



Ss. Peter and Paul Catholic Primary School

SEND POLICY

Autumn 2024

Approved by Governors: Autumn 2024

MAM Stevenson

Review Date: Autumn 2025

Special Educational Needs and Disabilities (SEND) School Offer

Ss. Peter and Paul Catholic Primary School is an inclusive primary school. SEND

Coordinator (SENDCo): Mr Andrew Harvey

SEND Governor: Mrs Monique Stevenson

Mission Statement

As a Catholic School, it is our “divine mission to help all to arrive at the fullness of Christian life”. Through our teaching and learning, we develop our pupils’ faith and spirituality, their understanding of their culture and the important part they play in society.

To achieve our ‘divine mission’ as a Catholic School, we must keep Christ at the centre, every single day, in all that we do:

To grow in knowledge, love and walk in the footsteps of Jesus

Our values drive all of our decision-making and interactions in school:

Love, Trust, Courage

At Ss. Peter and Paul Catholic Primary School, we recognise the diverse nature of learning needs and we aim to ensure that all pupils, including those with SEND are educated to the full through a broad and balanced education. Pupils with SEND are included as far as possible in all activities and experiences through a carefully planned and structured curriculum that is designed to enable equal access.

Ss. Peter and Paul Catholic Primary School is an inclusive school: engendering a sense of community and belonging; utilising the best teaching methods for inclusion; and ensuring that educational needs are swiftly identified so that a plan can be put into place to support the child.

The pupils are at the heart of everything we do so we listen carefully to the voice of the child, along with input from parents and professionals. Together we design the best provision for the child, with challenging targets and a shared vision of success.

The Local Offer

The Local Offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. The following information sets out the systems and procedures that are in place in our school. <https://www.sendlowirral.co.uk/>

What is the definition of Special Educational Needs?

The 2014 (updated May 2015) Special Educational Needs and Disability Code of Practice (p15) states:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age has a learning difficulty or disability if he or she;

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

“A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).”

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Attendance

Reasonable adjustments will be made for pupils with SEND to ensure excellent attendance. Parents/school communication is essential to ensure the support is targeted and appropriate; parents are encouraged to speak to the class teacher/attendance officer/SENDco if they have any concerns regarding attendance and punctuality. Strategies will be put into place to support parents getting their child into school on time every day. See Attendance policy.

Frequently asked questions.

1. How does Ss. Peter and Paul Catholic Primary School know if my child needs additional support?

- Your child is making limited progress or progress has stalled.
- There is a change in your child's behaviour or progress.
- Your child already has an Education, Health and Care Plan.

2. Which categories of Special Educational Needs and Disabilities does the school cater for?

At Ss. Peter and Paul Catholic Primary School, we cater for the four areas of need identified in the 2014 (updated May 2015) Code of Practice.

- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical
- Cognition and learning

3. Who are the best people to talk to in school about my child?

Teachers

All teachers are teachers of children with SEND so the teacher will generally be your first point of contact. You can do this face to face, by phone or by email. The school office team can help you to make an appointment if necessary. Your child's teacher will liaise with you and guide you through any problems that your child may be experiencing in school.

Class teachers are responsible for delivering **Quality First Teaching** and can further adapt this to include **Enhanced Quality First Teaching** approaches in order to meet the needs of all children in their classes. Class teachers will also organise and monitor the impact of appropriate 'interventions' which aim to secure and/or extend knowledge in a specific area.

4. Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. See Complaints Policy

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice)

Special Educational Needs and Disabilities Co-ordinator (SENDCO): Mr Andrew Harvey:

The class teacher works closely with the SENDCo, Mr Harvey. If necessary, you will be asked to meet with both the class teacher and the SENDCo. You can also contact Mr Harvey directly, if you are worried about your child.

Contact: andrewharvey@sspp.school

Headteacher: Mr Tom Wallace:

The Headteacher follows the progress of all pupils and meets with class teachers on a termly basis to discuss any concerns. He also meets with the SENDCo to discuss children receiving additional support. If you remain concerned following discussions with your child's class teacher and the SENDCo, you can contact Mr Wallace directly.

Contact: headteacher@sspp.school

Governing Body: The appointed SEND governor is Mr Aaren Hampson

The SEND governor meets every term with the SENDCo to discuss equality of access, provision and progress. If, following discussions with your child's class teacher, the SENDCo and the Head of School you still have concerns about how the needs of your child are being met, you can contact the appointed SEND governor.

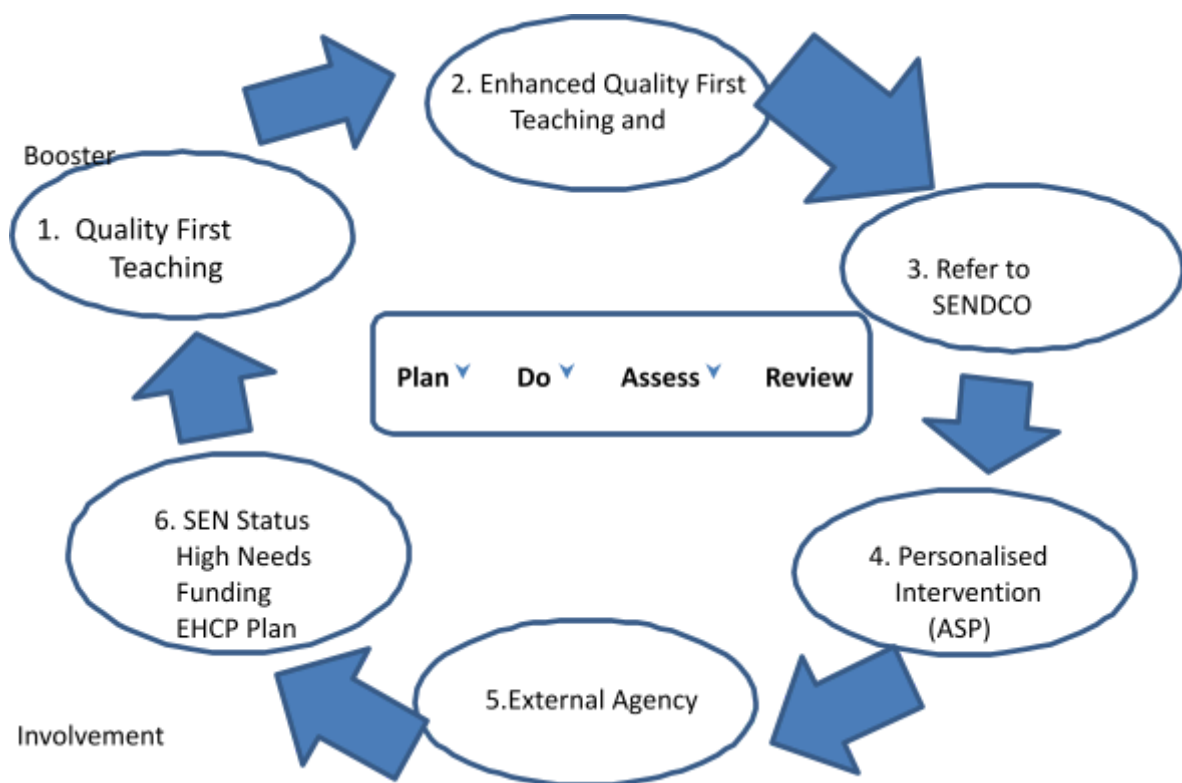
Contact: aarenhampson@sspp.school

4. How does the school identify pupils with SEND and what is the process for implementing SEND support?

The identification of SEND is built into the school's overall approach to monitoring the progress and development of pupils. A pupil may have SEND when, in order for them to make or sustain progress, they require significant additional support in addition to **Quality First Teaching**.

The Graduated Approach to SEND is outlined below. It is expected that children will move between stages of the Graduated Approach which is underpinned by the **Plan, Do, Assess, Review** model outlined in the 2014 Code of Practice.

THE GRADUATED APPROACH



5. What are the different types of support available for children with SEND at Ss. Peter & Paul Catholic Primary School?

Teachers will follow the Graduated Approach to enable access to the curriculum.

Quality First Teaching. This means making reasonable adjustments to teaching and/or the classroom environment and includes the differentiation of tasks.

Enhanced Quality First Teaching means further personalisation of these approaches or the addition of other tailored approaches. Class teachers are responsible for directing teaching assistants to work with children who need help.

Group Intervention: If your child has needs relating to a specific area, they may be placed in a smaller focus group to accelerate their progress. This may be personalised even further using an intervention program. The length of time the Booster or Intervention programme may last will vary according to need and will be regularly reviewed.

Outside Agencies: Sometimes a child may need more expert support or assessment from an outside agency. Parental consent is always sought before a child is formally assessed and all reports are shared with parents

Special equipment and adapted tests: Sometimes pupils need special equipment to enable access to lessons or to make learning easier. Some children may require additional access arrangements for tests such as SATs. Where appropriate, applications will be made for such arrangements to take place.

Additional Support Plans (ASP): If your child has SEND, a plan will be formulated and targets will be set. The implementation of the plan will be reviewed regularly and you and your child will be involved throughout the whole process. On an individual basis it will be decided whether to apply for High Needs Funding or an Education Health Care Plan (EHC Plan). Applications for additional funding are assessed by the Local Authority.

6. What support will there be for my child's overall well-being?

Ss. Peter and Paul Primary School provides a high level of pastoral support led by **Mrs Riding**.

- All children are formally taught about the importance of both physical and mental health.
- All staff listen to the views of children and take steps to protect their well-being and happiness.
- We have staff throughout school who are trained in trauma and attachment awareness.
- Learning Coaches are trained to lead play and monitor well-being at break times. They provide feedback to relevant staff where necessary.
- ELSA (Emotional Literacy Support Assistants) provides individual pupils with planned emotional support.
- An Educational Mental Health Practitioner from Child and Adolescent Mental Health Service (CAMHS) works with children who need extra help emotionally and also work with parents.
- Other external agencies are deployed as necessary, **such as Caritas**.

7. How will Ss. Peter and Paul Catholic Primary School support my child when they are starting school, moving to another year group or leaving the school?

- For children who are starting school, we hold transition days and meetings for parents. We also liaise closely with your child's nursery or pre-school. If your child has already been identified as having additional needs, please make an appointment with the SENDCo so that things can be put in place before the term begins.
- For transition between year groups, class teachers pass on all relevant information and progress meetings are held. The SENDCo may provide additional support if required.

- For transition to secondary school, Year 6 pupils attend transition days in their new high schools. Secondary school staff will liaise with teachers to discuss the individual needs of pupils.
- For children who are identified as having SEND an additional meeting will take place between our SENDCo and the secondary school's SENDCo to discuss any additional needs. You will be invited to this where appropriate. An enhanced transition plan may be created to support the move for certain pupils that may include additional transition visits.

8. How does Ss. Peter and Paul Catholic Primary School ensure that appropriate knowledge and expertise is available to support my child's needs?

- Training needs are identified and sessions are held to further staff knowledge and understanding of SEND.
- Specialist training is provided to enable staff to deliver and evaluate the impact of specific intervention programmes.
- Additional staff are deployed around the school to support children with SEND based on the needs of the school population. This is reviewed regularly.
- The school works with a number of external agencies to seek advice and support to ensure that the needs of pupils are fully understood and met, including:
 - Educational Psychology Service
 - Early Help Team
 - Child and Adolescent Mental Health Service
 - Occupational Therapy
 - Physiotherapy
 - Speech and Language Therapists
 - Paediatric Medicine
 - Outreach Support from Special Schools
 - Social Services
 - Health Services

9. How will Ss. Peter and Paul Catholic Primary School ensure the provision for my child is effective?

- Through Pupil Progress reviews and the Graduated Approach, we track and monitor the progress of all children, identifying and addressing needs as they arise.
- Regular reviews of Quality First Teaching, booster and intervention programmes, SEND provision and the use of additional adult support across the school allow us to monitor and evaluate the effectiveness of our practice.
- Reviews are held termly to discuss progress and evaluate the provision that has been put into place. During these meetings, your views and your child's views are listened to, recorded and used to inform future provision.

10. How does Ss. Peter and Paul Catholic Primary School make all opportunities in the school accessible to children with SEND?

- We adhere to the Equal Opportunities Policy and promote inclusive practice in all opportunities we offer to our children.
- We make sure that resources such as books and images reflect all children in society.
- We ensure the curriculum is tailored to meet the needs of all children through our awareness and understanding of each individual child.
- We make use of specialist resources where appropriate to further support children with their learning.

11. If in a pandemic or period of isolation, how will my SEND child be catered for?

- If appropriate, your child will be offered a school place to help with well-being and continued structured support.
- If working from home, your child will be given differentiated support/activities to match their ability through an on-line platform. Also, additional resources/learning packs will be sent home.
- Each child will receive individual feedback on most pieces of work through written and personalised videos.
- Teacher/TA will contact your child at least once a week to support learning.
- Emotional support leads are there to help with well-being.

If after reading our School Offer, you would like to discuss anything further, please contact Mr Andrew Harvey SENDCo.

Written by: Mr Andrew Harvey (SENDCo) & Mr Tom Wallace (Headteacher)

Approved by: Ss. Peter and Paul Catholic Primary School Governing Body

Review Date: Autumn 2026