

## SS. Peter and Paul R.C. Primary School

### Special Educational Needs and/or Disability Information Report

We are a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND (Special Educational Needs and/or Disabilities), in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEND when their progress has slowed or stopped and the interventions; resources etc, put in place do not enable improvement. This may be identified by yourself, as a parent or carer, the class teacher or another medical professional. Once this occurs, we will conduct observations of your child and analyse their work to help identify barriers to learning, discuss with yourself and your child your opinions and use the outcomes of these to develop interventions to improve progress and access to the curriculum. This may include referrals to other agencies e.g. speech and language therapy or educational psychology and remains flexible, therefore the level of support received may change throughout their time at school. The interventions will be continually monitored and reviewed, and progress tracked using our assessment system.

SS Peter & Paul is a small primary school with limited space to undertake additional support so most intervention support is undertaken within the classroom environment, although there may be occasions where individual and small group work is delivered outside of the classroom in small group area.

Children with SEND are identified and taught appropriately following the requirements of the Code of Practice for Additional Educational Needs. Intervention plans are developed for children on the SEND register often in co-ordination with external agencies who are available to offer support and

advice as required, contact details are available on the school website (**insert link to external agency details**).

Children with SEND at St. Bede's make good progress and achieve in line with other schools nationally. Other useful documents such as our SEND and Inclusion policy are available on the school website (**insert link to school SEND & Inclusion policies**). If you would like further information about what we offer here at SS Peter & Paul, then please do not hesitate to contact the SENCO, Mr Kennedy by contacting the school on 0191 455 2862.

SS. Peter & Paul R.C. Primary School is an inclusive school and may offer the following range or provision to support children with SEND.

<b>School entitlement offer to pupils with additional needs</b>	
<b>Type of SEN for which provision is made at the school</b>	<b>Type of support</b>
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Use of intervention plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents.</li> <li>• Differentiated curriculum and resources</li> <li>• Visual timetables</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve social skills in a variety of areas such as supervision at unstructured times of the day and programmes to enhance self esteem.</li> <li>• Strategies/programmes to support speech and language development.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process.</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li> <li>• Fully qualified/trained SENCO who can provide advice and guidance to staff.</li> <li>• All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</li> <li>• Support is offered to families and they are signposted to</li> </ul>

	<p>services/organisations which may offer support/advice where appropriate, via the Local Offer.</p>
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Specific Learning Difficulties - Dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• Use of intervention plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents.</li> <li>• Differentiated curriculum and resources.</li> <li>• Strategies to promote/develop literacy and numeracy.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process.</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li> <li>• Fully qualified/trained SENCO who can provide advice and guidance to staff.</li> <li>• All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</li> <li>• Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN.</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>
<p>Behavioural, Emotional and Social Development:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school's Christian ethos values all pupils.</li> <li>• Behaviour management systems in school are based upon 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>• The school provides effective pastoral care for all pupils.</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience such as Circle of Friends.</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>

<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li> <li>• Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.</li> <li>• Access to Medical Interventions and strategies/programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</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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If you have any concerns about your child's SEND, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place (*[Link to school complaints procedure](#)*) we would always hope to resolve any issues or concerns informally by working in partnership with parents.

### **Note**

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEND.

Contact details:

Phone - 0191 4246345

Email - [parentpartnership@southtyneside.gov.uk](mailto:parentpartnership@southtyneside.gov.uk)