

A Report from the Governing Body of St. Peter's Catholic Primary School on Pupils with Special Educational Needs and Pupils with Disabilities

May 2024

Identification of children with Special Educational Needs or Disabilities

Assessment of our pupils continues throughout their time at St Peter's as needs may show themselves at any time due to many differing circumstances. We carry out this assessment by:

1. Analysing assessment data no less than termly to identify children who are not meeting age-related expectations.
2. Class teachers continually and formatively monitoring the children in their class.
3. Giving all adults in school the opportunity to discuss concerns regarding a child at any time.
4. Liaising with families.

Many pupils experience delay in their learning at different times in their school life and do not make expected progress for a variety of reasons. Many will have adapted work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and families will be kept fully informed.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- "... Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

If classroom teachers evidence that certain children are still not making good progress, despite adaptations to activities and appropriate support, they will refer to the Tameside Thrive document and consult with the school SENDCO. Support may be required in any or all of these four areas

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or physical.

Once a potential special educational need is identified, four types of action are taken to put effective support in place

1. Assess:
2. Plan:
3. Do:
4. Review

This is known as the graduated response of support.

- Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.
- Where a pupil is receiving Additional SEND Support, we ensure that all appropriate staff meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school
Individual pupil progress at Additional SEND Support Level is monitored three times per year by the school tracking system and personally by the SENDCO in conjunction the headteacher. This information is shared with parents through written reports and face-to-face appointments.

Provision

All children have an entitlement to a broad, relevant and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement
- enjoy their learning and look forward to each day at St. Peter's.
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Teachers use a range of strategies and teaching styles to meet the educational needs of all children. Lessons have clear learning objectives; we adapt work appropriately and we use assessment to inform the next stage of learning.

All children who are identified as having a special educational need will have a personal plan (4+1) which details their area of need, the short term targets and outcomes for the child and the teaching strategies to be used. The plan will be created by the class teacher, parents and child and is monitored by the SENDCO. This follows the graduated response of

1. Assess: 2. Plan: 3. Do: 4. Review

and takes into account targets and advice from outside agencies. In most cases, this review takes place every six weeks through a combination of face-to-face and remote consultation between school, the child and their family.

We support all our children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we ensure that children are taught alongside their peers; however, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

At the present time, 18.6% of children in our school are on our SEND register.

SEND Outcomes

Attainment of our SEND Children: Summer, 2023 (Number of Children: 36)

	<u>Below Age-Related Expectations</u>	<u>At Age-Related Expectations</u>	<u>Above Age-Related Expectations</u>
Reading	16	18	2
Writing	20	14	2
Maths	16	19	1
Science	7	27	2
Religious Education	10	24	2

Progress of our SEND Children

Reading Accelerated Progress from December 2023 to April 2024

	December 2023	April 2024
PKS	2	3
BARE	10	11
ARE	13	17
AARE	4	3

Writing Accelerated Progress from December 2023 to April 2024

	December 2023	April 2024
PKS	7	4
BARE	15	15
ARE	18	15

AARE	0	0
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GAPS Accelerated Progress from December 2023 to April 2024

	December 2023	April 2024
PKS	2	2
BARE	13	12
ARE	14	15
AARE	1	1

Maths Accelerated Progress from December 2023 to April 2024

	December 2023	April 2024
PKS	1	1
BARE	13	17
ARE	16	17
AARE	0	0

Science Accelerated Progress from December 2023 to April 2024

	December 2023	April 2024
BARE	6	10
ARE	22	22
AARE	1	2

RE Accelerated Progress from December 2023 to April 2024

	December 2023	April 2024
BARE	8	10
ARE	17	24
AARE	0	0

The Role of the SENDCO:

- To be an advocate and voice for the children in our school who require some additional support in order to access our full and varied curriculum.
- To act as a link with our children's families to ensure that we are all working together to achieve the best possible outcomes for the children.
- To support staff in accessing the appropriate support, training and resources that they need in order to fulfil their role and meet the educational needs of all the children in their class.
- To act as a link with other agencies – using their knowledge and expertise to support the children, staff and families where needed.
- To manage the day-to-day operation of meeting the needs of our children with SEND so that we have a whole school approach in meeting the needs of all our children.
- To oversee the achievement and attainment of all children with a special educational need or disability.
- To regularly monitor and evaluate SEND provision throughout the school and report to the governing body via liaison with the SEND Governor, Phil Murphy.
- To manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- To contribute to the professional development of all staff.

Significant changes to the SEND policy since the last report

Our SEND policy is reviewed annually. At our last review, we added references to the Tameside Thrive document, the engagement model, to our SEND children's pupil voice and to arrangements when our children transition to other schools.

Admission arrangements for pupils with disabilities

Pupils with SEND are admitted into the school in accordance with the school admission policy. The governors

would need to ensure that the school had the necessary resources and support to meet the child's specific needs. If necessary, school would seek advice from the Local Authority and from any other qualified agency in order to meet the best interests of the child and their family.

Details of steps to prevent children with disabilities being treated less favorably than other pupils:

The School's equality scheme outlines the commitment of the staff and Governors of St. Peter's Catholic Primary School to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

All children within the school are encouraged - and when necessary, supported - to join in the activities of the school. Children with SEND have always been encouraged to join in all aspects of school life. They are given equal opportunity to take part in assemblies, concerts, sporting activities, after school clubs and school trips. Every Catholic child in Year 3 receives the sacraments of Forgiveness and Holy Communion, and every child is invited to join in the sacramental preparation and celebration. All families are invited by the parish community to take part in the sacramental preparations.

Details of facilities provided to assist access to the school by pupils with disabilities

There is an outside ramp that leads into the administration block and the school hall. There is access to the Infant and Upper Junior area from outside. However, it may be very difficult for children with mobility or physical difficulties to access the interior areas of the school as they are mainly linked by stairs. The mobile classroom which houses our extended hours club on the playground is fitted with disabled toilet and access is via a ramp.

Updated: May 2024

Rachel Russell (SENDCO)

Phil Murphy (SEND Governor)

Katherine Ryan (Head Teacher)