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St Peter's Catholic Primary School

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Age Range: 4+ to 11 years

Telephone number: 01455 634087

Inspection details: Date of last inspection day: 16th May 2013

Outcome of last inspection: Good

SECTION 2

School/College information

Total number of students with special educational needs and disabilities: 21

Total number of students receiving additional learning support: 21

SEND Broad areas of need

Communication and Interaction

Sensory and or Physical needs

Social, Emotional and Mental Health difficulties

Cognition and learning

SEND Experience

Asthma , Attachment disorder, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) , Autistic Spectrum Disorder (ASD) including Asperger's, Braille, CAMHS, Challenging behaviour, Diabetes, Dyscalculia, Dyslexia, Dyspraxia, EPI Pen, Fine motor skills training, Language impairment EAL / ESOL, Makaton, Moderate Learning Difficulty (MLD), Multi-Sensory Impairment (MSI), Obsessive Compulsive Disorder (OCD), Personal Care including toileting and feeding, Specialist ICT equipment including magnification, speech recognition, touch screen, Specific Learning Difficulties (SpLD), Speech and language therapy (SaLT), Speech disorders including i.e. stuttering/stammering, Speech Language and Communication Needs (SLCN), Visual Impairment

SEND accessible services/approaches

Disabled Access, Guide dogs allowed, Hearing Loop, Sensory Activities, Special Diet

Special Needs Access, Specialist Changing Facilities



Describe the areas of support and experience you currently offer to meet needs of children and young people with SEND.

Saint Peter's is an inclusive mainstream school where we believe in every child reaching their potential. We see each pupil as an individual and therefore the needs of every child are different. The school aims to create a community which is based upon Christ's commandment of 'Love one another', which shows care and concern for all and is characterised by honesty and the desire to improve.

If you have any concerns about your child's progress you should initially speak to your child's class teacher.

Mrs Quinn, the SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Developing and reviewing the school's SEN policy
- Coordinating provision for children with special educational needs
- Updating the school's SEND Record
- Liaising with and advising colleagues on the graduated approach; providing additional SEND support

- Ensuring that the records of all children with SEND and their progress are kept up to date
- Liaising with professionals who may come into school to work with your child with, for example, an Educational Psychologist, Speech and Language Therapist, Autism Outreach worker and the School Nurse
- Liaising with parents/carers to ensure they are involved in supporting their child's learning and are involved in reviewing how their child is doing
- The SEND Governor, Mr. Connolly, is responsible for making sure support is provided to any SEND child who attends the school

Our pupils have a range of needs including; visual impairment, social or emotional difficulties, autism, speech, language and communication difficulties. These are classified by the SEND Code of Practice under four broad band areas of need: Communication and Interaction, Cognition and Learning.

We are a school of 208 pupils. Of our pupils 4 have a registered entitlement to free school meals. Of our pupils 21 are recorded on our SEN Record as requiring SEND support.



What policies does Saint Peter's have for the identification and assessment of pupils with special educational needs and disabilities?

The class teacher is responsible for:

- Planning and delivering an exciting and inclusive curriculum for all pupils
- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need through high quality inclusive teaching which could lead to additional or targeted support. This is based on thorough assessment of pupils through observations and class-based assessments.

- If a teacher is concerned about a pupil's progress they will fill in an 'Initial Concerns' form and discuss this with the Special Educational Needs Coordinator, Mrs. Clare Quinn.
- If you continue to be concerned that your child is not making progress, please make an appointment to meet with the SEN Coordinator.
- Pupil Progress Meetings are held each term where children who are not making expected progress are identified. Parent Meetings are held each term. The involvement of outside agencies will be used in consultation with parents.



SECTION 3

How will Saint Peter's evaluate the effectiveness of your provisions for these pupils?

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND.

Saint Peter's follows the graduated approach to SEND provision, using the cycle of Assess, Plan, Do, Review.

An EHC Plan is an Education Health Care Plan which supports children with more complex needs. From September 1st 2014 these have replaced the Statement of Special Educational Needs.



What arrangements does Saint Peter's have for assessing and reviewing the progress of these pupils?

The class teacher is responsible for monitoring the progress of all pupils, including those with SEND.

Concerns will be noted and discussed; next steps will be agreed, monitored and evaluated.

Teachers meet with parents three times a year and in consultation with pupils, look at the SEND Support Plan and review achieved targets, then new targets are devised.

In addition, Pupil Progress Meetings are held each half term where children who are not making expected progress, are identified. Interventions will be put in place and assessed at the next meeting.

When children are withdrawn for intervention, they record work in a special 'Target Book', which is a working document. Key skills which are embedded during these sessions are also revised back in the classroom. Interventions are monitored and evaluated by the class teacher and SENCo.

If there are still concerns about a pupil's attainment and /or progress outside agencies may be involved, with parent/carers consent, to carry out formal assessments and provide targets for staff to follow to support the children.

If a pupil is assessed as having a significantly greater difficulty in learning than the majority of others of the same age and special educational provision needs to be made for them, then they will be identified as having a special educational need. Pupils will then be placed on the school's SEND Record. Children identified as having a special educational need or disability will have a SEN Support Plan (SEN SP). The SEN Support Plan will set out targets for the child which are different from or additional to the rest of the class.



Our approach to teaching SEND pupils.

Saint Peter's seeks to enable pupils who have special educational needs to be included successfully within mainstream education. This means that we have a clear responsibility to make reasonable adjustments to accommodate the needs of pupils with special educational needs and disabilities.

Teachers have high expectations for every child in their class. Teaching is based on building on what your child already knows, can do and can understand. Assessments are made to identify gaps in understanding. A variety of teaching styles are used to ensure each child can take an active part in their learning. The classroom environment may include work stations to reduce sensory stimulation, coloured overlays and visual timetables.



How we adapt the curriculum and learning environment for SEND pupils.

Every teacher is a teacher of all children, including those with SEN. It is the class teachers' responsibility to make reasonable adjustments to ensure access to learning for all pupils in their class.

Teachers will use a wide range of strategies, enabling SEND pupils to take part in the curriculum, such as: using coloured overlays, pre-teaching concepts, visual timetables, rest breaks, writing frames and access to laptops.

How we provide additional support to aid the learning of SEND pupils at Saint Peter's.

SEN support for children with SEND is first and foremost the responsibility of the class teacher. Additional support is provided for SEN pupils through quality first teaching, the careful deployment of teaching assistants and outside agencies. However, if it is deemed necessary, extra support may be provided which could include:

- Individual or small group withdrawal
- In class support for a limited time
- Technological support – using a dictaphone, talk tin, headphones and laptop to record work
- Interventions from outside agencies: Speech and Language Therapist (SPLD), Autism Outreach Service (AOS), Child Adolescent Mental Health Service (CAMHS), Educational Psychologist, Vision Support (VI), ADHD Solutions, School Nurse
- Special arrangements for assessments: enlarging texts, applying for additional time



Activities which are available at Saint Peter's for pupils, in addition to those available in accordance with the curriculum.

Saint Peter's is an inclusive school and all extra-curricular activities are available to all children. We provide a range of additional activities to support and inspire children to achieve and reach their full potential:

- Breakfast Club each morning
- Monday night running club
- Football Club
- Dancing

- Chess club

Additional adult helpers are provided for trips if extra support is needed. Parents are encouraged to help with trips.



Support is available at Saint Peter's for improving the emotional and social development of these pupils.

Saint Peter's strongly believes in developing a child's social and emotional development. By building self-esteem, confidence and emotional wellbeing this will enable them to become happy and successful individuals who are able to reach their potential, academically and personally. The school teaches PSHCE through 'Statements to Live By' which form part of our weekly act of worship and class lesson.

In addition to this, children in Key Stage 2 may receive additional support through ELSA (Emotional Literacy Support) sessions run by Mrs. Helen Booker on Monday and Thursday afternoons. Children work individually or in a small group to develop social and emotional skills. Chatterbox groups are also run in Key Stage 1 by Mrs. Barber, developing social communication.

If a child finds playtimes/lunchtimes difficult, the school will provide alternative activities, such as using the computer or socialising in a small group within school.

Children are educated as much as possible in their classrooms, working alongside peers and with Talk Partners. However, reasonable adjustments are made to accommodate pupils if they find the classroom environment difficult.

The Head Teacher is available at the start and end of the school day on the playground to discuss any issues and has an open door approach to seeing parents.



SECTION 4

Special Educational Needs or Disabilities (SEND) contact details

The SENCo is Mrs Clare Quinn, Telephone: 01455 634087 or email: cquinn@stpetershinckley.net

Mrs Quinn can meet and discuss SEN issues on Thursday afternoons: 1:15-3:20.

Mrs Booker runs the ELSA support (Emotional Literacy Support) and can be contacted by email: hbooker@stpetershinckley.net



SECTION 5

How Saint Peter's supports a parent/carer with a concern or a young person who was worried about their learning

In the first instance parents/carers would speak with the class teacher. The SEND target book would be shared and ways to move forward, discussed. The SENCo or Head Teacher may also become involved. Short term targets would be set up, ensuring good communication between home and school.



Expertise and training of staff at Saint Peter's in relation to SEND pupils and how this specialist expertise is secured?

Training is ongoing according to the needs of the whole school and individual year groups. Over the eighteen months staff have received:

As part of the SALT group we work with Educational Psychologists

- Autism training through Autism Outreach Services (AOS)
- ADHD training through ADHD Solutions
- Epi-Pen Training
- KS1 staff have received Makaton training
- All staff have received advice from the Speech and Language Therapist, Emily Allen.
- Key Stage 1 staff have received Ruth Miskin phonics training
- STS (Specialist Teaching Service) for advice regarding Dyslexia
- School Nurse is available for advice



Q12 How will equipment and facilities, to support these pupil at Saint Peter’s, be secured?

Saint Peter’s works in partnership with outside agencies to meet the needs of children with SEND. Special equipment, medical advice and specialist aids may be required e.g. visualisers/computers/headphones. The school works alongside these agencies to provide equipment.

Saint Peter’s makes reasonable adjustments, under the guidance of the Local Authority, to meet the needs of SEND pupils.



Arrangements at Saint Peter’s for consulting parents / carers of these pupils about, and involving them in the education of their child?

- Parents are invited to attend Paring’s Evening where their child’s SEN Support Plan will be reviewed. During this meeting targets are discussed and reviewed, with new targets set.

- The SENCo also invites parents of children with SEND to a coffee afternoon each term where they can meet some of the teaching assistants their child works with and discuss any concerns they have with the SENCo.



Q14 What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

Children are asked to make a contribution to their SEN Support Plan.

Pupils complete a questionnaire for the SENCo each term to review how they are feeling. The SENCo reviews these questionnaires and will discuss any concerns with the class teacher. The Head Teacher invites pupils for tea and biscuits each term to discuss how they enjoy their learning. Being an inclusive school, the School Council is open to any pupil.



Arrangements are made by Saint Peter's governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

Parents should first seek to discuss their concerns with their child's class teacher. Alternatively they can speak to the SEND Coordinator.

If your complaint is not resolved you can request a meeting with the Head Teacher, Mrs Luisa Rinaldi-Oxley.

In the unlikely event that your issue is not resolved you can contact the Chair of Governors, Mr Jim Connolly, through the school office.



How Saint Peter's governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families.

Saint Peter's works with outside agencies who are involved in meeting the needs of pupils with SEND and in supporting the families of such pupils:

The Educational Psychologist (EPIC), Autism Outreach Service (AOS), Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Service Visual Impairment (VI), Speech and Language Support Service (SpLD), School Nurse

Support services can be found on the Leicestershire County Council website:

www.leics.gov.uk/special-education-needs.htm

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

The school will help parents/carers contact services if requested.



How Saint Peter's supports these pupils transfer between phases of education or in preparing for adulthood and independent living?

Before starting in the Foundation Unit, the Early Years Coordinator will: Note pupils who have already been identified as having SEND and collect information about their educational history from their pre-school/nursery. Liaise with the SENCo. Consult with parents/carers in how we can meet the emotional needs of the child. Consult with teaching staff, support staff and lead professionals as to how we can best support the academic, medical and social needs of the child.



Arrangements for transition between classes as a child progresses through the school:

