

Annual SEND Information Report – May 2024

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The governing bodies of maintained schools and maintained nursery schools must ensure information is on their websites about the implementation of the governing body's policy for pupils with SEND. The information below will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The following details St. Peter's Catholic Primary School's Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Tameside's Local Offer: www.tameside.gov.uk/localoffer which details the provision available in all Tameside schools and academies.

St. Peter's Primary School believes every child is special and has been created as a unique likeness of God. We respect the rights of all children and aim to develop the whole child and to embrace their individual needs. The school is committed to providing a broad, relevant and balanced curriculum for all children, appropriate to their needs and abilities. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement and to develop the knowledge, skills, understanding and attitudes necessary for their self-fulfillment. We believe that all our children should be fully included in all aspects of school life and we endeavor to adapt our teaching and resources to enable this.

What kind of special educational needs are catered for at St. Peter's Catholic Primary School?

There are four broad areas of special educational needs (taken from SEN Code of Practice 2014) and these are outlined below:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they wish to, in understanding what is being said to them or that they do not understand or use social rules of communication. The profile for every child with SLCN is different and their

Cognition and Learning

Support for cognition and learning difficulties may be required when children learn at a slower pace than their peers, even when tasks are appropriately adapted. Cognition and Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and may have associated

<p>needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>	<p>difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (developmental co-ordination disorder).</p>
<p>Social, Emotional and Mental Health Difficulties</p> <p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>St. Peter's has clear processes in place to support children, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p>	<p>Sensory and/or Physical Needs</p> <p>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers</p>

School policy for identifying and assessing the needs of children and young people with SEND

Children are identified as having a special educational need 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.
(Taken from the Code of Practice September 2014)

At St. Peter's we follow these three steps in order to provide the best learning opportunities for all our children:

STEP 1

- Many children can experience a delay in their learning and may not make expected progress for a variety of reasons. These children will have adapted work prepared for them by their class teacher, in conjunction with support staff, which will be additional to the curriculum available in order to enhance their learning opportunities and enable them to access our full and varied curriculum to the best of their ability.
- The children's progress at this stage will be continuously tracked throughout the year by the school tracking system, and parents will be kept fully informed.
- Our school rewards systems will be paramount at this stage to encourage self-esteem and to ensure that all our children are proud of their achievements and remain enthusiastic and ready to learn.

STEP 2

- When we identify a child who is requiring some extra support, we will work with the child and their family to create a personalised plan called a 4+1. This will show the short-term targets set for the child and the teaching strategies/resources that will be used. It will also indicate the planned outcomes and the date to be reviewed. This review will take place each half term and will involve the child and their family. At least three of these reviews will be face-to-face with the class teacher. Teachers will use Tameside's Thrive document to support them in setting targets and choosing the best strategies to support each child.

STEP 3

- If classroom teachers have evidence that certain children are still not making good progress then they discuss next steps with the school SENDCO. School then undertakes consultations and seeks advice from outside agencies in any or all of the four areas:
 - a. Communication and Interaction
 - b. Cognition and Learning
 - c. Social, mental and emotional health
 - d. Sensory and /or physical.
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place and this is known as the 'Graduated Response':
 1. Assess: 2. Plan: 3. Do: 4. Review
- Specialist Services, teachers with additional specialist qualifications and/or an educational psychologist may become involved in order to provide the best possible support for the child.
- Where a pupil is receiving Additional SEND Support, we will ensure that appropriate staff will review progress and set new targets for the child every half term (as per Step 2). This process will identify the responsibilities of the parent, child and the school. With this in mind, the review will also include the child's voice, where possible, as they are at the centre of this whole process.

Parent Voice

We work closely with our families to support all children with SEND. We encourage an active partnership through an ongoing dialogue with parents. We have regular meetings with the child and their parents to review progress and set new targets. This process also identifies the responsibilities of the parent, the child and the school. At St. Peter's we like to celebrate all of our successes and therefore we provide information about a child's strengths as well as their areas of need. Parents are invited to share their thoughts and feelings every half term through the review of their child's individual learning plan on their 4+1 document. Parents of children who have an EHCP, are invited into school each year for an annual review. This is important as we need to ensure that the EHCP still matches need.

Pupil Voice

Children who are on our SEND register are invited to share their pupil voice with us through a child-friendly survey. Their answers are incredibly valuable and are shared with their family and all relevant staff. We strongly feel that by knowing our children well, we can provide the best opportunities for them all. We have a child-friendly questionnaire that is used once a year with all our children who have an EHCP. We also invite all children to join the 4+1 review meetings for their individual plan, where we encourage the children to share their thoughts and feelings.

Our SEND profile for the last 12 months

- We have 43 children on our SEND register at St. Peter's. This accounts for 18.6% of our school population. Six of our children currently have an EHCP.

<u>Primary Needs of our Children with SEND</u> (see below for explanation of abbreviations)									
SpLD	MLD	SLD	SLC	ASC	VI	HI	SEMH	PD	NSA
11	2	17		2		1	9	1	

- Number of SEND children according to gender: Male – 28, Female – 15
- Number of children on the SEND register who are also entitled to the Pupil Premium – 16
- This academic year, 13 children have joined the SEND register from Nursery to Y6. 13 children have left the register – including our previous Y6 children.

Statement regarding overall quality of provision for pupils with SEND

- Our school's curriculum is ambitious and is designed to give all pupils, particularly those pupils who are disadvantaged or who have SEND, the knowledge and cultural capital they need to take advantage of opportunities, responsibilities and experiences in later life. Our curriculum remains as broad as possible for as long as possible. Children with SEND follow this broad curriculum in the same way as their peers.
- Leaders monitor provision to ensure that all children make progress and are learning what is intended in the curriculum. Leaders also scrutinise children's work and, where appropriate, recommend action - so that all children produce work of high quality, specific to their own potential and uniqueness as an individual, made in the image and likeness of God.

- Fluent reading at an age-appropriate level is a priority. All children in Nursery, Reception and Year 1 are taught phonics using the government-approved scheme 'Essential Letters and Sounds.' Children in year groups older than Year 1 access specific interventions using this same phonics scheme to enable them to become readers who are able to decode and comprehend at an age-appropriate level. These reading skills ensure that children are facilitated to access the rest of the curriculum.
- Class teachers use quality-first teaching in line with the Educational Endowment Foundation recommendations to ensure all children access learning. The SENDCO has delivered INSET training to all staff on the 5 recommendations for teaching children with SEND:
 1. Create a positive and supportive environment for all pupils, without exception.
 2. Build an ongoing, holistic understanding of pupils and their needs.
 3. Ensure all pupils have access to high-quality teaching.
 4. Complement high-quality teaching with carefully-selected small group and 1:1 interventions.
 5. Work effectively with teaching assistants.
- Children with SEND are included in all aspects of school life. They represent our school as part of sports teams, they are part of our extra-curricular after-school clubs, they take part in assemblies and productions, and they join their classes on school trips and in wider-curriculum experiences, such as visitors, Big Arts Week and National Science Week. All children are invited to take part in the sacramental programme with their families.

Achievement of pupils with SEND

EYFS: Of our 10 pupils with SEND, 3 did not achieve age-related expectations in Nursery and 3 did not achieve a Good Level of Development in 2023.

Key Stage One 2023: Of our 8 pupils with SEND –

4 achieved the expected standard in Reading

3 achieved the expected standard in Writing

3 achieved the expected standard in Maths

Key Stage Two 2023: Of our 24 children with SEND –

14 achieved the expected standard in Reading

10 achieved the expected standard in Writing

14 achieved the expected standard in Maths

The internal tracking data for this academic year to date shows that:

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

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

- Attendance for children with SEND: 96.2%
- Whole School Attendance: 95.3%
- No children have been suspended or excluded this academic year.

External agencies

School consults with the following professional services and works alongside them in devising targets for the development of our children with SEND. The services carry out observations of our children in our school setting, and provide staff with strategies, modelling and training. The advice given by the services directly impacts provision and outcomes for our children.

CLASS team (Communication, Language and Autism Spectrum Support Service)

SEMH team (Social, Emotional and Mental Health)

The Cognition and Learning team

Teachers and Teaching Assistants of the Deaf

Occupational Therapy

Physiotherapy

Speech and Language Therapy

School Nurse

Health Visitors

The Early Help team

Children's Social Care

Contact details of support services for parents of pupils with SEND

Our school SENDCO is Mrs Rachel Russell.

She can be contacted on the following Email address: sendco@st-peters.tameside.sch.uk

We also have a termly meeting for our SEND parents and families – SEND Friends is advertised on our school newsletter and website.

The following is a link to access Tameside's Local Offer for children and young people with Special Educational Needs and Disabilities: [Tameside Local Offer](#)

[Home Page - Our Kids Eyes](#) is a link to 'Our Kids' Eyes' – a registered charity offering support, information and activities to families of children with SEND in Tameside.

What are the procedures if I have a complaint?

1) Informal Stage

It is normally appropriate to communicate directly with the member of staff concerned. This may be by letter, by telephone or in person by appointment. Many concerns can be resolved by simple clarification or the provision of information, and it is anticipated that most complaints will be resolved by this informal stage. In the case of serious concerns it may be appropriate to address them directly to the Head Teacher [or to the Chair of the governing body, if the complaint is about the Head Teacher]. In the case of concerns about provision for children with Special Educational Needs and Disabilities, parents are invited to speak with their child's class teacher or with the school SENDCO (Mrs Russell) in this first instance. If you are uncertain about who to contact, please seek advice from the school office or the clerk to the governing body.

2) Formal Stage

If your concern or complaint is not resolved at the informal stage you must put the complaint in writing and pass it to the Head Teacher, [or to the Chair of Governors via school, if the complaint is about the Head Teacher], who will be responsible for ensuring that it is investigated appropriately.

Further information may be found in our complaints policy, which is located on our website.

Abbreviations used:

EHCP: Education Health Care Plan

SpLD: Specific Learning Difficulty

MLD: Moderate Learning Difficulty

SLD: Severe Learning Difficulty

PMLD: Profound and Multiple Learning Difficulty

SLC: Speech, Language and Communication Difficulties

ASC: Autism Spectrum Condition

VI: Visual Impairment

HI: Hearing Impairment

MSI: Multi-Sensory Impairment

PD: Physical Difficulty

Oth: Other Difficulties or Disabilities

SEMH: Social, Emotional and Mental Health needs

NSA: No Specific Assessment

GaPS: Grammar, Punctuation and Spelling

PKS: Pre-key stage

BARE: Below age-related expectations

ARE: At age-related expectations

AARE: Above age-related expectations