



St. Peter's Catholic Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

***INFORMATION FOR PARENTS AND CARERS
OF CHILDREN WHO REQUIRE ADDITIONAL
SUPPORT IN SCHOOL***



LIVE . LOVE . LEARN



St. Peter's Catholic Primary School is committed to ensuring all our children succeed and fulfil their potential.

All children need help and support every day. This may come from the teacher, teaching assistant, other school staff and other children. At different times in a child's school career they may need different types of support that is made available within their class. They may need to revisit skills they did not initially understand or they may need support that is more specific to their individual needs.

What does S.E.N.D. mean?

S.E.N.D. means Special Educational Needs and Disabilities

Children have a Special Educational Need and/or disability if they have a learning/medical difficulty which calls for special educational provision to be made for them. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within Local Authority area.

The areas of Special Educational Needs include:

Cognition and learning (general or specific learning difficulties)

Emotional, social and mental health difficulties.

Communication and interaction difficulties (speech and language difficulties, autistic spectrum disorders)

Sensory and physical difficulties (hearing/visual impairment, physical & medical difficulties)

My child may have special educational needs (SEN). What happens now? How will it be identified?

Parents play a vital role in identifying SEN and therefore partnership working is key. If you have a concern, please raise it with your child's class teacher, the Special Educational Needs and Disabilities (Mrs Osborne-Jones) or Pastoral Leader (Mrs Stack). The school has a graduated approach which will collate information about your child from looking at our tracking data, progress in interventions and conversations with all staff involved with them along with seeking your child's views and thoughts—they are central to the whole process. Parents are an important source of information, we will work actively with you and keep you fully informed about what is being done to meet your child's needs.

If special educational needs are identified then the school, along with the child and parents, we will work together to create a plan identifying what support/provision is needed to meet identified outcomes. If support is identified and it is decided that your child needs further support. This action is referred to as SEN Support.

What difference will this make to the work that my child does at school?

The curriculum will be differentiated in order to reflect the individual needs of your child; details of this should be in your child's plan. The class teacher will provide a teaching programme for your child which is *additional to* or *different from* the usual curriculum or may provide aids to ensure your child can access the activities.

Does this mean that they will not do the same things as the others in their class?

No, your child will still be part of the class group but will receive some extra support or support that is different from the others in their class. This support will be carefully planned and aim to provide the specific help your child needs. The next page gives details of what support we offer and the needs we currently support in school.



All children are offered:

Access to a broad, balanced curriculum
Individualised targets
High quality facilities
Access to staff expertise across the school
SEN support/advice
Differentiated curriculum planning, work and delivery
Increased visual aids, visual timetables
Pupil subject tracking
Parental reviews
Common Assessment Framework (CAF) and Looked After Children (LAC) Reviews
Pastoral leader access
After School Clubs
Access to the school nurse and wider professional support
Achievement for All (AfA) structured conversations
Social, Emotional Aspects of Learning (SEAL) programme

For children with additional needs we offer:

- In class support
- Small group working with Teacher/Teaching Assistant
- Withdrawal groups
- Multi-sensory teaching
- Targeted differentiation
- Circle Time
- Additional homework in partnership with parents/carers
- Education Plans/Behaviour contracts/Pastoral Support Plans/Risk Assessments/Health and Care Plans
- Individual access arrangements for SATS
- Individual access to Information Technology (IT) programs and provision
- Adapted/additional resources and aids e.g. coloured overlays, visual support cards etc.

The school is also fully wheelchair accessible with a lift between floors.

Who delivers specialist support?

Special Educational Needs and Disabilities Co-ordinator (SENDCo)
– Mrs Osborne-Jones

2 Higher Level Teaching Assistants (HLTAs)

18 Teaching Assistants (TAs) – including specialist TAs delivering programmes in speech and language, maths, phonics, reading, handwriting and specific 1:1 support

On occasions we also buy in additional teacher time to provide 1:1 or small group provision.

What programmes are used to support children with additional needs?

<i>Name of Programme</i>	<i>Frequency</i>	<i>Grouping</i>
In Gloucestershire Children Count	15 sessions	1:1
Cumbria Reading Intervention Programme	3 x per week for 12 weeks	1:1
One to One Tuition in maths / literacy	10 sessions	1:1
Group Tuition in maths / literacy	10 sessions	1:2/1:3
Rapid Writing	20 sessions	Group
Therapeutic Story Writing	10 sessions	Group
Reading Buddies	Approximately 10 weeks	1:1
Wake Up – based on ‘fizzy’ physical development programme	3 / 4 x per week	Group
Speed Up Handwriting	2 x per week for 10 weeks	Group
English as an additional language (EAL) chatter group KS1	4 x per week	Group
English as an additional language (EAL) chatter group KS2	1 x per week	Group
Speech and Language Support 1:1	1–5 x per week	1:1
Speech and Language Support group	1 / 2 x per week	1:2
1:1 Statement support	According to need	1:1
Fun Club	4 x per week	Group
In class group booster/intervention for maths and literacy and fine motor	1-5 x per week	Group
Social skills/friendship groups	According to need	Group
Reading (after school club)	1 x per week	Group
Rapid Writing/Wordshark/Numbershark Computer Programme (after school club)	1 x per week	Group
Writing Club (after school club)	1 x per week	Group
In reach at the Milestone School	1 x per week	1:1



My child's teacher says that they will a 'My Plan'. What is this?

This plan looks at what your child's needs are in a variety of areas and documents goals to support meeting these needs. It also documents what provision will be put in place and how and when this will be reviewed.

Will I be given the opportunity to discuss my child's plan?

Your involvement is key to meeting your child's needs and you will be involved in discussing progress towards this plan at parent's evenings and in the Summer Term there will be a more in depth meeting to look at progress across the year and to review needs and set outcomes for the following year. As a school we operate an open-door policy and should you have any concerns or wish to discuss anything further then please speak to your class teacher or arrange a meeting with the SENDCo or Pastoral Leader.

My child has been receiving support for some time now but they do not seem to have made any progress. What can I do?

Firstly, you should make arrangements to discuss your child's progress with their class teacher who will be able to give you any information you require.

There are a number of things that the school will look at when considering whether your child needs more help than they are currently receiving:

- Have they continued to make little/no progress over a specific period?
- Do they continue to work at a level that is **substantially** below that expected of children of a similar age?
- Do they have emotional or social difficulties that **substantially** and **regularly** interfere with their own learning or that of others in their class?
- Do they have specific needs that require additional equipment or regular visits for direct support or advice from specialist services?

If my child needs further help, what happens next?

If we are unable to meet your child's needs using the expertise we have in school, we then seek support from other professionals.

We complete a form called 'My Plan +' which will be shared (with your permission) with all the necessary agencies. This one plan has been developed to save you 'retelling' your story to many different professionals.

Who might these specialists be?

We currently access support from the following agencies:

- Speech and Language Therapy
- Educational Psychologist
- Behaviour Team
- Occupational Therapy
- Communication and Interaction Teaching Service
- Physical Disabilities Advisory Teaching Service
- Hearing Impairment Advisory Teaching Service
- Children and Young People's Service (CYPS)
- Social Services
- SEN Monitoring Team
- The Milestone School Inreach/Outreach
- Health Services – School Nurse

What happens if my child has really complex needs?

For a few children with complex needs, we may put your child forward for an Education and Health Care Plan. An outcome of this process may be that objectives will be set for your child and some additional funding may be available to support his/her learning in school. School will support you through this process but if you need any further advice the GPPS (see contact list) is a confidential and impartial service who can also help.





How are the teachers in school helped to work with children with SEND and what training do they have?

All staff are trained to support children with SEND. Our SENDCo supports teachers with planning for children with SEND and organises additional training if necessary. Teachers and teaching assistants have recently been trained in the following areas.

Behaviour management	Autistic Spectrum Disorder
Dyslexia awareness	Effective use of the TA
AfA structured conversations	Developing speech and language
Using Communication in Print	Improving children's writing
In Gloucestershire Children Count	Speed Up Handwriting
Use of effective questioning to encourage higher level thinking	Using Numicon CPR for children

Additional adults who support children with S.E.N.D. within the school.

Mrs Stack is our pastoral leader and supports all vulnerable children. She supports the implementation of our behaviour policy, working closely with children to meet their needs. She liaises with parents, providing support and sign posting to outside agencies. She is also the school's deputy child protection officer and is the school's first aider.

Mrs Desando supports children, individually and in small groups, who have speech and language or communication difficulties.

Mrs Moore and Mrs Davidson run specific intervention programmes to support children's learning.

Mrs Sarah Jones is our school nurse. Please speak to Mrs Stack for a referral form should you need her support

We also have a number of specialist TAs who support individual pupils.



At St. Peter's Catholic Primary School, Mrs Osborne-Jones is our Special Needs Co-ordinator (SENDCo). She liaises and works with all staff to support them in their efforts to plan the right provision for children throughout the school. Please do not hesitate to contact her via the school office.

If you have any concerns about your child's learning needs or would like more information about special educational needs and disabilities at St. Peter's Catholic Primary School, please contact:

Headteacher: Mrs Carol Baron

SENDCo: Mrs Caroline Osborne-Jones

Pastoral Leader: Mrs Ann Stack

Governor with SEN responsibility: Mrs Rose Harvey

information and advice can also be obtained from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). SENDIASS provides support and advice to parents. They provide accurate and neutral information on a range of options available to parents. The service helps parents to make informed decisions about their children's education.

Special Educational Needs and Disabilities Information, Advice and Support Service

2nd Floor Messenger House
35 St Michael's Square
Gloucester
GL1 1HX

Tel/Fax: 0800 158 3603

01452 389345 / 389344

Website: www.glospps.org.uk

Email: sendiass@carersgloucestershire.org.uk

Further information can be gained from the school's SEND Policy, a link to which is on the school's website.

Gloucestershire's provision for children and young people with SEND can be obtained by following this link -

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/localoffer.page>