



**SEN Information Report**  
**September 2024**

At Ss Peter and Paul's School we respect and care for ourselves, and each other. We work hard and try our best to use the gifts and talents that God has given us. Our mission statement is fundamental in all we do, including our work with our children with additional learning needs. We want to be able to give families information about the variety of ways we ensure we support our children with special educational needs (SEN) to achieve their potential.

We provide a full range of educational and pastoral support to all and our children with SEN make very good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary. If you would like further information, please contact our SENCO.

Ss Peter and Paul's is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. In addition to a fully qualified SENCO (Special Educational Needs Co-ordinator) we work very closely with various professionals from a wide range of outside agencies.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

If you would like further information about the support we can offer please contact the SENCO. In addition, our school SEND link governor, is contactable via school.

Children at Ss Peter and Paul's School with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0-25. Children are identified as having SEND when their progress has slowed significantly and school-based interventions have not enabled improvement. Concerns may be identified by school, a medical professional or by you as a parent/carer.

### **Identification of SEN**

The broad areas of SEND are difficulties in the areas of:

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

In school the class teacher informs the SENCo of any concerns if a child's progress, in any of the areas above, is:

- significantly slower than that of their peers from their starting point
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers - the attainment gap widens

Following a concern, school-based observations will be carried out to identify barriers to learning for your child. Slow progress and low attainment does not automatically mean a child is placed on our SEND register. Discussions with parents and professionals will take place to decide whether special educational provision is required. If it is felt that a child needs targeted provision that is additional or different to what is usually provided, with parents/carers agreement, they will then be entered on the

SEN register to receive SEN Support. Decisions will be made to decide if a referral to outside agencies is required in order to develop a holistic approach of support for each individual child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our assessment process. There are regular opportunities for parents to discuss the progress of their child.

**For all pupils with SEN:**

- We use pupil friendly SEN Support which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of SEN Support Plans.
- We deliver high quality teaching, adapting the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We offer support to all pupils and parents during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

In addition to the above, we also offer further support for those children who have a higher level of additional need or an Education, Health Care Plan (EHCP.) School, parents/carers or other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEN support. It is a legal document that identifies educational, health and social needs and outlines the additional provision and support required to meet those needs.

This support includes:

- Provision specified in the EHCP
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets at interim reviews
- Annual Reviews with recommendations submitted to the Local Authority

Specific provision is also provided for the different areas of need. The table below explains the details of this support

Types of SEN	Support/provision/ staff expertise
<p><b>Communication and Interaction</b></p> <p>This may include;</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders (ASD)</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables to support pupils to understand what will happen and when</li> <li>• Individual intervention SEN Support Plans which identify barriers to learning, outline strategies to support and review impact. Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents.</li> <li>• Support and supervision at unstructured times of the day-e.g. break and lunchtime, when appropriate, to encourage and model communication and interaction.</li> <li>• Quiet rooms are provided and utilised-Sensory Room, rainbow room, for target intervention and planned activities.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem.</li> <li>• Areas of classroom are clearly defined and labelled</li> <li>• Areas of low distraction / individual workstations</li> <li>• Use of ICT where possible to reduce barriers to learning</li> <li>• Rewards of green treat/peer interaction for individual pupils</li> <li>• Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts, writing frames</li> <li>• Opportunity to communicate in various ways e.g. communication books, Makaton, visual support, first and then boards</li> <li>• Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists</li> <li>• Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball. These 'sensory tools' should support pupils and not distract them from their learning</li> <li>• Use of individualised reward systems to promote learning and enhance self esteem</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> </ul>

**Social, Emotional and Mental Health Difficulties**

This may include;

- Social difficulties
- Mental health conditions
- Emotional difficulties

- Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy)
- Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities
- Referrals to specialists outside of the school where appropriate
- Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience
- Nurture groups during unstructured parts of the day
- Counselling service
- Effective pastoral care for all pupils
- The school provides effective social and emotional scaffolding for all pupils in a nurturing environment.
- Key members of staff who offer pastoral care and mentor systems where appropriate.
- Residential trips which help to develop social, emotional and behavioural resilience and promote independence.
- Support and additional preparation for examinations.
- Staff trained in positive handling
- Relevant staff qualifications
- Advice/training from outside agencies.

## Cognition and Learning Needs

This may include;

- Learning Difficulties (Moderate – MLD)
- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Strategies to promote and develop literacy and mathematical skills with increasing independence

Adaptive/personalised curriculum, resources and strategies used to meet individual needs and to promote and develop literacy and numeracy skills.

Additional small group support in class from the class teacher and teaching assistant

Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. Lexia

Small group daily phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition

Use of ICT where possible to reduce barriers to learning e.g. Lexia Reading

Use of support materials and resources e.g. Numicon

Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical

Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words

Alternative approaches to recording promoted.

Opportunities for repetition of key learning.

Additional processing/thinking time for responding to questions, completing tasks, sharing ideas

Multi-agency involvement with the family as required

Advice and support from outside agencies.

Support for homework through in- school clubs and /or breakfast / after school clubs.

Adaptive and, where applicable, individually personalised homework.

Relevant staff qualifications

Advice / training from outside agencies

Pre-teach used to support pupils acquire new skills.

Teaching and learning for pupils with SEND is monitored through the school's self-evaluation process

<p><b>Sensory and/or Physical Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Hearing impairment (HI)</li> </ul>	<p>Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs</p>
<ul style="list-style-type: none"> <li>• Visual impairment (VI)</li> <li>• Multi-sensory impairment</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school</li> <li>• Physical aids or resources where necessary or where advised by specialists e.g. pencil grips, spring scissors, therapy putty</li> <li>• We provide support with personal and intimate care, if and when needed</li> <li>• We make every effort to be as accessible as possible (See Accessibility Plan)</li> <li>• Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc.</li> <li>• Additional handwriting support through targeted intervention programmes</li> <li>• One-to-one support for gross and fine motor skills in the classroom as and when required</li> <li>• Movement breaks for pupils with motor coordination difficulties as and when required</li> <li>• Alternative ways of recording ideas/writing/investigations</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> </ul>

If you are at all concerned about your child's needs, their class teacher will be more than happy to discuss this with you at a mutually convenient time. You can also talk to Mr Anderson who is the co-ordinator for special educational needs in school (SENCO). Our role is to support children and parents to ensure the needs of your child are being met.

The link Governors for SEN (under the umbrella of 'Quality of Education') are Mrs Colette Barrett and Miss Louise Wrigley – if you wish to make contact with her, please email the school office at: [office@ss-peterandpauls.co.uk](mailto:office@ss-peterandpauls.co.uk).

### Graduated Approach

Where a child or young person is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach. In line with this, school will follow the Assess-Plan-Do-Review when supporting pupils with additional needs.

More information can be found here: [NCC SEND Guidance](#)

### The Local Offer

The Children's and Families Bill 2014 and the SEN Code of Practice 2014 require Local authorities to produce a 'Local Offer'. The Local Authority Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available
- To make provision more responsive to local need and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

The Northumberland Local Offer can be found

here: [https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx#:~:text=The%20Northumberland%20Local%20Offer%20is,\(SEND\)%20and%20their%20families.](https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx#:~:text=The%20Northumberland%20Local%20Offer%20is,(SEND)%20and%20their%20families.)