
- multi-agency support will continue throughout the transition period to ensure that provision for the pupil matches their need

## 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 asses, 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 on a daily basis. 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 weekly through the intervention evaluation process. The teaching assistant, class teacher or specialist teacher discusses the impact of intervention weekly 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?

### How do we use other adults within school to support pupils with SEND needs?

- The SENCO leads a team of teaching assistants who are trained to support pupils with varied educational, emotional and social needs.
- The senior leadership team work alongside the SENCO and class teachers to ensure that all pupils are making progress.
- The teaching assistants are able to undertake one-to-one or small group work which has been highly differentiated to support the needs of the pupil(s).
- 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
  - Speech and language therapists

- Occupational therapists
- Educational psychologists
- Sensory inclusion service.
- Multi-cultural development team.
- Early intervention, help and support team.
- Social services.
- Behaviour support team.

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
- ELKLAN (speech and language programme)
- 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.
- Emotion coaching.
- Calm Brain to support pupil emotional development and coordination.
- Sleep Champion training.
- Therapeutic writing training

## How do we modify our teaching approaches for pupils with SEND?

Within our school, children are taught alongside their peers in clear differentiated groups. 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 in small groups in and outside of the classroom, or to provide one-to-one support.

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

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.

## 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, 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 practise 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 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 mid-term are encouraged to visit the school before they start.
- 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.
- 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 work with parents?**

- At Our Blessed Saints (SS Peter and Paul) 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.
- 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 SENCO and Senior Leadership team can be available by appointment
- If as a parent you are 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 Headteacher.
- 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>

### **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 SMSC 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

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/>

<https://www.sendirect.org.uk/>

<https://www.healios.org.uk/>