



St Peter's Catholic Primary School

SEND Information Report

The arrangements for meeting the needs of pupils with SEND described in this Information Report form part of Surrey's Local Offer for SEND. Full details of Surrey's provision and services for children and young people aged 0-25 relating to special educational needs, disabilities, education and more may be found on Surrey's dedicated Local Offer website: www.surreysendlo.co.uk or by downloading the booklet '[A Guide to SEND 14: What does the Children and Families Act 2014 mean for you?](#)' (Printed copies of this booklet may also be obtained from the SENCO.)

Surrey welcomes your comments and feedback about the Local Offer for SEND. Please email: localoffer@surreycc.gov.uk

What kinds of special educational needs are provided for?

St Peter's is a mainstream, inclusive school for children aged 4-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). Trained and experienced staff are able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical impairment

We make all reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Staff have received specific training and developed expertise in the following areas: Autism Spectrum Difficulties (ASD); Speech, Language & Communication Needs, Down Syndrome, Remedial Literacy Support, Hearing Impairment; British Sign Language, Social, Emotional & Mental Health needs, 'Positive Options' framework for managing challenging behaviour, Restorative Approaches to managing conflict. We work with Speech and Language and Occupational Therapists to support the delivery of personalised programmes for pupils within school.

What are the arrangements for identifying children with SEND and assessing their needs?

St Peter's SEND policy, which reflects the 2014 SEND Code of Practice, can be found on the school website: www.stpeters-leatherhead.surrey.sch.uk by following the links to Parents' Info/Policies/SEND.

The Special Educational Needs Coordinator (SENCO) is Mrs Jacqui Shabankareh, email: senco@stpeters-leatherhead.surrey.sch.uk or tel. 01372 274913.

- Parents/carers are encouraged to speak to the class teacher/SENCO about any concerns;
- We liaise with and take note of information passed on from pre-school providers, infant schools or previous settings;
- Careful monitoring by our senior leadership team tracks the progress our learners make in the core areas of the curriculum;
- We use data and other forms of assessment to analyse progress and attainment relative to age-related expectations whilst taking into account the child's starting point;
- Staff are vigilant at supporting and raising any concerns with the SENCO, and together they plan approaches or interventions intended to support the child more effectively;

- The resulting plan, which is shared and developed with parents/carers, follows a cycle of 'assess, plan, do, review', where the child's progress is monitored against the outcomes that have been set;
- Where the child's progress continues to cause concern, external support agencies may be approached to offer additional strategies/support/assessment as necessary.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

- At St Peter's we believe that a two-way dialogue with parents/carers is vital to support a child's learning, needs and aspirations;
- The school has a regular reporting cycle where parents are informed of progress. Following the report parents are able to come in to school in order to discuss how they can support their child's learning and progress;
- We have an 'open door' policy where parents are invited to come in and speak to the SENCO should they have concerns about the overall progress of their child or about a particular area of difficulty;
- The Headteacher holds Parent Forums to discuss areas of policy and practice with parents and ensure that their views are taken into account;
- We have a parent teacher association (the Friends of St Peter's) where parents can become involved in school life;
- We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole-school improvement;
- To help in developing reading we have parent volunteers who come in to school and support learners with their reading or to support teachers with particular activities such as cooking, gardening or sewing;
- Parents accompany school trips and visits in the local area and further afield;
- We monitor the languages spoken by families in our setting and are working to ensure that key communications are available in a number of the most common languages;
- When required, translators are used to support parents who have difficulty in understanding and communicating with the school.

What are the arrangements for consulting young people with SEND and involving them in their education?

- At St Peter's the SENCO liaises with school staff where there are concerns about progress or engagement, and decisions are made as to the most appropriate type of support to put in place for the learner;
- Learners are then spoken to regarding progress/concerns, with a one page profile being completed, giving pupils the opportunity to say what is important to them and the kind of support they find helpful. Parents are also consulted when the profile is put together;
- One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child and the learner feels involved in their own learning;
- Older pupils may be present at review meetings with parents, and be asked to contribute their views.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Termly data tracking, EHCP reviews and evaluation of the impact of any additional interventions create a comprehensive picture of children's progress towards identified outcomes;

- At St Peter's we formally share progress feedback with all our learners and their families on a termly basis;
- In addition, we have opportunities for parents/carers to meet with staff to discuss learner progress. At such meetings we clearly share what can be done by families at home to supporting the learning at school;
- The SENCO has an 'open door' policy for parents of pupils with additional learning needs;
- During our 'assess, plan, do and review' cycle, we look at the actions needed to support a learner towards their outcomes, and highlight what each stakeholder can do in order to make a positive contribution;
- We host curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place;
- We share updates on the curriculum through our newsletter, ParentMail communications and website;
- We make sure that parents who have learning needs or who do not speak English as their first language receive appropriate support to understand communications from the school about their child's progress, e.g. by putting families in touch with independent parental support networks/organisations, or by arranging interpreters.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

- At St Peter's we give parents/carers a number of opportunities to tell us about their child's additional learning needs prior to joining the school, either verbally or in writing;
- We have an effective induction programme in place for welcoming new learners to our setting;
- We visit new learners in their Early Years settings and/or at home to ensure that information about what best helps the child to learn is passed on;
- We work hard to ensure positive and effective working relationships and communication with any feeder settings as well as settings children will move on to;
- Staff from the receiving school may come in to work with learners to give them a familiar face for when they transfer;
- Visits to local secondary schools are also organised and we fully encourage all our learners to attend induction days. Where we know there is likely to be high levels of anxiety we send staff to accompany the pupil or arrange additional, individual induction sessions.

What is the school's approach to teaching children and young people with SEND?

- At St Peter's, all our teachers are teachers of SEND; our staff make reasonable adjustments to include **all** children through high-quality, personalised teaching;
- We adopt a graduated approach to meeting needs, using a process which assesses learning needs, develops a plan to support them, puts the plan into place and then reviews the outcome;
- Where necessary, successive cycles of this approach, becoming more detailed and involving more frequent review and more specialist expertise, match the interventions to the pupil's SEND;
- Our Governing Body plays an active role in monitoring the quality of our special educational needs provision, with a named governor for Inclusion;
- The Head teacher, senior leadership team and SENCO formally monitor the progress of all learners on a termly basis (or more often, if required);
- We aim to use interventions that are research-informed and evidence-based and are measured from a clear baseline to monitor impact against expected rate of progress;

- Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

- Teachers differentiate approaches, activities and resources so as to support access to the curriculum;
- We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum, and how information is accessed by learners and their parents;
- We have a creative, personalised curriculum and our termly learner progress meetings help us to monitor its effectiveness and reflect on the next best steps;
- Where necessary, additional staff training is organised to enable staff to meet the needs of high-need learners or of those for whom we lack expertise;
- We are a signing school and use sign to support understanding for learners who have speech and language needs or for whom English is not their first language;
- Our policy and practice adheres to and embraces The Equality Act 2010. Equality and disability awareness is discussed with learners at an age-appropriate level.

What is the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured?

- Our staff receive regular training and our teachers all hold qualified teacher status;
- Our SENCO has a Master's Degree and has particular expertise in Speech, Language & Communication Needs and in meeting the needs of pupils with Autism in mainstream settings;
- We have a trained Reading Recovery teacher on our staff;
- We have a member of staff qualified in British Sign Language to Level 2;
- We have a member of staff trained in Drawing & Talking Therapy;
- A number of our TAs are trained and experienced in interventions such as SNAP Maths and Precision Teaching (where small steps in learning are targeted until they are mastered);
- We have a significant number of established and very positive relationships with professionals in external agencies providing services in education, health and social care (See Wave 2 & 3 provision map).

What are the arrangements for evaluating the effectiveness of the provision made for children and young people with SEND?

- Our finances are monitored closely by senior leaders and governors; we utilise resources to support the strategic aims of our setting as well as individual learner needs;
- We review the needs of the learners within the school and endeavour to put in place provisions that will cater for these needs;
- Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs;
- In cases of very high need, we work closely with external agencies and the local authority to ensure that additional funding and support is provided;
- The SENCO monitors how provision is delivered to ensure its quality;
- Our provision management tool indicates the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention;

- Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

- St Peter's School has a whole-school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs;
- Where there are concerns about safety and/or access, further thought and consideration is put in place to ensure needs are met. Where applicable, parents/carers are consulted and involved in planning;
- When required, additional staff accompany residential and day trips so that learners with SEND are able attend;
- Attendance at all school-run clubs is monitored to ensure inclusive access for all learners across the school.

What provision is available to support for emotional and social development? (This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.)

- St Peter's has a lead teacher for behaviour, welfare and inclusion, Mrs Jacqui Shabankareh, on our senior leadership team;
- Our staff are experienced and caring, and understand that physical and emotional well-being are pre-requisites to successful learning;
- Pastoral support is discussed at dedicated staff meetings and information about pastoral needs is circulated to all teachers as well as the lead lunchtime supervisor to ensure effective communication;
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and consistently applied by all staff;
- We have a 'zero tolerance' approach to bullying; pupils understand what bullying is, the ways in which they can seek help and the responsibility of the bystander to offer or seek help;
- St Peter's staff have been trained in Restorative Approaches to managing behaviour incidents which cause physical or emotional harm to, or involve conflict with, members of our school community. This approach enables children and adults to unpick the thoughts and feelings that have triggered the incident, and empowers the person who has been harmed by involving them in deciding how the harm can be repaired and the relationship mended. It is far from being a 'soft option'; children are brought face-to-face with the impact of their actions, and it supports their understanding of interpersonal relationships;
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence;
- Learner voice is central to our ethos and is regularly encouraged in a variety of ways, e.g. School Council, circle times, assemblies, worry box;
- A large number of our staff have received training in supporting children who have experienced significant loss or bereavement (Rainbows);
- Targeted support for individual pupils includes a named adult with responsibility for welfare and inclusion, the services of an ELSA (Emotional Literacy Support Assistant) referral to external counselling and therapeutic support;
- Our SENCO has taken a course of study which enables her to support parents in understanding their children's behaviour, in a supportive group environment.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

- We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary;
- In these cases parents/carers and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person;
- During this academic year we worked with social services, primary care trust workers, child and adolescent mental health teams, family mediation services and young carers;
- We have a particular duty in ensuring that Looked After Children (LAC) and those in receipt of additional funding (Pupil Premium and Pupil Premium Plus for Post LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher, Mrs Jacqui Shabankareh, monitors the child's progress and ensures that his/her wider welfare and pastoral support needs are being met.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school? (This should include arrangements for supporting children and young people who are looked after by the LA and have SEND.)

- In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO or Headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue;
- The school's complaints procedure can be found on the school website (www.stpeters-leatherhead.surrey.sch.uk) by following the links to Parents' Info/Policies/Complaints);
- The school has developed its own Complaints Policy, which has regard to the Surrey policy on 'Responding to Concerns about Surrey County Council Schools'. It outlines the formal steps the school will take in handling a complaint;
- Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.