

St Peter's Catholic Primary School SEN Information Report

Mission Statement

“To walk hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make the world a richer place.”

SEND Provision at our school

St Peter's is a Catholic mainstream primary school. We are currently a two form entry school. We aim to be an inclusive and caring community where all the children feel respected, safe and secure. We are able to offer provision for a range of children with different *Special Educational Needs and Disabilities* (SEND) and our aim is to remove any barriers to learning so that every child is able to make progress and achieve their potential. All children are taught how to develop good learning behaviours.

How does our school identify and assess SEND?

Early identification and assessment are essential to the progress and achievement of children with SEND. A variety of early indicators are used, including:

- Parental concern
- Pre-school information/transition
- Regular monitoring of progress and attainment for all children
- Advice from outside agencies and outreach workers from local Special Schools
- Screening tests e.g. Dyslexia Early Screening Test (DEST)

The **Inclusions Leader/SENCo** is responsible for monitoring and co-ordinating provision for all children who have been identified as having additional needs. Working with the Inclusions Leader, the **Pastoral Team** provide specific support for children's welfare and support for emotional and behavioural difficulties. This team includes a Pastoral Leader, two Emotional Literacy Support Assistants (ELSAs) and a Behaviour Support Assistant.

We have a support team consisting of Higher Level Teaching Assistants (**HLTAs**), Learning Support Assistants (**LSAs**) and Special Needs Assistants (**SNAs**), all with a range of experience and training, support children's learning in class and through specific, time limited interventions. The support team work in conjunction with the class teachers and Year Group teams to ensure that interventions are appropriate and learning is applied to class situations.

Any parent who has concerns about their child's progress should speak to the class teacher initially followed by the Inclusions Leader.

If school and parents feel that it is appropriate, a child may be referred to an outside agency for assessment. The school works closely with the Hampshire Educational Psychology Service.

How does our school provide and monitor support for children with SEND?

The 'Graduated Approach', involving a cycle of Assess-Plan-Do-Review, is used to ensure all children receive carefully planned support to ensure progress can be made by all children.

All children's progress is monitored and tracked through regular Pupil Progress Meetings and next steps, together with targeted support, are planned and reviewed.

Support and interventions are reviewed regularly and the outcomes shared with parents/carers at parents' evenings or in writing. At times, communication with parents will be weekly or even daily via a home/school communication book or brief meeting/phone call. Parents are always welcome to discuss their child's progress.

Wherever possible, children with SEND have full access to the National Curriculum. Lessons are taught primarily by the class teacher. Learning behaviours are an integral part of the school's approach to learning and all children are helped to develop the six Cs: ***commitment; critical thinking; collaboration; creativity; curiosity and commitment...***

Assessment led planning enables children to access learning at their level. A range of teaching strategies are employed and feedback from staff helps children to know their next steps for learning. Reasonable adaptations to the environment may be made to facilitate access and ensure safety.

The level of support for any child is determined by individual needs, in consultation with parents and outside agencies. This will be reviewed regularly and adjusted accordingly. For children with significant and long-term needs, an Education/Health Care Plan (EHCP) may be in place.

The criteria for SEN and the level of provision will be clearly set out by the Local Authority. Parents will be consulted at all stages.

All children have access to a range of extra-curricular clubs and activities, providing that there is no physical risk to themselves or others. School trips are always risk assessed and adaptations or extra adult support implemented when necessary.

Support for children's emotional wellbeing is provided initially through class circle time and PDL learning. The Pastoral Team can support children and families with more significant needs. This might involve 1:1 sessions with the ELSA or small group Nurture sessions. The Pastoral Leader is able to work with families and signpost to outside agencies for further expertise.

How can I contact the SEN Coordinator?

The SENCo/Inclusions Leader is Mrs Lisa Knight and can be contacted through the school office.

What specialist services and expertise are available at or accessed by the school? What training has the staff supporting children with SEND had or currently having?

We have a qualified SENCO overseeing the provision within the school and an effective SEN/ Pastoral team; training is on-going to ensure the school is kept up to date with any changes and priorities. The training needs within the school reflect the needs of the staff and children we work with.

St Peter's works very closely with a range of outside agencies from Children's Services and Health Services e.g.

- Hampshire Educational Psychology Services
- Specialist Teacher Advisors

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nurse
- Child and Adolescent Mental Health Services (CAMHs)
- Paediatrics and specialist Health Services

Continued Professional Development (CPD) for teaching and support staff is on-going and linked to the needs of the children in school. This may be externally provided training and courses or whole school training days.

How accessible is the school?

The school is all on one level and ramps and hand rails are in place at various points. Toilets have been adapted for specific needs. See Accessibility Plan.

How will the school prepare and support my child to join the school or transferring to another setting?

At St Peter's we are committed to ensuring a smooth transition from pre-school (or other settings) into Early Years and also from St Peter's on to the next school/Key Stage. The communication of information is vital and the support for children with SEN to ensure that good practise and appropriate provision is in place. Parents/carers of children joining the school are invited for initial visits and then for formal welcome meetings. Parents of children with additional needs should contact the Head teacher or Inclusions Leader. Meetings between settings, parents and outside agencies are set up as appropriate and school staff are also available to make home visits. Inclusion Partnership Agreements may be used to plan and support transition to Secondary School and additional visits can be arranged. St Peter's works with Oaklands and other local secondary schools to ensure a smooth transition for all children with a particular focus on those with SEN.

Admissions to the school will be made in line with our admissions policy, which is available on the school website. If you child has an Education, Health and Care Plan, applications will be made through Hampshire's SEN team.

How will my child be involved in their learning?

Self and peer assessment is a key part of class learning. In addition the teacher will provide both verbal and written feedback to help the child understand their next steps. Marking of work aims to be supportive and developmental. Next steps are shared with children and are communicated in child friendly language. Pupil conferencing of selected children each term helps teachers to monitor the views of children with SEN. We also encourage children with SEN or physical difficulties to become involved in the School Council.

How can I be involved with the school?

St Peter's is a welcoming school and there are many planned opportunities for parents to visit throughout the year. Formal Parents Evening takes place in the Autumn term and again in the Spring term. Other opportunities are provided across the year including drop-in sessions, open afternoons and parent workshops. The school has an active Friends Association which is open to all parents and social events take place each term. Parents are encouraged to volunteer as parent helpers, in school or on trips, but need to have been DBS checked first.

Who can I contact for further information?

If parents/carers have any concerns about the educational provision for their child, they should contact the class teacher initially, followed by the Inclusions Leader or Head teacher. The Pastoral Leader, Mrs P. Pelling, is also able to support in seeking information.

St Peter's is very happy to sign post parents and carers to organisations and services that can provide additional support. The following maybe useful but please feel free to contact the Pastoral Leader or Inclusions Leader.

The Governor's approved **School Complaints Procedure** is also available in the school office and on the school website. **Parent Voice** in Winchester will support parents to put forward their views and concerns.

St Peter's is part of the Havant cluster of schools and works closely with the local Children's services. The Local Offer for children with SEN is to be found on the following website:

www.hantslocaloffer.info

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