

# SS Peter & Paul RC Primary School



**This Document outlines the**

## **Special Educational Needs and Disabilities (SEND)** **Information Report 2018/19**

*This document aims to provide parents with all of the information they need to understand how their child's needs, will be met by both the school and also by the Local Authority and Special Support Services.*

All South Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

***‘Together, with the Spirit we will create an oasis where every child matters’***

At Ss Peter and Paul RC Primary School our ethos is embedded through the Gospel values and our belief that every child matters. The fundamental aim of our school and the very reason for our existence is to enable each child to be all that they can be - to embrace and fulfil their unique potential following the example provided to us by Jesus Christ.

We strive to ensure that all children have a fair and equal opportunity to be the best they can be. We are an inclusive school who cater our education to meet every child's needs in a nurturing environment.

At Ss Peter and Paul RC Primary, we work closely with the Local Authority (LA) to ensure that all children with special educational needs are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

### The Local Offer

The Local Offer is an important part of the Children and Families Act 2014 which places new duties on all local authorities and their partners to improve and modernise SEND assessment and support. The South Tyneside offer has been developed to bring together

information, advice and how to apply for services from education, health and social care support. Details of the offer can be found at

<https://www.southtyneside.gov.uk/article/37973/About-the-Local-Offer>

**If your child has Special Educational Needs, what can Ss Peter and Paul Primary school offer you?**

Our school is an inclusive school where every child matters, something at the heart of our school, as stated in our mission statement.

We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We recognise and embrace the fact that the educational needs of all children are different, particularly children with Special Educational needs.

### Areas of need (definitions)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Areas of special educational needs and provision can be considered as falling under four broad areas.

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

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to normal availability to pupils of the same age.

At Ss Peter and Paul, we recognise that early identification is vital. We also believe that working closely with parents is a crucial part of this process and will inform parents at the earliest opportunity to alert them of concerns, and enlist their active help and participation.

If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Following discussions with parents/carers the school will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are

needed to meet these outcomes. Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo.

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. In order to identify a pupil's special educational needs the school uses all of the information about the pupil's progress and compares it with the progress of other pupils in the school and against national performance information. We have developed systems to track pupil progress rigorously and assess our data to ensure children are making good progress from their starting points.

Our teaching and support staff work closely to assess children through baseline testing upon entry to our school in Nursery or Reception or other point of entry. We continue to make assessments throughout the year on children's progress.

SS Peter and Paul school also work with the **SEND range descriptors**, which are based on National best practice in determining the needs of all pupils with SEND. They are based on the four areas of need, within the SEND code of practice and on the 'golden thread' of the graduated approach of assess, plan, do and review.

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/carers about anything that might have happened at home. The class teacher/SENDCo would gather information about incidents occurring, at what time of day, during

which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

Half termly meetings are held with the Head Teacher, SENCO and class teacher to review progress (Pupil Review and Provision meetings) to ensure that we are meeting the needs of all children at Ss Peter and Paul RC Primary.

**Who are the best people to talk to about my child's difficulties /special educational needs?**

### **Your child's class teacher**

If you have a concern about your child's educational needs, we would welcome you to discuss this with your child's class teacher. Your child's teacher will be more than happy to discuss any concerns. Please speak to the school office to arrange a convenient time.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Action Plans (IAPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEN procedure is followed in their classroom and for all the pupils they teach with any additional need.

## **The SENDCo: Mr A. Kennedy**

The SENDCo is responsible for:

- Developing and reviewing the school's SEN procedures.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) Involved in supporting your child's learning
  - ii) Kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
  
- Providing specialist support for teachers and support staff to ensure children with SEND achieve the best progress possible.

Your child's class teacher will discuss any concerns with the SENDCo. However, if you would like to speak to Mr Kennedy (SENDCo), regarding your child and their Special Educational need, please do not hesitate to arrange a convenient time with the school office or alternatively call 0191 4552862.

## **The Head Teacher - Mrs M. Butt**

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school; this

includes the support for children with SEND.

- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEND Governor - Mrs E. Lawson**

The SEND governor is responsible for:

- Ensuring any necessary support is given for any child with SEND who attends the school.
- The SEND governor will also meet with the SENDCo and present a monitoring report to the whole governing body.

### **Teaching assistants and intervention team**

-Our team of 8 teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes as well as supporting children in class to access the curriculum.

- In addition to this, we also have specific special need support assistants (2.5 equivalent). This support varies depending on the needs of the children and the funding we receive from the LA.

The teaching assistants work with the class teacher to:

- Support pupils to access the curriculum
- Help to implementation of differentiation and specialist

support strategies in the classroom

- Keep pupils focused on learning activities during the lesson
- Attend training opportunities related to SEN and differentiation.
- Help pupils to develop effective ways of becoming independent learners.
- Work on specific targets within lesson time to support children to access the curriculum

SEND training forms part of the continuing professional development of all teachers and TA's and is organised in accordance with the needs of our children. We work closely with the SEND team within services for young people in order to access new training and guidance when available.

The school works closely with other local schools; we share training with outside experts where opportunities arise.

The SENDCo meets with the senior leadership team regularly to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.

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

## How will I know how Ss Peter and Paul RC Primary School will support my child?

- An Individual Action Plan (IAP) will be written and agreed by the teacher, parents and pupil. This will consist of two or three manageable targets for the child. These are reviewed termly and monitored by the SENDCo. (These are also used during pupil progress meetings).
- Each pupil's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of this intervention will vary according to need, but will be reviewed to find out if it has been effective and decide where to go next.
- Parents and pupils will be asked for their views and opinions via a questionnaire or meeting during/following the intervention.
- Mr Kennedy receives regular updates from class teachers about the progress of pupils. All teaching staff meet termly with the Head Teacher and SENDCo to discuss pupil progress.
- A pupil may need more expert support from an outside agency. The school or parent can make a referral. The school will support the practitioners involved where possible.

Where appropriate, a range of specific, more specialised tests can be used (usually by the Educational Psychologist and their specialist teachers) 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. The SENDCo will meet termly with the LA Educational Psychologist (EP) to discuss any potential referrals. The EP will also support and give advice around individual learning needs.

In addition, the school commissions the services of an independent specialist teacher - Mr. Barry Winter who supports us in the assessment of maths and literacy skills, including dyslexia and dyscalculia.

### How will the curriculum be matched to my child's needs?

At Ss Peter and Paul RC Primary, we pride ourselves on quality first teaching. This means that the teacher input will be targeted to meet the needs of the class through excellent classroom teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps

in their understanding/learning and needs some extra support to help them make the best possible progress.

- Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys, writing aids and some pupils have use of iPads or laptops where appropriate.
- Specific group work intervention which may be:
  - Run in the classroom or a group room.
  - Run by a teacher or a teaching assistant (TA)

### How will the learning environment and curriculum be adapted to meet my child's needs?

- The curriculum is scaffolded and differentiated to meet the needs of all of our children.
- Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- School always acts upon advice received from external agencies (e.g. enlarging of print for Visually Impaired children; most advantageous positioning of Hearing Impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks and sensory cushions.)
- We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources - number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.

- We endeavour to ensure that our school is Autistic Spectrum Condition friendly; including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources.
- Small group rooms are available in to provide quiet work areas for 1:1 or small group work.
- Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

### How accessible is the school environment at Ss Peter and Paul RC Primary School?

As a school we are happy to discuss individual access requirements.

- Ramps provide access to the school.
- There is a disabled toilet.
- There are wide doors for access in and around the building.

### How can I access support from outside agencies? (e.g. Speech and language therapy)

A pupil may need more expert support from an outside agency. The school or parent can make a referral.

This means a pupil has been identified by the SENCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, Sensory Service or Educational Psychologist. This will

help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

A pupil may need to access **specified, individual support**.

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via **an Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Each school is allocated an Educational Psychologist from the LA. Our Educational Psychologist is Mr Peter Tidd. Once a referral has been made, the SENDCo can arrange for you to meet with him prior to observing or carrying out assessments with your child.

### **What if my child requires an EHCP?**

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to a panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will need and what strategies must be put in place. It will also have long- and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How will Ss Peter and Paul RC School monitor my child's progress?**

Your child's progress will be continually monitored by his/her class teacher.

Mrs Cooke, is our assessment coordinator and has developed systems for tracking and monitoring all pupils' progress and achievement to ensure they are on track to meet targets.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

When assessing children with SEND , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary - generally whatever support is provided in the classroom is provided as far as is permitted during tests.

Where necessary, children will have an IAP including targets set by outside agencies specific to their needs. These are designed to accelerate learning and narrow any gaps. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school holds interim reviews in between the Annual Review or at the request of parents.

The SENCo will also monitor interventions to ensure that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENCo, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high?

## Who will update me about my child's progress?

At Ss Peter and Paul RC Primary School, we have an 'open door' policy. This means that we will happily discuss any concerns with you. If you need to talk briefly with a class teacher, they will be available before school. If you require a longer appointment, you can make this at any time by contacting the school office.

In addition:

You will be able to discuss your child's progress at Parents' Evening.

- Your child's IAP will give you some information about how your child is achieving and progressing.
- If your child has an Early Help (EH) plan, meetings are held every six weeks or more often according to need and circumstances. EH meetings are facilitated by our inclusion and attendance coordinator, Mrs Wetherelt.

## How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENCo can support you also and may have strategies you can use.
- If outside agencies have been involved with your child; they often provide recommendations for both home and school.
- In the Autumn term, the school runs workshops for parents to help you support your child with literacy and numeracy as well as giving an overview of the other aspects of our curriculum. This is also a chance to ask the teaching staff any questions regarding specific subject areas or strategies to support learning. Additional open evenings and workshops can be arranged throughout the year depending on the needs and

demand of both pupils and parents.

### What additional support for learning is available for children with SEN at Ss Peter and Paul RC Primary School?

There are currently 235 children on roll (200 YR - Y6 + 26 N). We have 8 teaching assistants and an Inclusion and attendance coordinator 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 TA's 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.

In addition:

- We employ 2 x qualified teachers (0.5) to support in the key year groups (2 & 6)
- We follow the Code of Practice for SEND.
- We teach a differentiated curriculum to ensure that the needs of all children are met.
- We implement individual Provision Maps with s.m.a.r.t. targets
- A number of intervention programmes are in place for children who require additional support e.g. 'Every Child a Talker;' 'Lexia' - a computer based programme to develop reading and spelling skills; Precision Teaching; Numicon; Talk Boost ; Time to Talk; BLAST; Fuzz Buzz; Lifeboats; Emotional Resilience/Fun Friends; Toe-by-Toe; Power of Two; Power of Multiplication, first class number, Literacy catch up.
- ICT support resources, including; Word Shark, Number Shark

and Nussy.

- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place. (E.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from South Tyneside Authority SEND Team). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets evaluate progress and ensure consistency of approach in addressing needs in school and at home.
- Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips.

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

- All extra-curricular activities (listed on this website) are available to all our children.
- Breakfast Club is available to all children each morning from 8am.
- Residential trip to Thurston (Years 5 and 6).
- Close links to ADHD support group -run by experienced staff and parents.
- Lunch time activities for children with social communication /interaction issues.
- All children will be involved in school trips. Activities and school trips are seen as an important part of the curriculum

entitlement.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. All trips are monitored through the Evolve system within the Local Authority.

### What pastoral support is available for my child at Ss Peter and Paul RC Primary School?

At Ss Peter and Paul, we pride ourselves on providing a holistic approach to education where the children's welfare and happiness are paramount. Our inclusion and attendance coordinator, Mrs Wetherelt provides a comprehensive programme to ensure the pastoral and emotional needs of our children are met.

- Pastoral and emotional support is provided through: Transition/transfer programmes (Nursery-Reception, KS1 - KS2, Year 6-Y7) are in place for all pupils, but are personalised for SEN pupils.
- All adults in school have training in Child Protection and Abuse Awareness; this training is updated every three years. Staff are trained as mental health champions, specialising in children's emotional resilience and well-being. Daily routines and access arrangements for children can be personalised to overcome any individual barriers to learning that children may face.
- Good links with key professionals such as educational psychologists and Children and Young People's Services (CYPS)
- We have a reflection room designated for 'quiet retreat' outside the classroom.
- Inclusion and attendance coordinator, trained in 1:1 Counselling for children, where necessary. In addition, we also run

programmes to develop emotional resilience such as 'Hearts and Minds'.

- 'Rainbows' group - emotional support for any children in school who have experienced loss (e.g. through death, separation or divorce.)
- We have staff trained to deliver the 'Kidsafe' programme to children in our school.

### What if my child has a specific medical need?

- If a pupil has a medical need then a Care Plan is compiled by the School Nurse in consultation with parents/carers.
- A number of Supervisory Assistants, teachers and Teaching Assistants have regular First Aid Training and Paediatric First Aid Training.
- Our HTLA, Miss Grahame, leads our first aid and medical team. She will organise specific training to meet the needs of our children.

### What training have the staff at Ss Peter and Paul RC Primary school had, in relation to SEN?

- Our SENDCo holds the National Award for Special Educational Needs Coordination and is part of a support network of SENDCo's across the borough.
- We employ a team of 8 T.A.'s who are trained to deliver a range of interventions on a small group and 1:1 basis e.g. BLAST; Talk Boost; Time to Talk; 'Lexia' - a computer based programme to develop reading and spelling skills; Lifeboat; Precision Teaching; Numicon; Toe-by-Toe; Power of Two, Power of Multiplication
- 8 members of staff are trained First Aiders
- The majority of teaching and support staff have been 'Team

### Teach' trained

- All staff are trained annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis, as appropriate. (i.e. if there is a child/staff member in school with a Health Plan for a specific condition /medication)
- During the course of the last two academic years the SENCo and relevant staff (i.e. staff directly involved with children with specific need relating to the course) received SEND training in areas such as Dyslexia, Team Teach, Autistic Spectrum Condition, in addition to more general training e.g. raising the achievement of boys.
- CPD training is offered regularly to enhance the school's Improvement Plan and afford personal development to staff.
- Specialist information gained through research/training is disseminated via the SEND folder on the staff shared drive or via a staff meeting or organised staff training sessions
- As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Children and Young Peoples Services, Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought via the Local Authority or directly through specialist agencies.
- General support and advice from SENCo - e.g. with regard to the implementation of specific programmes, creation and monitoring of Action Plans and Provision Maps, tracking of children with SEN.
- Particular support is given to Newly Qualified Teacher's and other new members of staff.
- Our Special Educational Needs Co-ordinator attends 'Special Educational Needs Co-ordinator Network Meetings' throughout the year funded by the L.A. organised to support Special Educational Needs Co-ordinators in their work in school,

affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

- At the close of each school year teachers hold meetings with the class's next teacher to discuss class and SEN information in preparation for the following year.
- The SENDCo meets with the senior leadership team regularly term to term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.
- Continuous Professional Development is actively encouraged by the Head Teacher at Ss Peter and Paul RC Primary School. All staff keep up to date with training provided to meet the individual needs of the children they are working with.

### How will the school prepare and support my child when joining Ss Peter and Paul RC School or transferring to a new school?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

Your child will be able to visit our school and stay for a taster session, if this is appropriate. The SENDCo will liaise with the previous school in preparation for transfer.

#### **If your child is moving to another school:**

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the

SENDCo from the new school. We will make sure that all records about your child are passed on as soon as possible. We will always follow GDPR regulations in relation to sharing of data.

### **When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IAPs will be shared with the new teacher.

### **In Year 6:**

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

Mrs Wetherelt, our Inclusion and attendance coordinator, may work with your child in the last term in primary school to prepare for transition. And can arrange additional transition visits to the secondary school. Some children like to take photographs of their new school to prepare themselves over the summer break.

### **How are the school's resources allocated and matched to children's special educational needs?**

The Head Teacher and Governors at Ss Peter and Paul RC Primary School allocate a significant amount of the school budget to staffing to meet the needs of all of the children. In addition to the regular

teaching staff and in class teaching assistants, there are 5 members of staff employed solely for intervention. There is also two additional part-time teachers employed to support children that are not working within age-related expectations for Key Stages One and Two.

In KS1, children work within ability groups for phonics as opposed to being grouped by chronological age. This allows all children to access the curriculum at their own level of development for phonics and reading.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The SEN budget is allocated for each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Pupil Premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last 6 years. Schools also receive funding for Looked After Children.

The school can apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed that which has already been allocated to school funds for that pupil.

Decisions about allocation of funding are made in consultation with the parent, SENDCo, Head Teacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupil progress. Children with an EHCP may have a personalised funding allowance attached to them.

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

- Throughout the year there are 2 Parents' Evenings and a Curriculum Evening Workshop. There is also an end of year annual report to parents.
- In Nursery, there are 'stay and play' sessions each term.
- Parents are invited to Action Plan/Provision Map meetings- where Action Plans and Provisions Maps are evaluated with parents and recommendations for new targets discussed, alongside suggestions for supporting their child in the home setting.
- Our parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/telephone/e-mail.
- 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 SEN; 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; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.
- The progress of children holding an Education and Health Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to secondary school is considered with discussion involving

parents. At Y6 annual reviews the SENCo of the receiving high school is usually invited to attend.

- Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

### How are the children consulted about their SEN and support?

Wherever possible, Action Plan/Provision Map targets 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 the level at which they are working and the challenging targets set to support their development.

Children with an EHC are invited to attend and contribute to part of their review meetings.

Child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them.

1 page pupil profiles are used taking into account the views of the child which will feed into their support/action plan.

Our inclusion and attendance coordinator, Mrs Wetherelt monitors mental health and well-being through questionnaires and feedback from the children.

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

- It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:
- The complaint is 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 SENCo 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.

What are the contact details of support services for the parents of children with SEN?

SENDIAS -(formally known as Parent Partnership) Family Action

Primrose Children's Centre

0191 4246345

Children and Young Peoples Services

Monkwearmouth Hospital,

Newcastle Road,

Sunderland

0191 5665500

Speech and Language

Stanhope Parade Health Centre

Portage and Pre School

Jean Finlay

0191 4246096

Occupational Therapy & Developmental Disorder Clinic

Palmers Hospital,

Wear Street,

Jarrow

0191 4516000

### Educational Psychologist

Peter Tidd  
Education Psychology Service  
Cleadow Park Primary Care Centre  
10 Prince Edward Road  
South Shields.  
NE34 8PS

### Pupil Services

Charlotte Terrace,  
South Shields  
0191 4246030

### Who can I contact for further information?

If you have any questions regarding this report please do not hesitate to contact the SENDCo, Mr Kennedy. In addition, If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Head Teacher, class teacher, SENDCo

Our SENDCo is Mr A Kennedy

Tel: 0191 4552862

Email: [akennedy@sspeterpaul.s-tyneside.sch.uk](mailto:akennedy@sspeterpaul.s-tyneside.sch.uk)