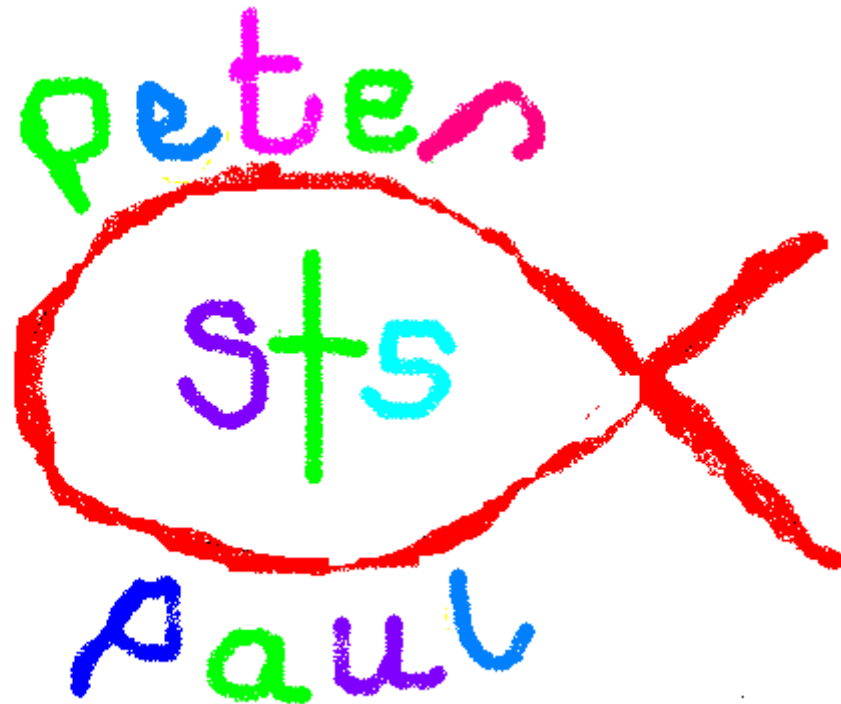


# Ss Peter and Paul's Catholic Academies



*Learning to Value*

*Learning to Give*

*Learning to Achieve*

*Growing together in the Peace of Christ*

## SEND Information

**Document Management:**

Date Policy Approved: March 2016

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Approving Body: Board of Directors

Policy Category: Statutory

Our mission statement underpins all we do in school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with Special Educational Needs (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all pupils.

The information here is general; each child is individual and will receive unique provision and resources where necessary.

If you would like further information, or a chat please contact our SENDCo and Headteacher, Mrs Felicity Penny.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

For all pupils at Ss Peter and Paul's Catholic Academies who have an additional need:

- We value and recognise the expert role families play in their children's lives and work closely in partnership with them.
- We support our families with children with SEND, We are also able to signpost to services and organisations which may offer appropriate input or advice via the Local Offer
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning.
- We seek support and advice from outside agencies such as: LIST (CYPPS)
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- We use ICT (both hardware and software) to promote access to the curriculum.
- Whole school policies such as those for behaviour, anti-bullying and SEND are evaluated on a regular basis with a focus on the impact upon pupils with SEND. Activities are evaluated in terms of their positive

impact on the learning success and inclusion of pupils with SEND.

- Support staff are placed where they are needed throughout the school to promote pupil progress and independence.
- Staff receive on-going training in relation to meeting pupils' needs in the classroom.
- We liaise closely with local schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

### **Cognition and Learning Needs**

Moderate Learning Difficulties (MLD)/Specific Learning Difficulties (SpLD)

- We support access to the curriculum and aim to develop the skills for independent learning, for example through changes to classroom environments, use of IT, support staff, specific interventions.
- We use resources to promote multi-sensory, practical and independent learning
- We use small group targeted intervention programmes to improve skills in a variety of areas of learning including Literacy and Numeracy.
- 1:1 targeted intervention programmes are delivered to pupils to improve skills.
- We recognise and support children with additional time to process information and ideas.
- We assess pupils regularly and report progress to parents and staff.
- We assess pupils for access arrangements for National Testing and provide appropriate arrangements.
- We make use of ICT where appropriate for example the use of computers and interactive whiteboards.
- We have a variety of specifically targeted IT programmes available to support learning in school.

## **Communication and Interaction**

Autistic Spectrum Disorder (ASD)/Social Communication Disorders

Speech, Language and Communication Needs

- We use visual supports, for example visual timetables to help children to understand what will happen and when.
- We can offer support and supervision at unstructured times of the day, for example break and lunchtime when appropriate.
- Where appropriate we individualise reward systems to promote learning and enhance self-esteem.
- We use social stories and comic strip conversations to help children learn how to approach and deal with different social situations.
- We spend time with children helping them to identify situations that cause anxiety and finding ways to relieve this, for example, through regular "check-ins" with identified members of staff, counselling, fiddle toy, time out and communication cards.
- We use strategies/programmes to support speech and language development in partnership with the relevant agencies, for example individual speech and language programmes,
- We can provide specific one to one support.
- We make use of ICT where appropriate.

## **Social, emotional and mental health issues**

Social Difficulties /Mental Health Conditions/Emotional Difficulties

- The school provides pastoral care for all pupils through the support of school staff. We also offer access to the Education Welfare Officer.
- Our Care and Concern Policy supports the making of positive choices through a set of shared Golden Rules.
- Pupils are supported according to the Care and Concern Policy.
- We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.
- We use circle time to develop social skills and emotional resilience.
- We seek further support from our Local Inclusion Service Team.

## **Sensory and/or Physical Needs**

- Hearing/Visual Impairment /Multi-Sensory impairment/Physical Disabilities/Medical Needs
- Advice and guidance from relevant agencies such as LIST and the school nurse is sought and acted upon to ensure barriers to success are reduced or removed.
- Where appropriate we provide support and aids to ensure access to the curriculum and develop independent learning, including resources to support fine and gross motor skills and alternative ways of recording.
- We seek and act on advice and guidance for pupils who have significant medical needs.
- We provide support with personal and intimate care if and when needed in accordance with our Intimate Care Policy.
- The school makes every effort to be as accessible as possible.
- Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, visits.
- Small group or 1:1 targeted intervention programmes are delivered to pupils to improve skills.
- We use transition to support children to make a smooth transfer between age phases and successfully prepare for adulthood.