



St Peter and St Paul Catholic Primary Academy

SEND Information Report

September 2022



St Peter and St Paul Catholic Primary Academy is an inclusive school, offering a range of provision to meet the needs of our community of 226 children from ages 3-11. We are a one-form entry school with one mixed ability class per year group, plus a nursery class. Classes have an average of 30 children, but this number can fluctuate depending on the year group. Each of our children are unique individuals, some of whom have additional needs. This SEN Information Report has been co-produced with staff and governors, taking into account parental views shared during SEN consultations. Pupil voice has been considered in relation to the curriculum, teaching methods and intervention strategies to ensure an individualised approach. It sets out how we as an academy implement our SEN Policy and meet those needs.

Person	Responsibilities
Class Teacher	<ul style="list-style-type: none"> Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the academy's SEND policy.
Special Educational Needs Coordinator (SENDCo): Mr Michael O'Dwyer	<ul style="list-style-type: none"> Coordinating provision for children with Special Educational Needs and/or disabilities. Developing the academy's SEND policy. Ensuring that parents are: <ul style="list-style-type: none"> Involved in supporting their child's learning and access Kept informed about the range and level of support offered to their child Included in reviewing how their child is doing Consulted about planning successful movement (transition) to a new class or academy/school Liaising with a range of agencies outside of the academy who can offer advice and support to help pupils overcome any difficulties. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head Teacher: Miss Kirsty Everson	The day to day management of all aspects of the academy, including the provision made for pupils with SEND.
SEND Governor: Mr Greg Trimmer	Supporting the academy to evaluate and develop quality and impact of provision for pupils with SEND across the academy.



Who should I contact to discuss concerns about my child?



In the first instance you should contact your child's class teacher. They may then direct you to the SENDCo. You can request a meeting with your child's class teacher or the SENDCo by contacting the school office on **01689-828-208** or admin@stpstp.co.uk.



What types of special educational needs and disabilities does our school cater for?



At St Peter and St Paul Catholic Primary Academy we offer additional provision to support children with special educational needs covering 4 broad areas.

- **Communication and interaction difficulties**, which includes speech language and communication needs and autism.
- **Cognition and learning difficulties**, which included specific learning difficulties (dyslexia, dyspraxia, dyscalculia).
- **Social, emotion and mental health needs**, which includes attention deficit hyperactivity disorder and attention deficit disorder.
- **Sensory and physical disabilities**, which includes hearing and visual impairments.

The support put in place will vary according to the individual needs of each child following initial assessment and observations that may be conducted with or by external agencies. All support is designed to promote pupils working towards becoming resilient, independent learners



How do you identify SEND?



Children's progress is monitored at regular intervals throughout the year. Teachers use a mixture of their own judgement and children's self-assessment within the lesson (formative assessment) and formal and informal tests (summative assessment).

Where a child is not making the expected progress or where their behaviour may be affecting their ability to actively engage with their learning, initial intervention is put in place.

In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and criteria by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties

Staff can raise concerns directly with the SENDCo through the use of the **SEN Concern Form**.

Special educational needs or disabilities may have been identified prior to a child starting with us. In his instance, we would have the reports and recommendations from external agencies that we would use to implement interventions to enable the child to access and engage with their learning.



How are additional needs assessed?



We follow the graduated approach using the Assess, Plan, Do, Review cycle.

Assess: Where a concern is raised, the child will be assessed to identify their strengths and difficulties.

Plan: The SENDCo will work with the class teacher to set short term targets for the learner and specific interventions to be put in place to enable the child to meet their targets.

Do: The interventions are put in place and run for a set period of time. Usually 4-6 weeks.

Review: The child's progress is reviewed against the targets and the impact of the intervention is assessed.



Image from <https://accessstoeducation.birmingham.gov.uk/2019/11/07/assess-plan-do-review-a-quick-introduction/>

As part of the cycle, we may consult with external agencies for further advice and support with regards to individual needs.

Throughout the process we will seek the views of both the child and their families.



Consulting with Parents/Carers



The voice of parents/carers is crucial to building a rounded picture of all learners. We value the views and opinions of both parents/carers and the child themselves. Parents/carers are regularly consulted throughout the year, both formally and informally.

Class teachers and the SENDCo will meet with parents/carers as part of the process of instigating interventions and assessing their impact (Assess-Plan-Do-Review cycle).

Parents/carers are consulted on the creation and updating of Individual Provision Plans. Their views are included in the plan and updated at least termly throughout the year.

Parent/carer views are gathered using a variety of strategies including;

- SEN meetings.
- Surveys.
- Ad-hoc conversations.
- Parent consultation meetings.

The SENDCo is available by appointment for both formal and informal meetings.



Pupil Voice



At St Peter and St Paul Catholic Primary Academy, we operate a child-cantered approach where the needs of the child are firmly at the centre of all decisions we make.

It is critical therefore that we are able to accurately capture children's thoughts and ideas around the learning and the impact of interventions that they are receiving. It is also important that children have an understanding of their needs as a learner as this supports our inclusive ethos.

Pupil's voice is obtained in a variety of ways, much like parent/carer voice. We used a range of strategies including;

- Surveys.
- Ad-hoc conversations.
- Circle time discussions.
- Individual check-ins.
- Feedback via house captains.
- Interviews.

Our School Day

Seedlings Nursery

School Day: 8:30 – 15:30
Daily Mile: 10:30 – 10:40
Break Time: 10:40 – 11:00
Lunch: 12:00 – 13:00

Early Years

School Day: 8:45 – 15:00
Daily Mile: 10:30 – 10:40
Break Time: 10:40 – 11:00
Lunch: 12:00 – 13:00

Key Stage 1 (Years 1 and 2)

School Day: 8:40 – 14:55
Daily Mile: 10:30 – 10:40
Break Time: 10:40 – 11:00
Lunch: 12:00 – 13:00

Lower Key Stage 2 (Years 3 and 4)

School Day: 8:35 – 14:50
Daily Mile: 10:30 – 10:40
Break Time: 10:40 – 11:00
Lunch: 12:00 – 13:00

Upper Key Stage 2 (Years 5 and 6)

School Day: 8:30 – 14:45
Daily Mile: 10:30 – 10:40
Break Time: 10:40 – 11:00
Lunch: 12:00 – 13:00

STARS* (Extended Day):

Morning Start Times: 7:30 / 7:45 / 8:00
Twilight Pick-up Times: 15:30 / 16:00 / 16:15 / 16:30
Evening Pick-up Times: 17:00 / 17:15 / 17:30

*More information available on the school website www.stpstp.co.uk.



What extra-curricular activities are available for children with additional needs?



It is our policy that all children have access to a wide range of extra-curricular activities and that any special education need or disability should not be a prohibitive factor.

We have clubs run both at lunchtimes and after schools. These include football, tennis, multi-sports, choir, gymnastics, 11+ tuition and booster classes.

Our provision of extra-curricular activities and opportunities is continually reviewed and updated



How do you support pupils with SEND?



All children's educational needs are met in the first instance through quality first teaching. Our teachers are well skilled at adapting their lesson delivery to meet the diverse and individual needs in each class. Lesson planning takes account of the needs of all children in the class, with flexible groupings that can change from lesson to lesson based on the children's strengths and areas of difficulty.

We use a wide range of different interventions depending on the individual needs of the child.

Academic Interventions

Strategies/programmes to support speech and language where recommended by clinical decision

- Speech and Language Therapist advice disseminated to be followed by teaching staff
- Speech therapy individual or group work delivered by specialised support staff following speech therapist advice
- Multisensory approach to learning, to support spoken language e.g. symbols, pictures,
- Lego Therapy
- Mind mapping

Strategies to support/develop literacy including reading

- Book banded reading scheme
- Read Write Inc. (RWI) – small group streaming
- Small group grammar intervention programmes
- Small group support in class
- Differentiated guided reading/writing groups
- Literacy intervention programmes
- Toe by Toe/Stride Ahead/Stairway to Spelling
- Additional 1:1 reading sessions
- NELI

Strategies to support/develop numeracy

- Abacus mathematics scheme - differentiated

- Small group support in class
- Numeracy intervention programmes e.g. Numicon
- Times Tables Rock Stars

Provision to facilitate/support access to the curriculum

- Simplifying language
- Sensory Circuits
- Speed Up Programme
- Multi-sensory approach
- Positioning/use of key adults
- Planning of differentiated work
- Learning mentor
- Social skills groups
- Implementation of advice from outside agencies

Strategies/support to develop independent learning

- Visual support systems
- Positioning and grouping in class
- Peer support
- Prompts and 'scaffolding' tasks
- Pre-teaching of key curriculum vocabulary
- Modified materials
- Talking postcards
- Time out cards

SEND Register

When a child is identified as having a special educational need, they are placed on the school SEND Register. Prior to this they may be placed on the monitor list while investigations take place. Parents/carers are always consulted prior to children being placed on the SEND Register.

Before being added to the register, a child may be added to our monitor list. This is where a concern has been raised and is being investigated to see what additional support is needed.

All children on the SEND Register will have an Individual Education Plan (IEP) that is produced collaboratively and details the additional provision put in place along with the agreed targets. IEP's are updated termly and circulated to parents/carers for their views to be recorded.

Information Sharing

Communication is a two-way process and all staff work together to share information about children so that we can best support learning outcomes. Important information is shared with teaching staff via weekly bulletins, emails and face to face (or virtual) meetings where appropriate



Who will support my child?



Our SENCO has achieved the National Award for Special Educational Needs Coordination – a nationally recognised post-graduate qualification and has worked as a teacher across key stages 1 and 2 in mainstream and special school settings. They are allocated 3 days a week to manage SEN provision.

We have a team of teaching assistants, who are trained to deliver SEN provision, including a speech and language support assistant. Interventions are delivered in a mixture of 1:1 and small groups.

In the last academic year, staff have been trained in Toe by Toe, Stride Ahead, Stairway to Spelling, NELI, Zones of Regulation and Lego Therapy interventions.

We have a Speech and Language Therapist who works in school one day a week. They are responsible for assessing children and oversee our provision of speech and language interventions across the school with our SENDCo.



What if my child requires a higher level of support?



As previously mentioned, all children at St Peter & St Paul Catholic Primary Academy receive quality first teaching as standard. Where this provision is not able to fully meet their needs, children will access one of three stages of additional provision.

Stage One: Additional intervention is put in place internally within the school.

Stage Two: The child is receiving intervention provided by an external service. A child is also in stage two while they are undergoing statutory assessment for an EHCP.

Stage Three: The child is subject to an Education and Health Care Plan (EHCP), which sets specific targets for the child to meet by certain milestones – generally the end of a Key Stage. The plan will also specify specific provision to be put in place to meet that child's needs.

Initially, a child may be monitored for a period of time. If there is a slight concern but no specific need. Once a need is identified, they will receive stage one support where we start the Assess, Plan, Do, Review cycle. Where external agencies are consulted the child moves to stage two.

Following at least two full cycles, if a higher level of support is required that needs additional funding or support from the local authority, we would submit a request for statutory assessment.

The local authority would then decide if an assessment is appropriate and if so carry out the assessment to determine if an EHCP is needed. The local authority would then issue the EHCP, which is reviewed annually through its own statutory process.



How is the progress of pupils with SEND monitored?



Learners with additional needs are assessed along with their peers continually through both formative and summative measures. There may be adjustments in place to enable learners to access the assessment.

Adjustments may include:

- Extra time.
- An adult to read questions.
- Large print papers.
- Questions on coloured paper.
- Rest/movement breaks.
- Quiet work area.
- Use of a laptop to type.
- Use of a scribe to write answers out.

In addition, Individual Provision Plans are reviewed at regular intervals (termly). Education Health Care Plans have a formal annual review process that is administered within school and overseen by the borough.



What non-academic support is available?



At St Peter and St Paul Catholic Primary Academy, we are extremely lucky to have a family support worker (Mrs Tara Baines) who deals with pastoral support for both children and their families. Mrs Baines can be contacted via the school office.

Alongside Mrs Baines we have a wide range of pastoral interventions that we use across the school.

Pastoral Interventions

Strategies to support the development of pupils' social skills and enhance self-esteem

- Weekly social skills groups
- Homework club
- Learning mentor
- Celebration assemblies

Mentoring activities

- Playground pals
- Family support worker

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support e.g. for visits and events
- Social skills groups
- Visual timetables

- Photo-stories
- Regular contact & liaison with parents
- Parent drop in sessions with family worker
- Supervised time-out (as necessary) in quiet safe area within the classroom
- Drawing and Talking

Strategies to support /modify behaviour

- Academy sanctions and reward system as set out in Academy Behaviour policy
- Reward charts
- Learning mentor/family support worker
- Time out
- Use of Behaviour Support Outreach Service (as necessary)

Support/supervision at unstructured times of the day including personal care

- Trained staff supervising during break periods
- Playground Pals
- Supervising adults made aware of priorities
- 1:1 adult support during break and lunchtimes where funded

Planning, assessment, evaluation and next steps

- Regular reviews with Parents
- Pupil progress reviews termly
- Support plans for pupils who have needs but don't have specific targets from other agencies
- All lessons and homework differentiated to take account of individual needs
- Provision maps: Individual Provision Plan and Class Provision Maps reviewed termly
- Monitoring register

Personal and medical care

- Identified medical administrative staff available for pupils through-out the day
- Care plans for pupils with medical need
- System for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans



How do we prevent and address emotionally-based school avoidance (school refusal)?



Through delivering a broad and balanced curriculum that meets the educational and pastoral needs of all children, we are able to prevent emotionally-based school avoidance.

Whilst the vast majority of children enjoy school and have a positive experience of education, we recognise that for some children, there are factors in their lives that affect this. This can ultimately lead to them not wanting to attend school or physically attending but not engaging with their learning.

Where attendance or punctuality present an issue, our family worker, Mrs Baines, will liaise directly with families in the first instance. She will work with families on an individual basis to put interventions in place to overcome any barriers to attendance. This may involve liaising with the school SENDCo, referral to an external agency and/or working with the Education Welfare Officer.

Knowing our families well and working in a joined up way enables us to have both the skills and resources in place to support all of our learners and their families to thrive.



How are medical needs and disabilities supported?



The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Medical needs and disabilities are very different to SEN (special educational needs) - most children with special educational needs will not be disabled within the meaning of the Act - however as well as occurring in isolation we acknowledge that they can co-occur.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils.

Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having special educational needs or disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Getting Around

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Equipment modified
- Additional time spent on activities e.g. handwriting
- Ramped access to the academy

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Access to lap-tops and chrome books as appropriate to the needs of the child

Medical Interventions

- Use of individualised Care Plans
- Referral to Paediatrician
- Referrals to CAMHS
- Access to whole staff training if required via School Nurse
- All staff first-aid trained and epi-pen trained

At St Peter and St Paul Catholic Primary Academy we have the following arrangements to assist access to our facilities.

- Step free access from the main gate to the office and halls.
- Step free access from the main gate to the playground.
- Disabled parking space.
- A portable ramp to provide access to the visitor toilet (not a disabled toilet) and ground floor classrooms.

Further information can be found in our Academy Accessibility Plan (available on the school website).



What external support does the school use to support my child?



We work with a number of external agencies to seek advice and support to ensure that the needs of all learners are met. These are the agencies that we would work with to support a child in line with stage two support.

Agency	Description of support
Inclusion Support Advisory Service (ISAT)	The Specialist Inclusion Support Service exists to enable children and young people with additional needs to feel included in the academy and to achieve their full potential.
Educational Psychology Service	Every academy/school has the support of an Educational Psychologist - a specialist on how children and young people develop and learn. They offer assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children and young people. Educational Psychologists only work with young children with a parent/carer's agreement.
Bromley Children's Project	Supports families living in Bromley, to create a safe, secure and happy environment for all children by reaching out to expectant parents, current parents and young people aged up to 18 years.
Bromley Wellbeing,	Supports the mental health and wellbeing of children and families.

including School Wellbeing Service	
Bromley Well	Helps people living in Bromley to improve and maintain their health and wellbeing including Young Carers.
Social Communication Team	Providing support for children with Social and Communication Difficulties (SCD). During these visits the advisory teachers can observe pupils, meet with class teachers, support staff and SENDCOs and, where appropriate, meet with parents. These meetings will aim to focus on providing advice and developing strategies that the academy staff can implement to enable the pupil to access both the social and academic curriculum.
SEN Team	Provide a service within the SEN code of practice. They work closely with parents, academies/schools and a wide range of other agencies. They are involved with 3 main areas of work: SEN assessment, review and placement; transport; data and finance.
Sensory Support Service	Peripatetic service for pupils with hearing or vision impairment – offering support, advice and specialist resources.
Speech and Language Therapy	Helps children with their understanding and talking. The Academy may refer as required and implement recommendations following specialist assessment
Academy Nurse	Available on request for vision/hearing tests and to discuss other medical concerns.
Occupational / physiotherapy	Offers assessment, advice, training and therapy to children and young people with physical difficulties.
Paediatric Services	Paediatric services offer support for the assessment of children with SEN. They provide support for the assessment of children with special educational needs e.g. developmental difficulties, autism spectrum disorder, attention deficit hyperactivity disorder (ADHD) and genetic disorders; see children with emotional and behavioural difficulties (EBD), assessing if there is an underlying neurodevelopmental problem; work with other agencies to support vulnerable children e.g. those at risk of abuse or neglect, support for children in care or going through adoption.
CAMHS (Child and Adolescent Mental Health Service) and Bromley Wellbeing	CAMHS stands for Child and Adolescent Mental Health Services. Provides mental health services to children and their families. It also provides advice, consultation and support to other individuals and agencies involved in providing services to children and young people
Educational Professional responsible for children who are looked after	This oversees and monitors provision for children who are in the care of the Local Authority

Voluntary Organisations
<p>Bromley Parent Voice Bromley Parent Voice is a forum that informs service providers of the needs of children and young people with a disability or additional need and their families or carers. https://www.bromleyparentvoice.org.uk/</p> <p>Bromley Information, Advice and support service (IASS) Provides free, impartial advice, information and support to children and parents of children with special educational needs and disabilities. Provides advice to all Bromley residents regarding transitions from pre-school to primary and onto secondary schools. Offers guidance on Educational and Health Care Plan applications and reviews. mediation and appeals. Offers support with mediation and SEND tribunals. Offers advice on SEN systems, procedures and processes, and signposts to other support services. https://www.bromley.gov.uk/parentpartnership</p> <p><i>There are many organisations that provide information about different special educational needs and disabilities including:</i></p> <p>CASPA (Children on the Autistic Spectrum Parent's Association) https://www.caspabromley.org.uk/</p> <p>Bromley Mencap https://www.bromleymencap.org.uk/</p> <p>National Autistic Association https://www.autism.org.uk/</p> <p>British Dyslexia Association https://www.bdadyslexia.org.uk/</p> <p>Dyslexia Association of Bexley, Bromley, Greenwich and Lewisham http://dyslexiawise.co.uk/</p> <p>A website that provides general information about special educational needs and disabilities: https://www.understood.org/</p> <p>Details of further organisations that offer support with special educational needs can be found within the SEND section of our school website.</p>



How does the Academy support transition?



Children and young people with SEN can become particularly anxious about times of transition. Whether it is joining the Academy, transitioning through the year groups or 'moving on' to a new school, we seek to support successful transition by implementing a number of strategies.

When joining our Academy:

The SENDCO is available to meet with parent, often alongside a member of the Senior Leadership Team and class teacher, prior to start day. A viewing of the

Academy is encouraged to aid a smooth transition. Transition mornings/afternoons can be arranged to help your child settle. Optional phased entry will be considered and social stories used when necessary.

When moving classes within the Academy:

Current class teachers meet with future class teachers to exchange information.

Transition morning/afternoon in new classroom to meet the new teacher.

Summer term open evening to allow parents and children to see classrooms and chat to the teacher.

When moving to another school:

We will contact the school SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

In year 6-7 transition

The SENDCo and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact. Your consent will be requested before any additional needs information is shared.

The SENDCo or class teacher will fill out secondary school paperwork indicating any specific needs of your child, adhering to the Local Authority timeline.

In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school/academy and/or additional visits from the new school/academy.



How do I make a complaint?



If you have spoken to your child's class teacher and to the SENDCo and are not happy with the information they provide regarding special educational needs and disabilities and the support provided, you should speak to the Head Teacher Miss Everson.

If you are not happy with the information provided by Miss Everson, please follow our complaints procedure (a copy of which is available on the school website).



This report should be read in conjunction with the following policies and documents.



- Special Educational Needs Policy
- Accessibility Plan
- Admissions Policy and Procedures

Useful Links & Resources

Bromley Local Offer:

The Bromley Local Offer provides information about local services that can support children with special educational needs and disabilities.

<https://www.bromley.gov.uk/LocalOffer>

To discuss any of the information contained within this SEND Information Report please contact the Academy SENDCo.

Phone: 01689-828-208

Email: admin@stpstp.co.uk (Subject - FAO: SENDCo)

Post: St Peter & St Paul Catholic Primary Academy
St Paul's Wood Hill, Orpington, BR5 2SR



“Promoting high quality education, love, care and forgiveness of others as taught to us by Jesus and our Patron Saints.”