

# St Peter's Catholic Voluntary Academy SEND Information Report

2024/25



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# What is in a SEND Information Report?

The SEND information report identifies:

- the kinds of SEN that are provided for at St Peter's
- policies for identifying children and young people with SEN and assessing their needs
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes.
- arrangements for supporting children and young people in moving between phases of education.
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development.
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organizations
- arrangements for handling complaints from parents of children with SEN about the provision made at the school



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# The Leicestershire Local Offer

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicestershire.

The Local Offer brings together in one place information about health, education and social care for:

- children and young people from birth to 25 years old who have a special educational need or disability (SEND)
- parents and carers of children with SEND
- professionals working in health, care and education
- providers of services for children and young people

You can access The Leicestershire Local Offer at [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)



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# About us...

Head teacher: Luisa Rinaldi-Oxley [lrinaldi-oxley@stpetershinckley.net](mailto:lrinaldi-oxley@stpetershinckley.net)

SENDCo: Nicola Fraser [nfraser@stpetershinckley.net](mailto:nfraser@stpetershinckley.net)

Office Manager: Esther Crozier [office@stpetershinckley.net](mailto:office@stpetershinckley.net) Website:

<https://www.stpetershinckley.net/>

Age range: 4 to 11

Inspection: Ofsted (14&15.5.2024) - Good

Inspection: RE (27.3.2019) – Good



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# Our SEND Intent

At St. Peter's, we are committed to providing a high-quality education for all children at our school which enables them to achieve their best and become confident individuals.

Every teacher is a teacher of every child, including those with special educational needs and disabilities. We have high aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, through consistent communication, to enable outstanding outcomes for children with SEND.



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# SEND at St Peter's

Number of children in school - 202 (100%)

Number of SEND pupils – 16 (7.9%)

Number of pupils with EHCPs – 6 (3%)

Total number of children with additional needs – 22 (10.9%)

We make provision for ALL children including those who have significant learning difficulties and/or disabilities. We support children with...

- Communication and Interaction (CI) e.g. Speech and language and autism
- Cognition & Learning (CL) e.g. Dyslexia, Dyscalculia, moderate learning difficulties.
- Social, Mental and Emotional Health (SMEH) e.g. Autism spectrum disorders
- Sensory and/or physical (SD) e.g. visual & Hearing impairment.



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# Quality first Teaching

‘Every Teacher is a Teacher of SEN’. Provision for children with SEND is a matter for the whole school. The governing body, the school’s Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All children in school should be getting this as a part of excellent classroom practice when needed. For your child this would mean:

- Teacher has the highest possible expectations for your child and all pupils in their class.
- Teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies are in place to support your child to learn. Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress



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# What is SEND?

SEND stands for Special Educational Needs/Disabilities

Indicators of possible SENDs are...

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
- **Below expected rate of development** (physically and mentally).
- **A significant difference in learning styles.**
- When a **SpLD** may be present.

If it is agreed by teachers, parents and the SENDCo then a child will be placed on our School SEND Register.



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# Assessing and Identifying

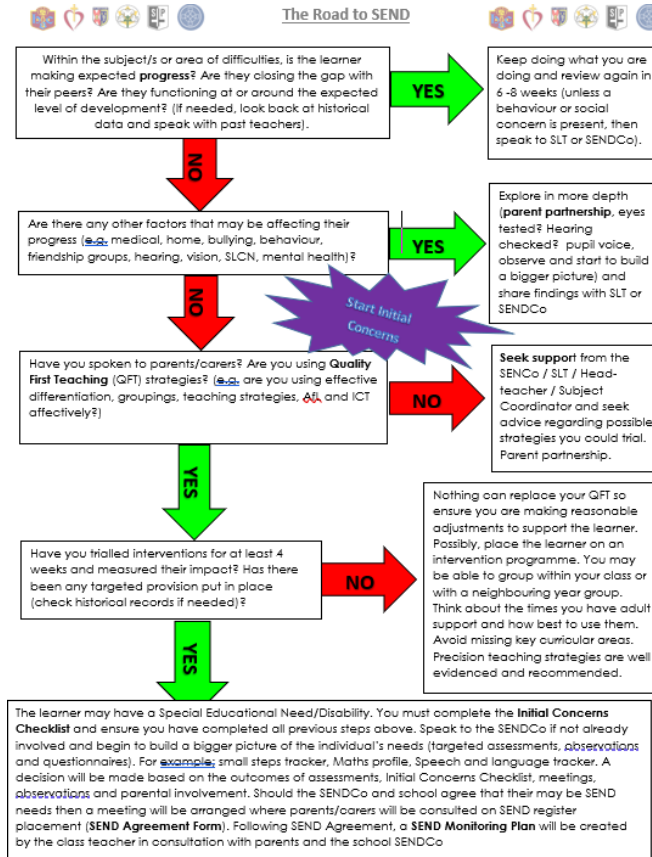
- Teachers use the 'Road to SEN' to help guide them identification of SEND.
- Teachers begin 'Initial Concerns' documents when they have a concern about a pupil's progress.
- Teachers assess all pupils termly using Target Tracker (Year group Progression Steps).
- SENDCo along with the SLT collaborate to identify groups who may require additional and/or different support.
- Children who have SEND are continuously tracked using the Assess, Plan, Do, Review Cycle every 6 to 10 weeks. This tracking is based on personal targets.
- The school also uses other forms of assessment such as checklists, small step trackers, assessments from other professionals and personal assessments linked to each individual.



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# The 'Road to SEN'



*Note to staff: The above 'Road to SEND' is a recommended route for learners however there may be exceptions. Please use your professional judgement and the support of colleagues. If you do have any concerns and need support or guidance about any child, then please contact the school SENDCo on [psaxton@aquinas-cmat.org](mailto:psaxton@aquinas-cmat.org) who will offer suggestions.*



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# Partnership - Other Professionals

- The SENDCo works closely with a variety of professionals.
- Such as, Speech and Language Therapist, Educational Psychologists and Specialist Teaching services (Hearing, Vision and Autism)
- The school will regularly communicate with health professionals including the schools nurse, GPs, occupational therapists and community paediatricians



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# Partnership – Communication



- Each class teacher has an open door policy and is happy to communicate with parents on a regular basis.
- In some circumstances, SEND pupils have communication books.
- The SENDCo invites SEND parents, 2 to 3 times a year, to parent forums.
- Teachers will meet SEND parents 3 times a year to share and discuss targets and next steps forward for pupils.
- The SENDCo freely distributes his email address to SEND parents to ensure they always have a line of communication.



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# Partnership – Pupils & Parents

|  |                    |  |                     |     |                          |   |   |
|--|--------------------|--|---------------------|-----|--------------------------|---|---|
|  | <b>Name:</b>       |  | <b>SEND Status:</b> | N/A | <b>EHCP/ITUF Start:</b>  |   |  |
|  | <b>D.O.B:</b>      |  | <b>Other:</b>       | N/A | <b>EHCP/ITUF Review:</b> |   |   |
|  | <b>Class/Year:</b> |  | <b>EAL:</b>         | No  | <b>Funding:</b>          | £ |   |

**Pupil Passport**


**Strengths / Interests / What people appreciate about me...**

*Pupil Voice:*

*Parent/Carer Voice:*

**Area of Difficulty / My Needs (Summary)**

> Describe the Pupil's Barriers to learning.



**Aspirations / What's important for the future...**

*Pupil Voice:*

*Parent/Carer Voice:*

**How best to support me (Strategies / Resources / Adaptations / Advice, etc)**

> Describe strategies and support needed to overcome barriers to learning

**Barriers to Learning / What I find difficult/challenging...**

*Pupil Voice:*

*Parent/Carer Voice:*

**My Long Term Outcomes (Academic School year)**

Outcome 1:

Outcome 2:

Outcome 3:

**What helps me...**

*Pupil Voice:*

*Parent/Carer Voice:*

- Children and families are at the heart of everything we do.
- Pupil Passports have been created to ascertain the views of family members and pupils.
- It is proven that with a shared focus and collaboration between home and school then children will make greater progress.



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# Class Outcome Plans

## St Peter's Catholic Voluntary Academy

|             |  |             |  |           |  |          |  |  |  |
|-------------|--|-------------|--|-----------|--|----------|--|--|--|
| Start Date: |  | Year Group: |  | No. SEND: |  | No. PP:  |  |  |  |
| End Date:   |  | No. Class:  |  | No. EHCP: |  | No. LAC: |  |  |  |

### Class Outcome Plan (COP) 1

| Pupil's Name | Pupil Group / SEND | Entry / Baseline | SMART Target | Intervention / Provision | Frequency | Evidenced in | Adults involved | Exit / Baseline Review | Review Comments | Plan 1 Progress (1-2) |
|--------------|--------------------|------------------|--------------|--------------------------|-----------|--------------|-----------------|------------------------|-----------------|-----------------------|
|              |                    |                  |              |                          |           |              |                 |                        |                 |                       |
|              |                    |                  |              |                          |           |              |                 |                        |                 |                       |
|              |                    |                  |              |                          |           |              |                 |                        |                 |                       |



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# Personal Outcome Plans

## St Peter's Catholic Voluntary Academy

|               |      |                              |                   |                    |                |
|---------------|------|------------------------------|-------------------|--------------------|----------------|
| <b>Name:</b>  | Phil | <b>SEND?</b>                 | Y / N / WATCH     | <b>EHCP/Other:</b> | Y / N / SENDIF |
| <b>D.O.B:</b> | DOB  | <b>Pupil Premium?</b>        | Y / N / SPP / LAC | <b>EHCP Date:</b>  | Date           |
| <b>Year:</b>  | Year | <b>Other (give details):</b> | e.g. EAL          | <b>Funding:</b>    | Hours / £      |

### Personal Outcome Plan 1

| EHCP OUTCOME | Entry / Baseline | SMART Target | Intervention / Provision | Frequency | Evidenced in... | Exit / Baseline Review | Comments |
|--------------|------------------|--------------|--------------------------|-----------|-----------------|------------------------|----------|
| Outcome 1    |                  |              |                          |           |                 |                        |          |
| Outcome 2    |                  |              |                          |           |                 |                        |          |
| Outcome 3    |                  |              |                          |           |                 |                        |          |
| Outcome 4    |                  |              |                          |           |                 |                        |          |



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# Class/Personal Outcome Plans



We...

**Assess** every 6 to 10 weeks,

**Plan** next steps in collaboration with SENDCo, teachers, parents, external agencies and pupils.

**Do** and implement agreed intervention and/or support

**Review** at the end of the 6 to 10 week cycle to inform progress and impact.

**Repeat** the process again and improve/change practice, if applicable.



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# Provisions and Interventions

Provision across the school varies from:

- One to one support
- Small group support
- Pre-teaching (intervention before whole class teaching) Proactive.
- Overlearning (teaching concepts over and over again)
- Post-teaching (intervention after whole class teaching) Reactive.
- Immediate teaching/intervention (on the spot) during lessons.
- Precision Teaching (personalised teaching programmes).
- ELSA Support (Emotional Literacy Support)
- Speech and Language Therapy.

The majority of interventions and/or provisions are evidence in pupil's SEND Target Books



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# Education, Health and Care Plans

- An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to schools to use and implement in the best way to support the individual.
- In order to obtain an EHCP, a school must demonstrate support for a pupil at or around £6,000 to £10,000. Also, a pupil must meet certain criteria, this can be discussed with the school SENDCo in more detail,
- You can find more information about EHCPs from the school SENDCo or the Local Authority website.... [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)
- The school currently has 6 children with EHCPs.
- The SENDCo is experienced in identifying pupils who may require an EHCP.



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# Emotional Literacy Support Assistant (ELSA)



At St Peter's we recognise that there will always be children facing life challenges that detract from their ability to engage with learning. As a result, some children will require greater support to increase their emotional literacy than others. We are pleased to offer the ELSA Program at St Peter's, an initiative developed and supported by Educational Psychologists. For more information, speak to the SENDCo or ELSA.



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# SEND & the Curriculum

- We recognise that children identified with SEND have strengths in a variety of subjects.
- It is our intent to ensure that barriers to learning are removed to ensure our SEND children succeed in the wider curriculum.
- Our curriculum is creative, imaginative and meets the needs of all pupils. Giving them transferable knowledge and skills for the next stage in their education.



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# Training and Expertise

- The SENCo is working towards the National SENCO Award.
- We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN.
- The SENCO attends relevant SEN courses, SENCo Network meetings (locally and within the MAT) and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- Staff members responsible for the support of our SEN pupils have a developing subject knowledge provided by Class teachers, SENDCo or external agencies in the form of training and/or good practice modelling.



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# Resources and Equipment

- Raised Desks and sensory cushions.
- Dyslexia friendly resources (e.g. book marks)
- Visual Aids
- Pencil grips and specially designed pencils and pens (Stabilo easi-grips)
- Sand timers.
- ICT – Laptops, iPads.
- Fine/Gross motor skills activities (sorting and threading, etc).
- A variety of paper resources.



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# Transition

- One of the benefits of being a close, family orientated school is that children know the majority of staff. Despite this, we still endeavour to ensure class teachers meet to discuss SEND pupils and that children have an opportunity to be taught by their new class teacher.
- Also, it is the little things that help children with SEND settle into a new class. E.g. where their new peg will be and where they will sit can all be agreed before the child steps foot into their new class.
- The SENDCo will endeavour to meet with your child's secondary school SENDCo to ensure they fully understand your child's needs.
- Additional transitioning is arranged as well as normal transition days for Secondary.
- If your child is due to transfer to a specialist provision, we will often facilitate transitioning by inviting your chosen secondary school to your child's October Annual Review (EHCP only).



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# Complaints about SEND

- First, speak with your class teacher.
- Second, speak to the SENDCo
- Thirdly, speak to a member of the SLT (Head/Deputy-Head Teacher)
- Finally, speak with the head of the governing body.
- You can find out more in the complaints procedure ....



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# Governing Body

The **SEND Governor** is the Governing Body's champion for Learners with **SEND** and those with inclusion needs. He or she will support and challenge the school to ensure that no Learner is treated less favorably, denied opportunity or left behind because they have additional needs.

The SEND governor for St Peter's is Liz Franklin

The SEND governor and SENDCo work closely together and meet approximately once every term.



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# Support Services

- Specialist Teaching Services Telephone: 0116 305940
- Autism Support Service Telephone: 0116 305940
- Hearing Support Service Telephone: 0116 305940
- Learning Support Service Telephone: 0116 305940
- Vision Support Service Telephone: 0116 305940
- Psychology Service Telephone: 0116 305510
- The Parent Partnership Service Telephone: 0116 305614
- SENA - 0116 305660
- SEDIASS - 0116 305 5614
- Website details of LA local offer: [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)



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# Relevant Documentation

You may also be interested in...

- School SEND Policy
- Safeguarding policy
- Behaviour policy
- Accessibility Policy
- If any of the above are not accessible via our website then please do not hesitate to request a paper copy.



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