St. Peter's Catholic Primary School

Special Educational Needs and Disabilities (SEND) Information Report

(Statutory Report)

Approved by:	Local Governing Committee	**Date:** 15 11 2025
Next review due by:		

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy and our Local Offer document, both can be found on our school website <<click here>>.

In addition to this, the Local Authority's Local Offer gives details on the provision that they can offer children with additional needs. This can be found on the Glos Families Directory site: www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page

Head Teacher: Mr Kurt Doyle

Deputy Head Teacher: Mrs Victoria Young **Inclusion Lead and Special Educational Needs and Disabilities Co-ordinator (SENDCo):** Ewan Johnson

SEND governor: Mr John Collins

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCo

Our SENDCo is Mr Ewan Johnson.

Mr Johnson is a qualified teacher and has 11 years teaching experience. He became SENDCo here on 1 September 2024, and his role as Inclusion Leader and SENDCo is full time. Mr Johnson completed the National Award in Special Educational Needs Co-ordination in 2014.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. This academic year our staff have accessed:

- Specialist TA Training in working with non-verbal children with high-level communication needs – October 2024
- Subject Leader CPD on adapting the curriculum for all children – November 2024

The SENDCo assesses specific training needs and arranges relevant training opportunities or staff meetings to support staff so that they are equipped to support all pupils and remove barriers to learning. This is often completed in discussion with the Advisory Teaching Service (ATS) and Educational Psychologist (EP) who will meet with teachers and TAs to offer advice and guidance about specific children.

The SENDCo regularly attends SENDCo cluster meetings and other training opportunities to keep up to date with the latest developments in local and national policy and practice. In addition to this, the SENDCo is part of the GSP Best Practice Group for SENDCos.

Teaching assistants (TAs)

We have a team of 19 TAs and one trained teacher dedicated to a SEND support role

These staff are trained to deliver a wide range of interventions to pupils with SEND, including:

- Thrive
- Little Wandle's Phonics Intervention Programmes
- Bespoke individualized and small group interventions (Reading, Writing, Phonics, Spelling and Maths)
- Fizzy / Dough Disco etc - fine and gross motor intervention
- Self-Esteem and Friendship and Social Skills
- Nessy Programme for Writing and Reading
- Expressive Language Target Interventions- advised by Speech and Language Therapist
- Pre-Teaching and Retrieval Practice
- Access to Young Minds Matter and other resources through Trailblazers
- Medical assistance for children with ongoing health conditions

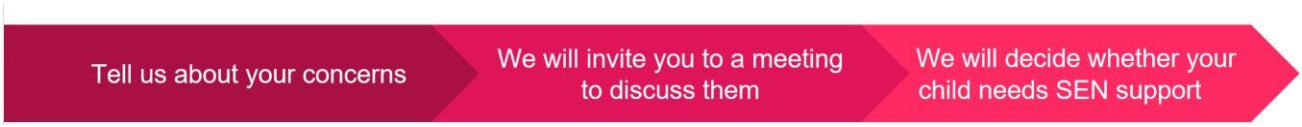
The school will also work with outside agencies to tailor interventions where needed.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- The Advisory Teaching Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Speech Den – Speech and Language Therapy service
- Occupational Therapy Service
- Consultant Paediatricians
- Health Services (GPs and School Nurses)
- Social Services
- CAMHS Mental Health Services-including access to Young Minds Matter and other resources through Trailblazers
- Specialist teachers for hearing or visual impairments and physical disabilities
- Support from other local partner schools with specialisms and expertise in meeting the needs of pupils with distinct aspects of SEND

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

The teacher will pass the message on to our SENDCo, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly: senco@st-peters-pri.gloucs.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

We may also acknowledge that your child needs extra support, but believe that this is not primarily due to a SEND need. In this case they will not usually be added to the SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and reflect regularly in guided sessions such as pupil progress and SEND reviews whether there are children in their care who are not making progress at the level that would be expected for *that* child. This includes children who are achieving the expected standard for their age group, but may be underperforming relative to their potential (for example, a child who can read to the expected standard but also needs support with dyslexia).

If the teacher notices that a pupil is not fulfilling their potential, they will be supported to analyse the strengths and weaknesses of that child as a learner.

If weakness in an area of learning is due to gaps in knowledge or understanding, children will be supported to fill those gaps. Some pupils will make progress to eliminate these gaps and are thus unlikely to have an underlying SEND need.

If the pupil is still struggling to progress as hoped, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has and underlying SEND need.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

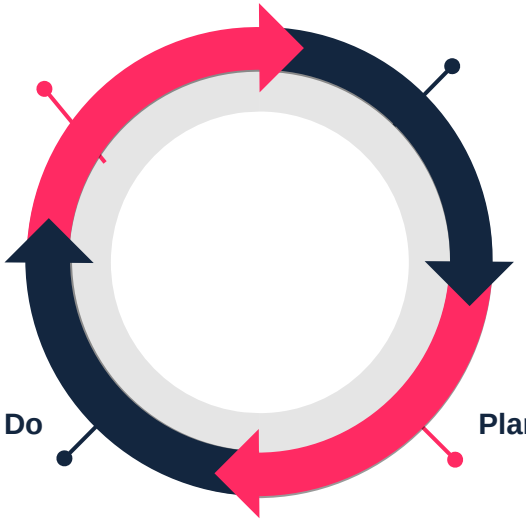
If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

It is important to note that, even if your child is identified as needing additional support, it does not mean that they will always be on the SEND register. Some children only need additional support for a limited period of time.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whatever support we put in place, whether through classroom adjustment or through formal interventions, we will aim to provide an assessment of your child's strengths and weaknesses before the support is in place. This is known as a 'baseline assessment'. We do this so we can see how much impact the additional support has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. This means targets will be updated and changed as and when children meet them, to ensure engagement and progress. Your child's support plan will also be formally reviewed at three points during the year. If at any stage we feel extra support is no longer needed, we will discuss this with you before withdrawing it. Otherwise, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide a written annual report on your child's progress.

Your child's class teacher will meet you three times a year to review formally:

- Set clear outcomes for your child's progress
- Assess progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do The

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in person at the start or end of the school day or phone/email admin@st-peters-pri.gloucs.sch.uk to request an appointment.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to your child's needs and all our teachers and TAs have been trained in and implement the principles of 'The Inclusive Classroom' which are aimed at ensuring the needs of all learners have been thought about in every lesson. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. All our teachers and TAs promote an inclusive classroom approach where all children can learn. Our Accessibility Plan highlights our commitment to being a fully inclusive school and it addresses how we aim to increase the extent to which disable pupils can participate in the curriculum.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- |Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1- 1 basis or in small groups

We may also provide the following interventions:

- Thrive
- Little Wandle's Intervention Programmes
- Bespoke individualized and small group interventions (Reading, Writing, Phonics, Spelling and Maths)
- Fizzy / Dough Disco etc - fine and gross motor intervention
- Self-Esteem and Friendship and Social Skills
- Nessy Programme
- Expressive Language Target Interventions- advised or delivered by speech and language therapist
- Pre-Teaching and Retrieval Practice
- 1:1 sessions
- Access to young Minds Matter and other resources through the Trail Blazer programme Medical assistance for children with ongoing health conditions

These interventions are part of our contribution to Gloucestershire's local offer.

We will provide some children with specialised Communication and Interaction needs support in the 'Eden Room' for part of the day. This provision is led by a trained teacher with a special needs background, and is organised on Nurture principles to develop language and social communication. Children using the Eden Room are part of our school, and will continue to be taught with their classes at other points.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are a fully inclusive school. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Y6 residential trip.

All pupils are encouraged to take part in all aspects of the school life e.g. sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our Admissions Policy is fully compliant with Diocesan and Local Authority procedures and is available on our school website. Everyone is welcome to apply for a place at our school and places are allocated in line with our admissions criteria. Prospective pupils who are looked after or previously looked after children and prospective pupils whose EHCP names the school will be admitted before any other places are allocated.

Our admissions criteria does not discriminate in any way against children with a disability or special educational needs.

13. How does the school support pupils with disabilities?

St. Peter's Catholic Primary School is a fully inclusive school and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At St. Peter's Catholic Primary School, we recognise that everyone is made in the image and likeness of God and that everyone is unique and equal in God's eyes. We are proud of our inclusive, multi-cultural school family which is enriched by everyone's contributions to 'live, love and learn together to build a better world'.

Our Accessibility Plan, which is published on our website aims to:

- Increase the extent to which disabled* pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
  - Improve the availability of accessible information to disabled pupils

*According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This is determined by need and condition, not by diagnosis

When children with physical disabilities join our school, we immediately seek support from the relevant advisory teacher to gain a better understanding of the needs and to ensure the correct provision is put in place. We also work alongside occupational therapists and physios to make sure that we have access to all of the necessary equipment to allow each child to access the curriculum. This equipment may include wheelchairs, equipment for toileting, equipment for exercises or resources to help them with reading and writing.

TAs who work alongside pupils with a physical disability receive regular training from relevant agencies to ensure that they are fully able to support the needs of the pupil. As a school, we ensure that our school environment is as accessible as possible. This includes a purpose-built wet room, a lift, ramps, different coloured flooring marking the entrance to all rooms, and making sure that all pupils are able to navigate the school environment and access resources alongside their peers (see the Accessibility Plan <<click here>> for more information).

14. How will the school support my child's mental health and emotional and social development?

At St. Peter's we have a bespoke PSHE curriculum which supports the Social, Emotional and Mental Health (SEMH) development of all pupils. We participate in Mental Health week and we regularly promote and make reference to the 5 Ways to Wellbeing in all aspects of our learning and play. This is a very strong aspect of our school ethos where all children are encouraged to 'Speak with love, Listen with love and Act with love'. Additionally, as a faith community we are always promoting the importance of being positive, resilient and compassionate and the importance of seeking help, advice and support when we have worries.

We also provide additional support for pupils for whom SEMH is a special need. This includes Thrive sessions led by one of our HLTAs and Emotion Coaching support led by our Pastoral Leader and Social Skills Leader, and we provide Social Skills Groups. We work closely with external professionals ensuring their recommendations are incorporated into SEN pupils My Plan+ and we ensure that staff receive specific CPD to meet the needs of SEMH pupils in their class.

All children know the role of a 'Trusted Adult' and that Mrs Desando, our Pastoral Leader, is available to speak to at any time in the school day.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Transitions Between Classes

To help pupils with SEND be prepared for a new school year they, along with their peers and their supporting adult, meet their new teacher for a morning session in July (this is called 'Move Up Day'). Additional visits to their new classroom and to meet their new teacher will be offered if the child is more anxious or needs additional time to become familiar with things and adjust to change. The child will also be given a transition booklet, which uses images to prepare the child for their new classroom and new teacher. This booklet is shared with the parent/carer. Each transition is planned on an individual basis.

Teachers hold handover meetings, so that the previous class teacher has the opportunity to discuss My Plan, My Plan + and EHCP targets and pass on any other important information to the new class teacher. New teachers are also invited to attend review meetings, so that can be involved in collaborative discussions about the child's needs and desired outcomes. The SENDCo will attend handover meetings for pupils with particularly complex or high levels of need.

In-Year Admissions/New Pupils

When a new pupil starts at St. Peter's, we contact the child's previous school to request copies of any SEND paperwork and discuss their needs with their previous teacher or SENDCo. Parents/Carers are invited to have a tour of the school and a plan is devised for the child to start, which may include settling in sessions.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Transition to Secondary School

The SENDCo of your child's chosen secondary school will come into our school for a meeting with our SENDCo. Our SENDCo will share your child's My Plan/My Plan+/EHCP with the secondary school SENDCo and your child will be invited to meet the SENDCo so that he/she knows who will be continuing to shape their support during their secondary education. Transition needs are represented on My Plan, My Plan + and EHCP documents. New teachers/ SENDCos of transitioning pupils are invited to attend annual review meetings so that they can be involved in collaborative discussions about a child's needs and desired outcomes.

Most secondary schools offer additional visits for children with SEND and their parents and we always positively promote these sessions to our parents/carers and children.

Preparation for Adulthood

In meeting the needs of all our pupils, we ensure that we do all we can to start preparing children for adulthood. This is of paramount importance especially for our pupils with SEND. We prepare bespoke programmes to support preparation for adulthood including: catching a bus, cooking, knowing and recording name, address, DOB, understanding online safety etc

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Johnson, our SENDCo, is also the adult responsible for looked-after and previously looked-after children with SEND and it is her responsibility to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints can be informal or formal – this is explained in the school's complaints policy <<click here>>. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. This is a Local Authority service.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Gloucestershire's local offer. It gives details on the provision that they can offer children with additional needs. This can be found on the Glos Families Directory site: www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page
Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: https://sendiassglos.org.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages