

St Peter's Catholic Primary School



SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities. All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

St Peter's is a mixed Voluntary Aided Catholic Primary School with currently 206 pupils, age range 4 years to 11 years. The school has a large catchment area serving the parishes of St. Peter's Doncaster and St. Paul's Cantley.

The school offers a broad and balanced curriculum rooted in the Catholic Faith. The school ethos and recognition of the uniqueness of each individual is central to the life of the school. This presents in the nurturing of mutual care and respect as well as the fostering of each child's full potential.

Mission Statement

Working in partnership with all involved in the life of St. Peter's, we are striving to develop a community based on Gospel values of love, understanding and mutual respect. We provide a rich and varied curriculum to enable our children to reach their full potential as unique individuals created and loved by God.

We hope that by working together and playing together, we may learn to love and respect God, his people and the world in which we live.

Vision Statement

Learning gently in the love of God

How we identify if your child may need additional help and/or has special educational needs (SEN)

All of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children.

Your child may be identified as having SEND if :

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability or medical condition which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

In addition half termly Summative assessments take place within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Continuous formative assessment is used by teachers to inform marking and feedback. This information also helps teachers set appropriate targets and assess individual needs.

The following policies are used to support identification:

- Special Educational Needs Policy
- Inclusion Policy
- Behaviour Policy
- Supporting Medical Needs Policy
- Teaching and Learning Policy Assessment Policy

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents and carers are invited to a meeting with the class teacher, SENCO (and/or Head teacher if appropriate) as soon as concern is raised.

If your child requires a Special Educational Needs (SEN) support plan then parents will be asked to share their views to build the contents of the plan to reflect the needs of your child.

Parents will be invited to attend termly review meetings to: update support plan information; discuss progress towards any previous targets; and set new targets. Copies of target review information and new targets are forwarded to parents/carers.

Parents/carers are encouraged to come in to school to meet with staff/SENCO/Head teacher if they have any concerns and not to wait until planned review meetings.

Parents are consulted regarding any changes that may affect their child through the parents preferred way of communication ie telephone or face to face contact or letter.

How we will involve your child in the planning and review of their support]

The child will be able to express their opinions through 1:1 work with the class teacher, support assistant or SENCO. This feedback is then shared with all other adults in the review meetings.

Children are involved in developing their SEN support plan. They become actively involved in reviewing and developing their own targets in relation to their strengths, difficulties, interests and building on their existing skills.

Children are invited to meetings if this is felt by parents/carers and staff to be appropriate to

their age and stage. They may attend part of a meeting, whole meeting or have their opinions fed back if the meeting situation is felt to be inappropriate for the child. A flexible approach is adopted to account for the differing needs of our children.

Children are asked to give their views and opinions regarding their learning experience and to reflect on their strengths and difficulties. This will then inform the class teacher, learning mentor and SENCO how to plan and support a personalised learning programme that reflects the child's needs.

How we match the curriculum, teaching and learning approaches if your child has SEN

The curriculum is adapted to suit every child in school with external partnership support where necessary (for example, with ASD team, Hearing Impairment and Visual Impairment team support).

Although SEND can generally require additional support, children in our school are supported to develop their strengths and through taking part in a broad and balanced curriculum are encouraged to do so. This balanced curriculum is delivered by Quality First Teaching which is given to all the children in school.

For your child this would mean:

- The class teacher has the highest possible expectations for all pupils in their class.
- The class teacher closely monitors the progress of all pupils in the class and their planning responds to this.
- All teaching is based on building on what your child already knows, can do and can understand.
- The teacher may direct a Teaching Assistant to work with children as part of normal working practice.
- Different ways of teaching are employed so that children are fully involved in learning.
- Specific strategies (which may have been suggested by the SENCO or other agencies) are in place to support learning.

Smaller group work

Intervention groups to target specific objectives may take place within or withdrawn from the classroom and be run by the class teacher or a Teaching Assistant who has had appropriate training and is under the supervision of the class teacher.

How we provide additional support if your child has learning needs

The progress of all children attending St Peter's is continually monitored by his/her class teacher. His/her progress will be reviewed each half term with the Senior Management Team in reading, writing and maths.

Emotional well-being is also monitored, as we believe that a child's emotional well-being can have a significant impact upon their ability to learn and progress.

At the end of years 2 and 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. In addition, the children in year 1 are assessed in phonics.

Where necessary, children will have a SEND Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed minimum termly (or as required) evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' cycle. This process will take place with involved agencies, the pupil and parent/carer voice included.

The progress of children with a statement or an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutiny and lesson observations will be carried out by the members of the Senior Management Team. These will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How we provide additional support if your child has social and communication needs

The SENCO supports the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes both individual and whole school training on SEND issues, such as Autism Spectrum Disorder (ASD), dyslexia and speech and language difficulties, making reasonable adjustments.

Children with social and communication needs will be carefully monitored and assessed to identify their specific difficulties. A range of teaching strategies and techniques will be explored to find the most appropriate method of supporting your child. This could include: a sensory diet involving their learning tasks broken down into shorter, more manageable chunks with carefully planned sensory breaks; a visual timetable, with additional visual prompts or resources to support their understanding and to allow them to communicate effectively; and access to a lunchtime support, to provide them with the opportunity to access purposeful play opportunities in a safe and structured environment.

At St Peter's we adopt a **whole school approach**, with all staff working together to support individuals and to implement effective teaching strategies.

Additional support from outside agencies may be requested for children with more complex social and communication difficulties. This would always be done in consultation with parents/cares. Programmes of support may be set by the outside agency and provided within school through targeted intervention.

How we provide additional support if your child has physical, sensory and/or medical needs

At St. Peter's we work with a variety of outside agencies including Occupational Therapists, Physio Therapists and Speech and Language Therapist to support programmes specifically set to individual needs.

Staff are trained to support children with physical and medical needs as appropriate e.g. staff have been trained in moving and handling, a range of medical support including for children with diabetes and the use of an epipen.

Medical needs support is always in place via a care plan which is developed with parents and medical professionals and the SENCO. All staff are made aware of the care plans. Medical support is developed according to the child's individual's needs. These plans are reviewed each term, or more frequently, as the need arises.

A physical disability may be supported by adapting the resources and environment to meet the child's specific needs. This would be done in consultation with parents/carers and the relevant agencies.

How we provide help to support your child's emotional health and well being

At St. Peter's school we understand the importance of emotional well-being. Raising self-esteem and encouraging a positive self-image is important for children to feel good about themselves and become resilient in the face of difficulties.

All children are provided with differentiated activities within the classroom that reflects their current stage of development. They will be encouraged and supported to discuss their feelings and emotions in relation to their life experiences. This will deepen their awareness and understanding of their own feelings and help to recognise the feelings of others. The children's emotional literacy will be supported and developed in a variety of ways such as;

- Regular circle-times within the class
- Withdrawn smaller group circle-time sessions for children who are struggling to access this activity in a larger group.
- Buddies
- 'Worry box' which encourages children to talk about their feelings by writing it down and posting it in the box. The Head Teacher will then check the worry box and take the child for a chat if they feel it is beneficial for the child. The children have the opportunity to decline this if they wish.
- Thrive- this is a programme run within school which is fully resourced and we have highly skilled teaching assistants who support many children to develop their mental, emotional and social well-being.
- If a child is experiencing emotional difficulties that are impacting on their well-being then a meeting with parents will be requested by the class Teacher, SENCO or Head Teacher to discuss the most appropriate support.
- A referral to external agencies may be required if your child is experiencing prolonged emotional and social difficulties that is impacting on their emotional well-being. This may involve Occupational Therapy, CAMHS, Educational Psychologist or the School Nurse. This may involve the child being assessed and school being advised to offer a programme of support or adapted teaching techniques.
- For children who may have faced some form of loss or family difficulties, we offer a 'Rainbows programme where the aim is to enable the child to build up his/her self-esteem, learning coping skills, to let go of what has happened and move on.

How we promote developing independence

St Peter's School Council is an elected group that has input into how the school is run and they take the lead on specific issues e.g. fund raising. The school council is made up of a range of ages and this also allows for developing independence and personal responsibility.

In all aspects of the curriculum, we encourage children to take a lead in their own learning and develop questioning skills, make their own enquiries and carry out investigations.

St Peter's promotes positive behaviour through its high expectations and consistent implementation of the behaviour policy by all staff.

How we measure and review your child's progress against their targets and longer term outcomes

Every child's progress is tracked, through observation and assessment throughout the year. Children's targets are set as a result of this assessment and pupil progress meetings are held each half term between the class teacher and SMT to discuss their learning progress and next steps.

Ongoing feedback and dialogue between teacher and children happens daily in their work, as a result of our marking and feedback policy. Where issues are identified, they are acted upon quickly through 1:1 and small group intervention and support.

For children with additional needs SEN Support Plans are developed through consultation with everyone involved with the child. This includes parents, outside agencies and the child themselves, as well as the staff in school. These plans are monitored regularly and meetings take place at least termly, to discuss progress and determine next steps.

Children that are supported by a Statutory Assessment (statement) or and Educational Health and Care Plan (EHCP) will have a review at least annually to review both short term and long term outcomes. This will involve parents, education and the local authority. New short term and long term targets will be set in response to the views and opinions of everyone involved.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We regularly review our provision and develop our school environment to ensure accessibility for all (Accessibility Plan regularly up-dated). We work with Occupational Therapy, Physio Therapy and other agencies, who help to adapt our learning environments in order to ensure that individual children have access to all learning opportunities.

Additional resources to support a child's individual needs are provided to promote the child's safety and well-being.

We have disabled access and this allows for ease of access, both for pupils and other visitors who may have additional needs or be wheelchair users etc.

We have a disabled toilet; a shower and changing bed facilities for children to be changed if necessary.

How we include children with SEND in the life of our school

St. Peter's is committed to its policy of equal opportunities. We embrace the principles of inclusion, equality and diversity.

All children, regardless of age, ability, gender or race have an equal entitlement to the curriculum (Refer to Inclusion Policy).

Any decision which limited a pupil's entitlement to the National Curriculum would only be taken after consultation with the pupil's parents and with the appropriate support services and LA Inspector/Advisory staff in accordance with regulations.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

St Peter's school tries to ensuring that all children's needs are met. Any additional training required is always kept up to date through our ongoing programme of staff CPD. The SENCO takes part in termly Network Meetings with the Local Authority and SENCO Pyramid Meetings. Specific training includes:

- First aid (including Paediatric first aid)

- Safeguarding
- Thrive
- Cygnet Practitioner training to support children diagnosed with an ASD.
- Lego therapy.
- Dyslexia
- Downs Syndrome
- Loss and Trauma (Rainbows practitioners)

External support and expertise we can call upon to help us to meet children's needs

At St. Peter's School, we welcome additional support from external agencies in order to assist the School in meeting the needs of students and their families. Advice is sought from professionals in a number of SEND fields, with opportunities made to train both Class Teachers and Teaching Assistants in order to pass on information to the School community. When seeking advice regarding individual students, we always inform the parents or carers, explaining what is hoped to be gained from the professional input.

Consent is always requested with any referral forms signed by either the parents or carers. Examples of some of the external provision utilised in school is listed below:

Local Authority Provision delivered in school:

- SEND Team – offering support and advice to both the School and families
- Autism Outreach Service (ASCETs – Autism and Social Communications Education and Training Service)
- Education Psychology Service
- Sensory Service for students with visual or hearing impairments
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Outreach Support from the Special Schools (e.g. Stone Hill, Pennine View, etc.)
- Pupil Learning Centre (based at Bentley New Street School)
- Early Years Team

Health Provision delivered in school:

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- Child and Young Persons Mental Health Service (CYPMHs – formerly CAMHs)

Other External Agencies:

- Children's Centres
- Early Help (under Doncaster Children's Services Trust)
- Intensive Family Support Service (under Doncaster Children's Services Trust)
- Social Care (under Doncaster Children's Services Trust)
- Education Welfare Service

How we prepare children to join our school

All children have transition opportunities and are encouraged to visit school and become familiar with the children and staff who will be working with them.

Where appropriate, staff will attend TAC meetings and any other meetings in preparation for

children joining the school. We will work with the parents and professionals who know the child best, access training before the child joins the school, if this is needed, and ensure that appropriate equipment is in place before starting.

If required, an individualised transition plan will be designed to ensure the child and the staff involved, have the maximum opportunity to adapt to their new setting. This may involve a transition book with photographs of key staff members and learning environment for the child to take home.

All parents are invited to attend a series of information meetings to ensure they understand any current changes in their child's education and how this will be delivered within school. This allows parents to gain information, to ask further questions and express any concerns. All children have transition opportunities and are encouraged to visit school and become familiar with the children and staff who will be working with them.

How we prepare children to move on from our school

Transition work is planned well in advance in the Summer Term with the SENCO team from The McAuley Catholic School. All children take part in transition events to secondary schools, but additional packages of support and transition activities are also developed for each pupil according to their needs. This can cover additional visits to their new school to see break times, lunch times and other key areas of the school before the usual transition activities with the rest of the class.

All information is handed over to the receiving school well in advance and where appropriate, staff from the receiving school are invited to attend TAC meetings, review meetings etc. in the run up to transition.

Where children are transitioning at other points of their school career individual packages of transition support can be put in place. We encourage the family to take the child to visit the new school and the SENCO will attend meetings if required and hand over all necessary information prior to the child starting their new school.

How we deploy our resources to meet the needs of children with SEND

Resources are deployed through the School based on individual student's needs. Areas to support are highlighted through the targets set at SEND Support Plan meetings, with requests for additional support or resources made to the SENCo. The SENCo will then pass this information onto the Senior Leadership Team.

The Senior Leadership Team and the Governing Body are responsible for the designation of budgets within the School. The Head teacher directs the deployment of Teaching Staff and Teaching Assistants. Each class has a Teaching Assistant throughout the day. This Teaching Assistant has been prepared to support the students on the SEND Register in their class. This consistency of adult presence in class helps to develop the relationships with all students. The Teaching Assistants deliver support in class and will deliver the Teacher-designed interventions or programmes of interventions for specific groups of students, including those on the SEND Register. Teaching Assistants have been specifically designated to support our students with Education, Health and Care Plans. In these Plans it is the Local Authority (from advice provided by the school and family) who dictates where resources are deployed, the

School being legally required to follow what is written.

There is a Provision Map as an overview of all interventions currently taking place within the School, in addition to a Provision Map for each student. This is a record of every intervention and strategy of support for each student on the SEND Register. The Provision Map is also a tool for the Senior Leadership Team, SENCo, Class Teachers and Teaching Assistants and is also used in the transition process. Student progress is recorded alongside each intervention. The cost of each intervention is calculated and recorded, with interventions and programmes of intervention continually monitored, reviewed, adapted and changed accordingly. The SENCo monitors the effectiveness of interventions, feeding back to the Senior Leadership Team.

Advice is sought from Outside Agencies with any recommended and/ or necessary equipment hired or purchased. The School has a growing bank of resources in school including intervention programmes, information, guidance packs, books and equipment to support specific needs.

Contacts for more information

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