



St. Peter's Catholic Primary School

Marlow, Buckinghamshire, UK | Tel: 01628 472 116

St Peter's RC Primary School Special Educational Needs (Information) Regulation Annual Report 2018

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website

To avoid duplication of information, this Special Educational Needs Report will form part of St Peter's Local Offer and will be linked to, or uploaded to, our record on the Buckinghamshire Family Information Service website:
<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=sPg2sEI8q8>

1. The type of SEND provision that St Peter's caters for is:

St Peter's is a mainstream setting. At St Peter's we will ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural problems. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

Additional needs or disabilities which can affect a child's ability to learn can include:

- behavioural/social (e.g. difficulty making friends)
- reading and writing (e.g. dyslexia)
- understanding things
- concentrating (e.g. Attention Deficit Hyperactivity Disorder)
- physical needs or impairment.

2. The School's Policy

The school's policy (including pupils who do and do not have an EHC Plan) for:

- **identifying and assessing pupils with SEND,**
- **evaluating the effectiveness of its provision for pupils with SEND,**
- **assessing & reviewing the progress of pupils with SEND** is:

You are welcome, at any time, to make an appointment to meet with either the class teacher or SENCo and discuss how your child is progressing. We can offer advice and practical ways in which you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

At St Peter's children are identified as having SEND through a variety of ways including the following:-

- on-going Teacher and Teaching Assistant (TA) observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that year group
 - the attainment gap between the child and their peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- the Class Teacher's annual assessment profiles show underachievement in one or more curriculum areas
- low scores in diagnostic testing,
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- self-help skills, social and personal skills inappropriate to the child's chronological age
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children (in liaison with Children's Services)
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skill
- other adults' concerns e.g. from medical services, Educational Psychologist, Social Care, Paediatrician.

Throughout the school we monitor and track the progress of all children through an on-going process of planning, teaching and review/assessment. (Assess, Plan , Do from Bucks Graduated Approach Guidance) Children with SEND may be identified at any stage of this process during their school life.

The main assessments used are:

- on-entry assessments in Reading, Writing, Phonics and Maths
- on-going profiles of progress towards objectives in all curriculum areas
- the P scales, using the Lancashire PIVATS programme, for children working outside the national expectations for their age group
- summative assessments of progress including the end of year optional SATs in Years 3, 4 and 5 in English, Maths and Science where national curriculum and standardised scores are recorded
- half termly monitoring of Writing progress using Year Group Objectives
- the end of Key Stage SATs

If a child is identified as making inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCo, in consultation with the parent/carer and child, look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from**, those already being provided in the classroom as part of the delivery of the National Curriculum to help the child to make progress.

The child's support will be listed on a School Support Plan which will clearly state the desired short term outcome and how progress will be monitored and assessed. This is shared with parents in October at parents evening and then at subsequent termly parents' evenings. The SENCo will offer appointments for these parents. The effectiveness of the additional support will be monitored termly, through the school's planned programme of SEND review days/pupil progress meetings, and decisions will then be made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help
- b) to continue with the existing level of help with new targets being set
- c) to increase the level of intervention if there has been little progress

If a child is identified as having SEND which requires targeted support over an extended period and/or requires support from external specialists e.g. Specialist Teacher, Educational Psychologist etc., then the school, in consultation with the parents/carers and the child, will develop an SCHOOL SUPPORT PLAN (SSP). This will identify desired outcomes, set shortterm outcomes, agree upon the indicators which will be used to monitor progress and track the effectiveness of resources used. Again, these SCHOOL SUPPORT PLAN (SSP) s will be shared with parents in October and at subsequent parents' evenings or more frequently if necessary.

If a child has complex SEND which requires an Education and Healthcare Plan (EHC), this will be drawn up with the family and professionals. Meetings will be held where families and professionals involved in supporting your child will meet to discuss your child's needs. These meetings will utilise a person-centred approach and will occur at least once annually, but more frequently if necessary. This is in addition to the reporting and sharing of information as described above.

The SENCo regularly reports to the Governing Body and meets termly with a named Governor with responsibility for SEND. This report does not refer to individual children and confidentially is maintained at all times. The Governors agree priorities for spending the school's SEND budget with the overall aim that all children receive the support they need in order to make good progress.

The School's approach to teaching

3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

- **by adapting the curriculum & learning environment is:**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children which includes Teachers, Teaching Assistants and non-teaching staff.

All work within class is pitched at an appropriate level of challenge to ensure that all children are able to access a broad and balanced curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

In some subjects, including Maths and English, children may be streamed into differentiated 'sets' to ensure that targeted teaching can be used to address the specific needs of an identified group of learners. Again, this type of differentiation ensures that all children can access a particular curriculum area and learn at their level.

Children who have similar identified needs (e.g. a specific need in Maths or Reading or Social Skills) may also be taught in smaller groups, sometimes by a Teaching Assistant, but always under the direction of a Teacher. These small group provisions are a highly effective way of addressing the very specific needs of a smaller group of children in both academic and social learning.

If a child requires specialist equipment to help them access a broad and balanced curriculum, this can be provided by the school or as a part of the child's SCHOOL SUPPORT PLAN (SSP) or EHC plan. For example, an Occupational Therapist may recommend equipment such as a wobble cushion or desk slope to help a child overcome sensory or physical needs.

- **with additional support for learning is:**

Class Teachers (in close collaboration with their year group team) have the principal role in the planning and delivery of appropriately differentiated teaching for the children with SEND in their class. They play a key role in the school's procedures for pupil assessment and are involved in the analysis of the data of pupils with SEND. They use this data to inform their planning across the wider curriculum to ensure that all lessons recognise the learning needs of all pupils and their appraisal targets are also linked to pupil performance.

Where the pupil is on the special needs register, the Class Teacher discusses the range of additional support available with the SENCo and will be instrumental in the drawing up of, implementation of and monitoring/assessment of any provision maps, SCHOOL SUPPORT PLAN (SSP)s and EHCs.

The school also employs Teaching Assistants to support the Class Teachers to deliver effective whole class teaching as well as the SENCo in delivering learning programmes to children with SEND throughout the school. They are deployed across the school to support in lessons and to work with individual children and with small groups on very specific intervention programmes. They meet regularly with the SENCo and Class Teachers to plan and review and to adapt the learning programmes they are delivering if necessary. Their observations will form a key part of evidence for any provision map, SCHOOL SUPPORT PLAN (SSP) or EHC. The Teaching Assistants run a wide variety of provisions (under the direction of the SENCo) aimed at supporting the individual needs of the child. These include: Maths, Spelling, Reading, precision teaching, memory, fine and gross motor skills, social skills and confidence building.

Where a child has an EHC, the school may also employ a Teaching Assistant to work alongside that child in accordance to their plan. The funding for this is provided by the school and topped up by the Local Authority in line with the requirements of the EHC.

- **through activities that are available to pupils with SEND in addition to those available through the curriculum is:**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and we will work alongside agencies such as the Specialist Teaching Service to implement any support necessary. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

The school is proud to provide a rich extra-curricular curriculum and all children are invited to take part. If support is required to ensure that a child can access an activity e.g. a sports club, then the school will work with the parents/carers and any relevant agencies to ensure that this is in place. For example, a pupil with a visual impairment may require a larger and brightly coloured ball to help them access a football club.

- **through improving the emotional and social development of pupils with SEND is:**

St Peter's believes that having a high self-esteem is crucial to a child's well-being and we, therefore, run a range of effective social skill provisions to help children develop socially and emotionally as well as academically. Typically we run groups aimed at:

- Building confidence and self-esteem
- Building and maintaining positive relationships and friendships
- Individual transition support (enhanced transition)
- Group transition support

The School's facilities

4. The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

St Peter's is mostly wheelchair accessible with an accessible toilet large enough to accommodate changing.

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services including - Locality Teams, Social Workers and Educational Psychologists. Any advice offered is always acted upon.

The School's training

- 5. The school's arrangement for training staff in relation to pupils with SEND is:**
- 6. Specialist expertise is obtained by the school by:**

All our Class Teachers are teachers of children with SEND and all have Qualified Teacher status.

The school has a yearly plan of continual professional development, linked to Teachers' Appraisals, in place to ensure that all staff are kept up-to-date with issues relating to SEND. This may include training events such as:

- Staff meeting INSET
- Planned INSET days
- Compulsory training such as Health and Safety or Child Protection,
- Participation of our staff in training courses organised and run by external agencies
- Peer mentoring and observations
- Sharing of good practice local, e.g. at local network meetings or with our feeder schools.

The Special Needs Manager (SENCo) is a member of staff responsible for the overview of the education of pupils with SEND. They work closely with pupils, parents, Class Teachers, Headteacher, Senior Management, SEN Governor and outside agencies. The SENCo monitors the quality of provision and progress of children with SEND.

The school also employs Teaching Assistants to support the Class Teachers to deliver effective whole class teaching and the SENCo in delivering learning programmes to children with SEND throughout the school. All Teaching Assistants are given training prior to running an intervention group which may be provided internally or through an outside agency and work

under the direction of the SENCo or Class Teachers. For example, our TAs running OT provisions will have met with the school's linked OT to discuss the programme of support they need to put in place.

Where necessary, the school actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire County Council, e.g. Educational Psychologists, the Specialist Teaching Service, Cognition and Learning team, Pupil Referral Unit as well as outside agencies such as Health (e.g. Occupational Therapists, Speech and Language Therapists) and Social Care to ensure that the identified needs of individual children are met.

The School's consultation

7. The school's arrangements to consult with and involve:

- **parents/carers of pupils with SEND about the education of their child/ young person is:**

You are welcome at any time to make an appointment to meet with either the Class Teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In addition, we also offer:

- A 'Meet the Teacher' evening in the Autumn term
- Two Parent Consultation Evenings (Autumn and Spring term)
- End of Year written report
- Person centred reviews (for pupils with an EHC)
- SCHOOL SUPPORT PLAN (SSP)s (for identified pupils)
- Intervention Logs with regular SMART Targets which show the outcomes of interventions

- **children/ young people about their education is:**

We believe in ensuring that our decisions centre on the needs of the individual and that the voice of the child plays a pivotal role in deciding what should happen to support a learner. Therefore, we use the following methods to ensure good communication:

- Daily pupil involvement in class-based assessment
- Sharing and choosing of personal and academic targets
- An active and elected School Council
- Pupil page in End of Year Report
- Pupil contributions to SCHOOL SUPPORT PLAN (SSP)s
- Person centred reviews (for pupils with EHC)
- Pupil attendance at Parents' Consultation meetings if requested by the parent.

The schools partnerships

8. The school involves other bodies (incl. health and social care, BCC support with services, voluntary and community groups) to meet the needs of pupils with SEND and their families by:

The school actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire County Council e.g. Educational Psychologists, the Specialist Teaching Service, Cognition and Learning team, Pupil Referral Unit as well as outside agencies such as Health (e.g. Occupational Therapists, Speech and Language Therapists), Family Resilience Service and Social Care to ensure that the identified needs of individual children are met.

The school offers a wide range of extra-curricular activities, some of which are run by outside agencies. If a child has SEND, we will liaise with these agencies (with your permission) to ensure that the child's needs are met.

9. The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

- Detailed transition meetings with our feeder school Teachers and SENCo
- Planned transition activities with our feeder schools
- Detailed transition meetings with their next school (for example, their Head of Year and the next school's SENCo)
- Participation in planned transition activities with our local secondary schools
- Use of data from other settings, i.e. our feeder schools, to inform provision
- Provide next setting with up-to-date and detailed assessment records
- Provide next setting with up-to-date SEND history
- Attendance at transition review meetings as appropriate
- Organise transition review meetings for pupils in Year 5
- Open door policy offered to parents to discuss future school options or from prospective parents looking potentially at St Peter's as a setting for their child.

St Peter's collaborates between the following education providers and other settings:

- Great Marlow School
- Wye Valley School
- Cressex Community School
- St Michael's RC School
- Wycombe High School
- Sir William Borlase's Grammar School
- John Hampden School

10. The school communicates the contact details for the support listed above to pupils with SEND and their families by:

- School Prospectus
- School Website
- Parent Information Evenings
- Parents' Consultation Evenings (where an appointment with the SENCo may be requested)
- Bucks Family Information Website: www.bucksfamilyinfo.org

The School's key contacts

11. The name and contact details of the school's SEN co-ordinator?

Name: Mrs Kathryn Thomas

Email:office@stpetersrc.bucks.sch.uk

12. The contact for compliments, concerns or complaints from parents of pupils with Tel: 01628 47

SEND?

We would always encourage parents to initially seek a meeting with their child's Class Teacher as they are often the best placed person to resolve any issues. However, if after talking to their Class Teacher, a parent is still unhappy they should contact the SENCo, Deputy Headteacher or Headteacher

The Governor in charge of SEN is Dr Christine Morreto who can be contacted care of the school

The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email

