

## **Ss Peter and Paul RC Primary School**

### **SEND Information Report**

**2023/24**

**Together, with the Spirit we will create an oasis where every child matters.**

At Ss Peter and Paul RC Primary School our ethos is embedded through the Gospel values and our belief that every child matters. The fundamental aim of our school is to enable each child to be all that they can be - to embrace and fulfil their unique potential following the example provided to us by Jesus Christ. We strive to ensure that all children have a fair and equal opportunity to be the best they can be. We are an inclusive school who cater our education to meet every child's needs in a nurturing environment.

At Ss Peter and Paul Catholic Primary, we work closely with the Local Authority (LA) to ensure that all children with special educational needs are supported, and we ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

If you would like further information about the support we can offer please contact:  
Katherine Todd (SENDCo) 0191 4552862.

In addition, our school SEND link governor, Rebecca Mcstea, is contactable via school.

Children at Ss Peter and Paul Catholic Primary School with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0-25. Children are identified as having SEND when their progress has slowed significantly, and school-based interventions have not enabled improvement. Concerns may be identified by school, a medical professional or by you as a parent/carer.

#### **Identification of SEND**

Ss Peter and Paul use the SEND Ranges, in line with Local Authority policy, to identify children's needs. The four broad areas of SEND, as highlighted in the SEND Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

In school the class teacher informs the SENDCo of any concerns if a child's progress, in any of the areas above:

- is significantly slower than that of their peers from their starting point
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- the attainment gap widens

Following a concern, school-based observations will be carried out to identify barriers to learning for your child. Slow progress and low attainment does not automatically mean a child is placed on our SEND register. Discussions with parents and professionals will take place to decide whether special educational provision is required. If it is felt that a child needs targeted provision that is additional or different to what is usually provided, they will then be entered on the SEND register to receive SEN Support. Decisions will be made to decide if a referral to outside agencies is required in order to develop a holistic approach of support for each individual child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions and provision will be continually monitored and reviewed; progress will be tracked using our assessment process. There are regular opportunities for parents to discuss the progress of their child.

**For all children at Ss Peter and Paul Catholic Primary School, who are identified as needing additional support (SEN Support) we:**

- Work in partnership with parents and carers as we recognise and value the expert role in which families play in their child's lives and educational development.
- Deliver quality first teaching, adapting the curriculum and our resources, to support access to learning and to promote progress.
- Have a fully qualified SENDCo, who is part of the Senior Leadership Team, leading SEN Support provision, providing advice and guidance to staff.
- Write clear Individual Action Plans for SEN children which break down targets into finely graded steps, following a graduated approach of assess, plan, do, review.
- Involve the child, parents and carers in writing, reviewing and implementing Individual Action Plans and targeted provision. The Action Plans are reviewed once a term.
- Strategically place support staff where they are most needed throughout the school to ensure pupil progress.

- Provide targeted 1:1 or small group interventions where appropriate to ensure progress is being made.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum.
- Support our families through regular informal contact with school and more formally through review meetings.
- Seek support and advice from a range of outside agencies including an Educational Psychologist, Children and young People’s Service (CYPS), Speech and Language, Health Services etc to ensure each child’s needs are fully identified and understood.
- Offer emotional well-being support through school mentors, counsellors and the Healthy Minds Service.
- Provide ongoing Continuous Professional Development for teachers and teaching assistants via external providers and in-school training.
- Ensure our school trips, residentials and school activities are fully inclusive and, as far as possible, are accessible to all our SEN children.
- Liaise closely with secondary schools to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.
- Offer support to families and they are signposted to services and organisations that may provide appropriate input or advice via the South Tyneside Council’s Local Offer:
- <https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->  
[Facebook page: SEND Local offer South Tyneside](#)

In addition to the above, if your child needs long term support which cannot be provided through universal or targeted support, they may need an EHCP. Applications for an Education, Health and Care Plan can be made by:

- Schools / settings, and other professionals
- Parents, carers, or someone acting on their behalf
- Young people aged over 16, or someone acting on their behalf

**The support for children with an EHCP includes:**

- Provision specified in the EHCP
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets
- Bi-annual Reviews (Under 5s) and Annual Reviews with recommendations submitted to the Local Authority.

**Specific provision is also provided for the different areas of need. The table below explains the details of this support.**

<b>School entitlement offer to pupils with additional needs</b>	
<b>Type of SEND</b>	<b>Support provided in school</b>

**Communication and Interaction**

e.g. Autism

Speech, Language and

Communication Needs (SLCN)

- Individual Action Plans which identify barriers to learning, outline strategies to support and review impact. Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents.
- Differentiated/personalised curriculum and resources to meet individual needs.
- Use of visual supports-e.g. visual timetables according to need.
- Support and supervision at unstructured times of the day-e.g. break and lunchtime, when appropriate, to encourage and model communication and interaction.
- Quiet room/space for targeted intervention and planned activities.
- Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem.
- Use of strategies/ programmes to support speech and language development in partnership with relevant agencies-e.g. individual speech and language therapy.
- The use of ICT, where appropriate, is utilised to develop communication and interaction.
- Support staff are placed where needed throughout the school to ensure pupil progress and independence.
- SENDCo provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to.
- Continuous Professional Development and training to meet pupil's needs in the classroom.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

## Cognition and Learning Needs

including Specific Learning Difficulties (SpLD) such as Literacy Difficulties/Dyslexia or Numeracy difficulties/Dyscalculia

- Individual Action Plans which identify barriers to learning, outline strategies to support and review impact. Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents.
- Differentiated/personalised curriculum, resources and strategies used to meet individual needs and to promote and develop literacy and numeracy skills.
- 1:1 targeted intervention delivered to develop skills in key areas of need-specific literacy (reading and writing) and numeracy work where appropriate.
- Small group support with a focus on literacy/numeracy to develop the skills for independent learning.
- Differentiated curriculum, resources, strategies used to promote and develop literacy and numeracy skills.
- Access the expertise and advice from outside agencies including an Educational Psychologist to ensure any barriers to learning are fully identified and responded to.
- The use of specific intervention programmes to improve literacy and numeracy skills including Nessy and Times Table Rocks. Programmes are reviewed regularly and new additional programmes are utilised to meet individual needs where appropriate.
- Provide resources, across the curriculum, to support children with specific needs e.g. coloured overlays. Use of support materials and resources to enhance learning such as Numicon.
- Teaching and learning for pupils with SEND is monitored through the schools self-evaluation process.
- Assess children for Examination Access Arrangements to provide the necessary support for examinations and assessments.
- Targeted individual and group teaching for specific areas of learning.

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|  | <ul style="list-style-type: none"><li>● Use of ICT, where needed, to reduce barriers to learning.</li><li>● Support staff are placed where needed throughout the school to ensure pupil progress and independence.</li><li>● SENDCo provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to.</li><li>● Continuous Professional Development for relevant staff.</li><li>● Close partnership with parents/carers to ensure consistent support between home and school.</li><li>● Maths and English workshops where staff share strategies with parents to support their children's learning at home.</li><li>● Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li></ul> |
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<p><b>Social, Emotional and Mental Health</b></p> <p>Behavioural Needs</p> <p>Social needs difficulties</p> <p>Emotional Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>● Provide effective pastoral care for our children through individual mentoring, counselling, and bereavement programmes - working alongside individual children focusing on emotional understanding and expression.</li> <li>● Mental Health First Aiders (Adults) are available in school.</li> <li>● Positive Behaviour Support Plans are based on encouraging pupils to make positive decisions about behavioural choices.</li> <li>● Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>● Clear rewards (green time) and sanctions - are followed which offers structures and routines.</li> <li>● Opportunities to attend residential trips help to develop social, emotional and behavioural resilience, promoting independence.</li> <li>● Staff access specific CPD training in the areas of ACE's and Mental Health First Aid.</li> <li>● PSHE curriculum supports this SEND area.</li> <li>● Access to quiet, calm areas in school.</li> <li>● Access to self-regulation equipment and resources.</li> <li>● School seeks the expert advice and support of outside agencies, including LifeCycle and Children and Young People's Service (CYPS). Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li> </ul>
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<p><b>Sensory and Physical Needs</b></p> <p>Hearing/Visual Impairment</p> <p>Multi- Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> <li>● Advice and guidance from the Local Authority Sensory Impaired Service is sought and acted upon. This service can provide specialist staff into school to meet this additional need.</li> <li>● Access to Medical interventions, strategies and programmes to support Occupational Therapy and Physiotherapy. Strategies and programmes of work are followed to support the development of gross and fine motor skills in the inside and outside classroom</li> <li>● We provide support and practical aids where appropriate to ensure pupils can access the curriculum and develop independent learning. Physical aids and resources are used, where necessary or where advised from specialists e.g. pencil grips, wobble cushions, foot stools, adapted cutlery. Where appropriate we encourage alternative ways of recording ideas/writing/investigations (Ipad, Chrome books, audio recordings etc).</li> <li>● We make every effort to be as accessible as possible e.g. accessible toilet facilities.</li> <li>● Support staff are placed where needed to work with and support pupils who have significant medical needs to develop independence and ensure progress.</li> <li>● Advice and guidance is sought from health professionals for pupils with significant medical needs.</li> <li>● Staff Continuous Professional Development in this specialist area is sought to ensure staff understand the impact of sensory and physical needs on teaching and learning. e.g. from health professionals</li> <li>● Staff understand and apply the Administration of Medicine Policy with trained First Aid staff in place during breaks, lunchtime and residential.</li> <li>● The SENDCo completes any necessary training and attends relevant meetings in order to offer advice and guidance to staff about the needs of pupils.</li> </ul>
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	<ul style="list-style-type: none"><li>● Staff provide for pupils, with sensory overload, through careful classroom organisation and targeted planned activities.</li><li>● School works in close partnership with families, offering support, signposting to services and organisations which may offer further support where appropriate via the Local Offer.</li></ul>
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**If you have any concerns about your child’s additional needs, learning or well-being please contact Miss Todd.**

Email: [ktodd@sspeterpaul.co.uk](mailto:ktodd@sspeterpaul.co.uk)

Parents can contact South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) which offers free and impartial information, advice and support to parents/ carers, children and young people with special educational needs and disabilities.

Contact details: 0191 424 6345 or email [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)