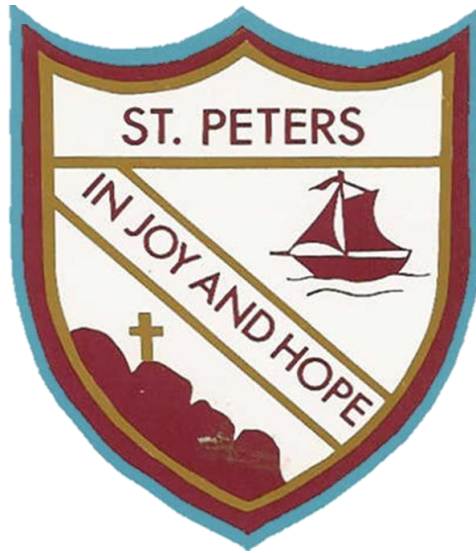


St Peter's Catholic Primary School



Special Educational Needs Information Report for our Families

At St Peter's Catholic Primary School we aim 'to nurture within our children a sense of aspiration, self-determination and a desire to achieve their academic and personal potential'. Many steps are taken to support them on their learning journey.




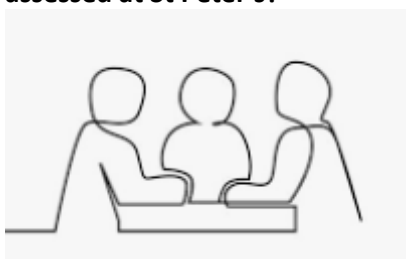

Quality first teaching is essential; yet for some children there are times when additional or different support is required to help them progress.

St Peter's Catholic Primary School
Special Educational Needs Report for our Families

At St. Peter's Catholic Primary School, we strive to support all children to enable them to achieve at school including those with a special educational need and/or disability (SEND). All mainstream schools must appoint a teacher to be their SENCO. The SENCO will co-ordinate additional support for those pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them.

The SENCO at St Peter's Catholic Primary School is Mrs. Louise Gorry.

The SEND Governor is Mrs. Helen Robinson.

<p>Who am I best talking to about any concerns regarding my child?</p> 	<ul style="list-style-type: none"> ● The class teacher is the first person to talk to with about your concerns. ● You may then be directed to our SENDCO Mrs. Louise Gorry
<p>What are the different kinds of Special Educational Needs provided for at St Peter's Catholic Primary?</p> 	<p>St Peter's Catholic Primary provides support for SEND pupils across the four areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> ● Communication and Interaction ● Cognition & Learning ● Social, Emotional and Mental Health Difficulties ● Sensory and/or Physical Needs
<p>How does St Peter's know if children need extra help?</p> 	<p>We know when pupils need help if:</p> <ul style="list-style-type: none"> ● Concerns are brought up by parents/carers, teachers or the child ● Limited or no progress is made ● There is a change in the pupil's behaviour or progress
<p>How are children with SEND identified and assessed at St Peter's?</p> 	<p>Pupils are identified as having SEND, and their needs assessed through:</p> <ul style="list-style-type: none"> ● Pupil Progress Meetings ● Assessment Information ● Feedback from teaching staff and observations ● Interventions not showing impact ● Discussions with parents and children ● If a child is new, information passed on from previous school
<p>What is St Peter's approach to teaching children with SEND?</p> 	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> ● Quality First Teaching, with appropriate support in place. This includes reasonable adjustments. ● Extra adult support in classrooms where appropriate ● Personalised provision through time limited Programs ● Personalised provision through adapted resources and interventions ● Group Support or individual support

How do St Peter's evaluate the effectiveness of the provision made for pupils with SEND?



We closely monitor the progress of all children through:

- Pupil Progress Meetings are held termly for all pupils and adaptations to provision is made in light of these findings
- SENCo Exchange & Update with LA Link EP
- Progress and evaluation is reported to the Governing Body
- SEND Information Report is posted on the website

What arrangements do St Peter's make for assessing and reviewing progress including opportunities to work with parents?



These arrangements include:

- Graduated approach – Assess-Plan-Do-Review
- Data tracking for Pupil Progress Meetings
- Intervention trackers
- EHCP reviews
- Observations and follow up
- Parents and children meetings

How adaptations are made to the curriculum and the learning environment of pupils with SEND



The curriculum and learning environment may be adapted by:

- St. Peter's Catholic Primary School Equality Policy (see policies section on website)
- Groupings that target specific levels of progress
- Adapted resources and teaching styles
- Access arrangements for tests and/or examinations
- Additional Adult Support

What support is available for improving the Social Emotional & Mental Health of pupils with SEND?



Pupils are well supported by:




- ELSA support
- Mental Health Support Team
- Targeted support for individual pupils
- Support for families
- Anti-bullying policy that is supported by a specialist trained member of staff
- We provide Social, Emotional & Mental Health support through programs that focus on emotional and behavioural support and learning.
- Trained Mental Health and Wellbeing Lead Practitioner
- Staff trained on Attachment & Trauma
- Staff trained in bereavement
- Access to Quiet club at lunchtime.
- IDL Wellbeing.

What happens if my child has medical needs?



If a pupil has a medical need then they are placed on our medical register and/or asthma register. Sometimes an individual health care plan is drawn up with parents/carers and the SENDCo with support from the school nurse and medical professionals where necessary, for example, for the use of an EpiPen. The individual health care plans are reviewed annually.

- Staff receive regular training on medical conditions such as food allergies, use of auto adrenaline injector devices and asthma management.
- Where appropriate, staff receive medical training from Alder Hey Children's Community Nurses.

	<ul style="list-style-type: none"> ● Medicines can be administered in school where a signed medicine consent form is in place. ● Key persons in school have first aid training ● Named key/trained person for children with certain medical conditions (e.g. peg feeding, stoma bag) ● A member of the Governing body is an NHS School Health Screener
<p>What are the roles and responsibilities of the SENCO?</p> 	<ul style="list-style-type: none"> ● Coordination of specific provision made to support children with SEND ● Liaise with staff to monitor progress and plan interventions where needed ● Liaise with a wide range of professionals and external agencies when more specialised advice is needed
<p>What is the Local Offer?</p> 	<p>The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies – including their statutory entitlements. This is the link to the Local offer for Wirral is</p> <p>https://www.sendlowirral.co.uk/</p> <p>There is a link to The Local Offer on our website under the Special Educational Needs (SEN) section.</p>
<p>What specialists and training are available to staff in order to support children with SEND?</p> 	<ul style="list-style-type: none"> ● Individual training e.g. SLCN, ADHD, ASD, Code of Practice, Specific learning difficulties ● Specialist expertise and training of staff engaged from external services ● Educational Psychologist ● Vision & Hearing support ● Speech & Language training & support ● MEAS (Minority Ethnic Achievement Service) ● Occupational Therapy (OT) ● School Nurse ● Early Help Team ● Social Care ● Child and Adolescent Mental Health Service (CAHMs) ● Continence Team ● Community Pediatricians ● 0-19 Team ● Bereavement Team ● Caritas ● Barnardos ● ASC (Autism) ● Inclusion SEND Team ● The UK Military School
<p>What are the arrangements for consulting parents of children with SEND and how do we involve parents in the education of their child?</p>	<p>We always recommend that the class teacher is the first point of call for any concerns regarding a child in their class.</p> <p>For any child we consult with all parents on a regular basis:</p> <ul style="list-style-type: none"> ● Parents Evenings ● Parent view ● Telephone ● Email ● Website ● Additional meetings at the request of parent, child, teacher or



SENCO

- Annual Reviews for EHCPs
- Health Care Plan (HCP)
- One Page Profiles (OPP)
- Personalised Emergency Evacuation Plan (PEEP)
- Individual Support Plans
- Risk Assessments

What are the arrangements for consulting young people with SEND and involving them in their education?



- Pupil Voice
- School Council
- Annual Reviews for EHCPs
- One Page Profiles (OPP)

What are our school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living?



- Transfer meetings
- Transition Arrangements
- Enhanced Transition
- MHST programme delivered to Year 6 pupils on transition.
- Updated One Page Profiles (OPP)

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms.

ADD	Attention Deficit Disorder
ADHD	Attention deficit and Hyperactivity Disorder
ASD/C	Autistic Spectrum Disorder/Condition
CAMHS	Child and Adolescent Mental Health Service
CLA	Children who are looked after
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EHCP	Educational Health Care Plan
FSM	Free School Meals
HI	Hearing Impairment
HSL	Home School Link
KS	Key Stage
LM	Learner Mentor
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OPP	One-page profile
OT	Occupational Therapist
PP	Pupil Premium

QFT	Quality First Teaching
SAIO	School Attendance Improvement Officer
SALT	Speech & Language Therapy
SEN/SEND	Special Educational Needs/& Disability
SENDCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual impairment