

SS Peter & Paul RC Primary School

Special Educational Needs and Disabilities (SEND) Information Report

All South Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning - Specific learning difficulties- dyslexia, dyspraxia.
- Sensory, Medical and Physical -hearing impairment, visual impairment, sensory processing difficulties, diabetes.
- Communication and Interaction-autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health- attention deficit hyperactivity disorder, behavioural difficulties.

-Our team of 8 teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes.

- In addition to this, we also have 3 special need support assistants.

-All our staff are trained each year on the needs of new students joining the school - this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TA's and is organised in accordance with the needs of our children.

The school works closely with other local schools; we share training with outside experts where opportunities arise.

The SENCo meets with the senior leadership team once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.

Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet

particular needs and enhance learning.

1. What are school's policies with regard to the identification and assessment of children with SEND?

Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which 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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a

successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEND policy for further information relating to behaviour support. (available on this website.)

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At SS. Peter & Paul RC Primary, a range of specific, more specialised tests are used (usually by the

Educational Psychologist and their specialist teachers) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

Throughout school, assessments linked to specific resources are used to identify children for intervention or external support.

- In Nursery the children are assessed through ECAT screening. (Every Child a Talker.)As a result, needs are identified and the children are referred to the Local Authority Speech and Language Team.
- The BLAST screening and assessment is also administered and the children are reassessed after the program has been delivered.
- In Reception Class, the children are assessed using Talk Boost.
- Throughout Key Stage One, The Literacy Toolkit is used in phonics and reading assessment to track progress; this is linked to the Read, Write Inc. Assessments.

In addition, school commissions the services of an independent specialist teacher - Mr. Barry Winter who

supports us in the assessment of maths and literacy skills, including dyslexia. (Dyslexia Screening Test)

Further information relating to identification and assessment of children with SEN can be found in our SEN Policy document (available on this website).

2. What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEN?

- Quality first teaching
- Use of Action Plans and Provision Maps to measure progress and achievement.
- Termly evaluation of Action Plans and Provision Maps.
- Use of assessment information/progress rates etc. pre- and post- interventions.
- Use of attainment and progress data for children with SEND across the school part of whole school tracking of children's progress in terms of National Curriculum levels of attainment - 3x

yearly.

- Use of pupil/parents interviews/questionnaires.
- Monitoring by SENCo
- SENCo meets regularly with support staff to review support plans and intervention.

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school.
- Termly evaluation of Action Plans and Provision Maps.
- Tracking of pupil progress in terms of National Curriculum age related expectations.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year

- A cycle of consultation meetings with Laura Carr (Educational Psychologist) takes place throughout the year for children involved with our Educational Psychology service.
- An Annual Review is held for children holding Education and Health Care Plans of Special Educational Needs; interim reviews can also be arranged throughout the year if deemed necessary.
- When children are assessed by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets.
- When assessing children with SEND , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary - generally whatever support is provided in the class room is provided as far as is permitted during tests

- initial concerns about a child's progress are discussed with the Class Teacher, SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

c) What is our approach to teaching pupils with SEN?

- The fundamental aim of our school and the very reason for our existence 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.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and

concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

- Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage - information relating to results obtained over recent years is available on this website (see school website.)
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children;

the majority of our children will learn and progress within these arrangements

- children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language, literacy and numeracy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.
- At SS. Peter & Paul, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and

learning experiences in all curriculum areas, specific assessment by the external professionals, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes which are delivered by specialist teachers from the Local Authority EMTRA'S service. (Ethnic Minority Traveller Refugee Achievement Service.)

- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and

assessed at the outset, without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all of our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative

recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.);

outcomes expected from individual children; materials used; support level provided;

provision of alternative location for completion of work.

- School always acts upon advice received from external agencies (e.g. enlarging of print for Visually Impaired children; most advantageous positioning of Hearing Impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks and sensory cushions.)
- We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens , coloured interactive boards, individual resources - number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.

- We endeavour to ensure that our school is Autistic Spectrum Condition friendly; including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources.
- Small group rooms are available in to provide quiet work areas for 1:1 or small group work.

e) What additional support for learning is available for children with SEN?

- There are currently 223 children on roll (197 YR - Y6 + 26 N). We have 8 teaching assistants and an Inclusion Coordinator employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TA's are

deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.

- We follow the Code of Practice for SEND.
- We teach a differentiated curriculum to ensure that the needs of all children are met.
- We implement individual Provision Maps with s.m.a.r.t. targets
- A number of intervention programmes are in place for children who require additional support e.g. 'Every Child a Talker;' 'Lexia' - a computer based programme to develop reading and spelling skills; Precision Teaching; Numicon; Talk Boost ; Time to Talk; BLAST; Fuzz Buzz; Lifeboats; Emotional Resilience/Fun Friends; Toe-by-Toe; Power of Two; Power of Multiplication, first class number, Literacy catch up.
- ICT support resources, including; Word Shark, Number Shark and Nessy.

- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place. (E.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from South Tyneside Authority SEND Team). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets evaluate progress and ensure consistency of approach in addressing needs in school and at home.
- Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips.

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- All extra-curricular activities (listed on this website) are available to all our children
- Breakfast Club is available to all children 2x weekly.
- Residential trip to Thurston available to all children.
- Close links to ADHD support group -run by experienced staff and parents.
- Daily lunch time clubs for children with social communication/interaction issues.

g) What support is available for improving the emotional and social development of children with SEN?

- Specialist advice from our Inclusion Coordinator for children with social

communication/interaction difficulties.

- Specialist advice from our Educational Psychologist - Laura Carr
- Specialist advice from colleagues at CYPs. (Children and Young People's Services.)
- Reflection Room designated for 'quiet retreat' outside the classroom.
- Games Club/ Active Lunch Club - daily at lunch times for children with social communication/interaction issues.
- Assessment tools and intervention programmes e.g. SEALS materials, Time to Talk, Nurturing Human Wholeness, Emotional Resilience Program.
- 1:1 Counselling for children, where necessary, on a weekly basis.
- Crisis Intervention Program (to deal with incidents of unacceptable behaviour.)
- 'Rainbows' - emotional support for any children in school who have experienced loss (e.g. through death, separation or divorce.)

4. What is the name of the SENCo and contact details for the SENCo?

Our SENCo is Mr Anthony Kennedy 0191 4552862 akennedy@sspeterpaul.s-tyneside.sch.uk who is also our Year 6 teacher.

What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

- Our SENCo is currently enrolled on the National Award for Special Educational Needs Coordination and is part of a support network of SENCo's across the borough.
- School employs a team of 8 T.A.'s who are trained to deliver a range of interventions

on a small group and 1:1 basis e.g. BLAST; Talk Boost; Time to Talk; 'Lexia' - a computer based programme to develop reading and spelling skills; Lifeboat; Precision Teaching; Numicon; Toe-by-Toe; Power of Two, Power of Multiplication

- 7 members of staff are trained First Aiders
- Staff are trained annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis, as appropriate. (i.e. if there is a child/staff member in school with a Health Plan for a specific condition /medication)
- During the course of the last two academic years the SENCo and relevant staff (i.e. staff directly involved with children with specific need relating to the course) received SEND training in areas such as Dyslexia, Team Teach, Autistic Spectrum Condition, in addition to more general training e.g. raising the achievement of boys,
- CPD training is offered regularly to enhance the school's Improvement Plan and afford

personal development to staff.

- Specialist information gained through research/training is disseminated via the SEND folder on the staff shared drive or via a staff meeting or organised staff training sessions
- As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Children and Young Peoples Services, Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought via the Local Authority or directly through specialist agencies.
- General support and advice from SENCo - e.g. with regard to the implementation of

specific programmes, creation and monitoring of Action Plans and Provision Maps, tracking of children with SEN.

- Particular support is given to Newly Qualified Teacher's and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the Special Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned.
- Our Special Educational Needs Co-ordinator attends 'Special Educational Needs Co-ordinator Network Meetings' throughout the year funded by the L.A. organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

- At the close of each school year teachers hold meetings with the class's next teacher to discuss class and SEN information in preparation for the following year.
- The SENCo meets with the senior leadership team once per term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.
- Our SENCo organises training on a needs basis and also staff may request specific training.

5. How is equipment and facilities to support children with SEN secured?

- Through discussion with specialist agencies involved.
- Through discussion with parents.
- Through discussion with our Head teacher.
- Equipment and facilities to support children with SEN are non-negotiable at our

school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of coloured overlays; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues.

- We regard our duty to make reasonable adjustments as an anticipatory duty - i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with

visual impairments.

- Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

6. What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- Throughout the year there are 2 Parents' Evenings and a Curriculum Evening Workshop. There is also an end of year annual report to parents.
- In Nursery, there are 'stay and play' sessions each term.
- Parents are invited to Action Plan/Provision Map meetings- where Action Plans and Provisions Maps are evaluated with parents and recommendations for new targets discussed, alongside suggestions for supporting their child in the home setting.

- Our parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.
- Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.
- The progress of children holding an Education and Health Care Plan is discussed at

their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to secondary school is considered with discussion involving parents. At Y6 annual reviews the SENCo of the receiving high school is usually invited to attend.

- Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

7. What are the arrangements for consulting children with SEN about and involving them in their education?

- Action Plan/Provision Map targets are reviewed with children.
- Children's self-evaluation is actively encouraged throughout the school and children

are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of the level at which they are working and the challenging targets set to support their development.

- Children with an EHC are invited to attend and contribute to part of their review meetings.
- Child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them.
- 1 page pupil profiles are used taking into account the views of the child which will feed into their support/action plan.

8. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

- It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:
- The complaint is dealt with by the class teacher - the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution the Head teacher should become actively involved.
- If the matter is still not resolved, the complainant **must** put their complaint in **writing** to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint

resolution procedures

- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.

9. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- Our link Governor for SEND is Mrs Eileen Lawson.
- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from South Tyneside Local Authority

for children will sensory impairment or physical/medical difficulties or social communication difficulties.

- The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- Our School Health Practitioner, Sue Wyllie is available for advice and attends meetings in school on request following referrals to the service made by school.
- Liaison meetings with SS. Peter and Paul nursery children are held in the summer term before the children enter our Reception classes. Liaison with other nurseries in

the area also occurs.

- The Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families before any problems are apparent and when low level problems emerge.
- The Education, Health and Care planning process has been successfully implemented and means that there will be a more holistic support around children and their families.

10. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

SENDIAS -(formally known as Parent Partnership) Family Action

Gillian Hart

Primrose Children's Centre

0191 4246345

Gillian.harte@southtyneside.gov

Children and Young Peoples Services

Monkwearmouth Hospital,

Newcastle Road,

Sunderland

0191 5665500

Ntawnt,sotcyps@nhs.net

Speech and Language

Stanhope Parade Health Centre

Portage and Pre School

Jean Finlay

0191 4246096

Occupational Therapy & Developmental Disorder Clinic

Palmers Hospital,

Wear Street,

Jarrow

0191 4516000

Educational Psychologist

Laura Carr

Star Centre

Hebburn

0191 4246030

Pupil Services

Charlotte Terrace,

South Shields

0191 4246030

Services for Young People

All Saints Children's Centre

Gresford Street

0191 4227889

13. Where is the Local Authority's Local Offer and school's Local Offer published?

- School's Local offer can be found on this website
- The Local Authority's Local Offer can be found from the link on the school website.