

## SEND Information Report 2024 / 2025

### St. Peter's R.C. Primary School



**“We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ.”**

*This report is to be read in conjunction with the following school policies*

- *SEND Policy*
- *Assessment Policy*
- *Inclusion Policy*
- *Pupil Code of Conduct / Behaviour Policy*
- *Accessibility Plan*
- *The Local Offer*

#### **What kinds of special educational needs 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 our 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:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health difficulties**
- 4. Sensory and/or physical needs**

**(SEN Code of Practice, 2015)**

Our Inclusion Manager has excellent experience in the field of SEND. Our team of teaching assistants has extensive experience and training in planning, delivering and assessing intervention programmes.

Staff are trained on the needs of new students joining the school. This can include training from specialist agencies or consultants, as well as from our Inclusion Manager or other staff with relevant expertise.

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

Appropriate SEND guidance and advice is given to staff across the school to ensure they meet the additional learning requirements of our children.

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

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

Our school's Assessment Policy 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. This may 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 high school.

### **Behaviour**

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 about anything that might have happened at home. School staff gather and record information about incidents occurring in school. Observations would be conducted in class/on playground to record behaviours, considering further interventions taking into account all information gathered. If necessary, an individual behaviour plan would be implemented and a daily behaviour report would be sent home.

Discussions take place with parents if the school is providing special educational provision for their child. Following discussions, parents will be formally informed in writing and will be asked to sign a letter to acknowledge this.

At St. Peter's R.C. Primary School a range of specific, more specialised tests are used 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:

#### **How do we evaluate the effectiveness of provision for children with SEND?**

- evaluation of ongoing targets and termly targets / Individual Education Plans
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND
- whole school tracking of children's progress in terms of National Curriculum age related expectations – termly
- monitoring by the Inclusion Manager

#### **What are our arrangements for assessing and reviewing the progress of children with SEND?**

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. In addition to quality first teaching we would use the following;

- evaluation of ongoing targets and termly Individual Education Plans

- termly tracking of pupil progress in terms of age related expectations according to the National Curriculum
- a cycle of consultation meetings which take place throughout the year for children involved with our Educational Psychology service
- termly progress meetings
- Annual Reviews are held for children holding Education Health and Care plans; interim reviews can also be arranged throughout the year if deemed necessary
- SEND review meetings for individual children (Implementation of the assess, plan, do, review cycle)
- assessments by the Inclusion Manager or by external agencies. Meetings would take place with the parents and the class teacher to discuss the finding and how best to address need and meet targets

Initial concerns about a child's progress are discussed with the Class Teacher/Inclusion Manager and parents, followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

### **What is our approach to teaching pupils with SEND?**

The fundamental aim of our school is in our Mission Statement

**“We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ.”**

In working towards our Mission our aim is to:

- embrace and fulfill children's unique potential following the example provided to us by Jesus Christ
- unlock potential and remove barriers to learning. 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.

- provide quality first teaching in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve;
- provide whole school provision for children with SEND.
- embed a continuous cycle of planning, teaching and assessing 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
- provide support for children with SEND that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan a differentiated curriculum 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
- 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 school's Inclusion Manager, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- complete assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.
- acknowledge that children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

- 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 (with support from BwD Inclusion team if appropriate), 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.

### **How do we adapt the curriculum and learning environment?**

- Our curriculum is differentiated to meet the needs of all our children. Differentiation may occur by support, grouping, content of the lesson; teaching style; lesson format, pace of the lesson, provision of alternative recording methods, outcomes expected from individual children, materials used, provision of alternative location for completion of work.
- advice received from external agencies is acted upon.
- we endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, visual resources, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities
- we endeavour to ensure that all classrooms are speech and language friendly including use of visual display.
- small group rooms are available to provide quiet work areas for 1:1 or small group work

### **What additional support for learning is available for children with SEND?**

- a team of teaching/support assistants are 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 TAs 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 2015 for SEN.
- we teach a differentiated curriculum to ensure that the needs of all children are met
- we implement ongoing SMART targets / termly Individual Education Plans (Specific, Measurable, Achievable, Relevant and Time-bound)
- we support a large number of intervention programmes which are in place for children who require additional support.
- We deploy individual laptops / ipads for children with a recording need.
- we work very closely with external agencies to ensure that the best possible support is in place for children with specific identified or diagnosed needs, (e.g. educational psychologist, speech and language therapists, occupational therapists, advisory teachers).
- we ensure specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory resources.



**What activities are available for children with SEND in addition to those available in accordance with the curriculum?**

- all extra-curricular activities are available to all our children

**What support is available for improving the emotional and social development of children with SEND?**

- specialist advice from our Educational Psychologist
- specialist advice from colleagues at CAMHS
- areas designated for 'quiet retreat' within or outside many class rooms

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

- our Inclusion Manager has experience in this role, has completed the National SENCO Award and has attended various training sessions and meetings to support her role in school
- school employs a team of Teaching Assistants who are trained to deliver a range of interventions on a small group and 1:1 basis, all members of staff are trained First Aiders and we have Paediatric First Aiders in school.
- we have a defibrillator in school that staff have been trained to use and staff are trained to administer an Epi pen
- staff are trained regularly by the Health Team with regard to diabetes

- expertise and specialist training in relation to speech and language needs is secured via Blackburn with Darwen and outside agencies
- as specific needs arise the Inclusion Manager approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, advisory teachers ) to seek advice about raising awareness of the specific type of SEND.
- to enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies.
- general support and advice from Inclusion Manager - e.g. with regard to the implementation of specific programmes, creation and monitoring of termly targets, tracking of children with SEND
- Should a pupil with a specific low incidence need be admitted to the school, then the Special Educational Needs Manager will pursue relevant support/training, in the first instance, for the class teacher and support staff concerned.
- our Inclusion Manager attends 'Special Educational Needs Co-ordinator Cluster Meetings'
- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year.
- The Inclusion Manager recommends training on a needs basis and also staff may request specific training.

### **How is equipment and facilities to support children with SEND secured?**

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Head teacher
- equipment and facilities are made available to support children with SEND

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 with visual impairments. Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.

### **What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?**

- Discussions take place with parents if the school is providing special educational provision for their child. Following discussions, parents will be formally informed in writing and will be asked to sign a letter to acknowledge this.
- There is a Parents Evening in the Autumn term and there is an end of year annual report to parents; progress reports are sent out termly as

are children's targets and evaluations of the previous term's targets.

- Parents are invited to be involved in their child's target setting.
- 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 SEND; 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; discussions take place with teaching staff and parents regarding the outcomes of any EP assessments/observations
- the progress of children holding an EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LEA. At Y6 annual reviews the Inclusion Manager of the receiving high school is usually invited to attend in order to support pupils moving between phases of education.

### **What are the arrangements for consulting children with SEND and involving them in their education?**

- Ongoing targets / Individual education plans 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 their targets and why they are set to support their development

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

- the complaint is firstly 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 Inclusion Manager 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 or request independent disagreement resolution and the school will make further information available about this process on request.

**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 SEND and in supporting the families of such children?**

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. In addition, school may seek advice from specialist advisory teachers from Blackburn with Darwen SEND Support Service..
- 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 SEND.
- our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.

**SEN Contacts**

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Mrs R Yates, Inclusion Manager, St Peter's RC Primary School, 01254 691745

Mrs J Walsh – SEND Governor – St. Peter's RC Primary School 01254 691745

Blackburn with Darwen SEND Support Service, Duke Street, Blackburn, 01254 666666

Blackburn with Darwen Statutory Assessment Team at Duke Street,(01254) 666739 or (01254) 666738

St. Thomas's Centre SEMH Outreach Service, Lambeth St, Blackburn 01254 958401

Details of Blackburn with Darwen's SEN Support and Local Offer <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

Document updated by Mrs R Yates September 2024