

# St Peter's Catholic Primary School, Doncaster

## SEN Information Report Version: 10

Date of Report: Autumn Term 2024



All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). Within this report you will find information about the provision that we are proud to offer at St Peter's Catholic Primary School to support our children with SEND.

At St Peter's, we want to give our children the best education that we possibly can. We recognise the fact that all children are different and have diverse learning needs and we strive to be as inclusive as possible. Our high expectations for all children extends to just that – ALL children. Every child is different – every child is special.

For some children, arrangements are made that go beyond the core offer to all children in order to include them as much as possible in all that St Peter's has to offer and provide.

For further information please contact the schools SEND coordinator:

SEND Coordinator: [Mrs Hazel Fitzsimons](#)

Email: [senco@stpeter.doncaster.sch.uk](mailto:senco@stpeter.doncaster.sch.uk)

Lead Governor for SEND: [Ms Marie Gornall](#)

Email: [admin@stpeter.doncaster.sch.uk](mailto:admin@stpeter.doncaster.sch.uk)

## The kinds of special educational needs and disabilities that are provided for

At St Peter's School, we aim to support all children with their learning journey and embrace an inclusive and aspirational ethos. We strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable children.

Under the New SEND Code of Practice 2014 (updated in 2015), a child has a special educational need if they have the same provision that is "*additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching*".

The SEND Code of Practice 2014 (updated in 2015) also explains that "*Special educational needs and provision can be considered as falling under four broad areas;*

1. *Communication and interaction*
2. *Cognition and Learning*
3. *Social, mental and emotional health*
4. *Sensory and/or physical needs.*

*Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset*".

At St Peter's School, we have had experience of supporting children and young people with

- social communication difficulties and Autistic Spectrum Condition;
- speech, language and communication needs;
- moderate and specific learning difficulties;
- Attention Deficit and Hyperactivity Disorder;
- social, emotional and mental health difficulties;
- attachment issues;
- hearing impairment and physical difficulties.

We also have children who are being assessed for additional needs but do not, as yet, have a diagnosis.

The name and contact details of the SENCO and further contacts where parents and carers may have concerns

For issues or concerns relating to SEND and Inclusion, parents or carers can choose to contact the named people in the order below:

- Class Teacher
- SEND Coordinator (SENCo) – Mrs Hazel Fitzsimons (please leave messages with Mrs Butler or Mrs Liddle)
- Headteacher – Mrs Catherine Young
- Named Governor with a responsibility for SEND – Ms Marie Gornall

Mrs Hazel Fitzsimons or Mrs Catherine Young can be contacted through the school office.  
Telephone: 01302 369143

Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIAS Team:

<https://www.doncaster.gov.uk/services/schools/sendias>

For information regarding outside agencies within Doncaster Local Authority and Doncaster NHS Trust, please refer to Doncaster's SEND Local Offer at:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>

### Policies for identifying children and young people with SEND and assessing their needs

At St. Peter's School, we have a number of policies in place which contribute and guide our provision for all children. Some of our school policies are available on our school website.

Parents or Carers and children are invited to comment on any school policy by emailing the school.

This is a list of relevant policies in school to support the learning and provision for all our vulnerable children and children with Special Educational Needs and Disabilities:

- SEND Policy
- Accessibility Policy, Audit and Accessibility Plan
- Admissions
- Behaviour Policy
- Safeguarding Policy
- Health and Safety Policy
- Supporting Children at School with Medical Conditions
- Anti-bullying Policy

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

If your child is identified as not making progress, or there are concerns around a possible difficulty – please see points below.

The school will set up a meeting to discuss this with you and your child in more detail and to:

- Discuss the concerns from both the school and parent/ carer's viewpoints
- Discuss the processes and next steps for supporting your child in school, using the Graduated Approach for SEND as a guide to the levels of support
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child if appropriate at that time (again, as guided by the Graduated Approach for SEND).

The child and parent or carer voice is also a vital part of the setting of outcomes. The aim is that families will be involved, wherever possible, in the reviewing of the progress of children who are supported with a SEN Support Plan or an Education, Health and Care Plan (EHCP – formerly a Statement of Educational Needs). The Support Plans will be reviewed at least three times a year, with meetings planned wherever possible to involve the class teacher, the family, and, if appropriate, the SENCo.

Ongoing monitoring and reviewing of your child's progress will be made by the class teacher, the SENCo and the Senior Leadership.

Meetings will be held with the parents or carers if it is felt that the accumulated evidence indicates towards difficulties that may require additional outside agency involvement. If agreed, the written consent of the parent or carer will be sought so that a referral can be made to the appropriate Local Authority or NHS Service.

Wherever possible, meetings with outside agencies will be planned to involve the parent or carer. If this is not possible or required, families will be informed of any visit or observation with opportunities for questions to be raised and feedback provided after the visit.

Parents and carers will also be invited to have full participation in the Annual Reviews for those children and young people with an Education, Health and Care Plan.

The school welcomes parents or carers to make contact with the school through either the class teacher or via the school office. Parents and carers should initially speak to the class teacher about any concerns. If appropriate, a meeting will then be arranged with the SENCo and the class teacher.

Over this coming academic year, opportunities for the school and families to work together will be developed through Coffee Mornings, questionnaires and website content linking families to key information about Doncaster's SEND Local Offer.

## Arrangements for consulting young people with SEND and involving them in their education

Class Teams make every effort to nurture relationships with the children in their class, built on respect, honesty and trust. These secure relationships enable children to feel comfortable in sharing their thoughts so that they can feel confident in saying how they are finding their work, knowing that they can ask for help when they need it.

Children on the SEND Register have a One Page Profile. The child creates this One Page Profile with a trusted adult. There are four sections:

- All About Me – What makes me who I am
- Aspirations (Wishes), Hopes and Goals – As I grow up
- When I am at school
- How to help me at school

The child is asked to talk about what they would like other people to know about them for each of these sections with the adult. School staff have a prompt sheet of questions if the child is uncertain about what to say. The children are encouraged to write their own responses, or they have the option to type these. Where a child requests that the adult records their answers, the adult will record the exact responses.

Children are asked to describe what they find challenging in their learning or in how they access school, what would help them to make progress or feel more confident in school and what they hope to achieve. These thoughts form part of the Long Term, aspirational goals which are part of the Golden Thread of Outcomes, recorded in each child's SEND Support Plan or EHCP Support Plan.

One Page Profiles are reviewed at the same time as the Review of the SEND Support Plans. When One Page Profiles are reviewed, the children are asked if they wish to make any changes, including the opportunity to re-write the One Page Profile should they wish to do so.

Children are encouraged to attend Annual Review meetings if they have an EHCP. This is the opportunity to share their work and achievements with their family and the professionals.

In previous academic years, a number of members of the School Council, voted onto the Council by their class, have also been on the SEND Register or had additional needs. These young people have been positive role models for the school community and have contributed to the key issues for the pupils of the school.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

Your child's progress will be continually monitored by their class teacher. Their progress will be reviewed by the Headteacher and SENCo in reading, writing and mathematics.

The school follows a Graduated Approach for SEND. This aims to enhance the Quality First Teaching in each class and enable class teams to be proactive in taking early, short-term intervention. Time is allowed for the delivery of intervention to monitor the impact of the support and intervention delivered at the Universal and Universal Plus levels of support. Feedback to parents or carers will be provided over this time through ongoing communication using the established systems, including in-person conversations with the class team, Parents' Evenings, conversations with the SENCo, etc.

There will follow a monitoring process, and after an appropriate period of time to assess the impact of this extra support. If a child is requiring substantial 'additional to or different from' support, a meeting will be held with the parent or carer to discuss the child's placing onto the SEND Register. At this meeting, the class teacher with the SENCo will:

- Discuss the key concerns, including those the parent or carer may have
- Plan any additional support the child may need
- Discuss with the parent or carer the process for involving any outside professionals to support the child.

At this meeting, the class teacher and SENCo will discuss with the family the recommendation that the child is entered onto the school's SEND Register.

SEND-Registered children will have a SEND Support Plan with short term outcomes set that are designed to accelerate learning and diminish the difference. Progress against these outcomes will be reviewed regularly (at least three times a year), evidence for judgements assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the child and parent/ carer voice included. The thoughts and opinions of the parents and carers are recorded as part of this process. By the class teacher asking the child themselves what support they feel they need, this often identifies the cause of some weaknesses, directing support where it is needed most. Copies of the finalised Reviews and Plans are sent to the families.

The SENCo will also check that your child is making good progress within any individual work and in any group in which they take part. Regular book scrutiny and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team. These take place to ensure that the needs of all young people are met and that the quality of teaching and learning is high.

The progress of young people with an EHC Plan (formerly known as a Statement of Special Educational Needs) will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the child and parent or carer voice included. The parents or carers are invited to submit a personal family report, which are fed back to the Local Authority. It is the aim of the school to involve the child as appropriate. This will often include their participation in part or all of the Annual or Transfer Review Meetings.

At the end of Year 6, all young people are required to be formally assessed. The government requires all schools to do this and the results are published nationally.

It is the aim of the school to work in partnership with families. When a child has Special Educational Needs and/or Disabilities, it is very important that the school and the families have regular contact through formal and informal communications. At St Peter's, all parents, carers and families have access to:

- An 'open door' policy which welcomes parents or carers to come into school and speak to the class teacher about any concerns they have after the end of the school day.
- Parents Evenings held in the autumn and spring terms to discuss the child's progress and to look through their class work.
- A Yearly Report distributed summarising the progress over the academic year with targets set to support the transition into the next year.
- Transitional Meetings for parents and carers and visits for children entering the Foundation Stage 1 (Nursery) and 2 (Reception), held in the Summer Term before entry.

In addition to the above and the processes involved for the SEND Assess, Plan, Do and Review cycles and the EHCP Annual Review processes, parents and carers and children on or about to be entered onto the SEND Register can also access:

- Use of a SEND Intervention Book, designed to record the ongoing progress made towards the short term outcomes set at the last SEND Support Plan meeting. This book records all methods and strategies used.
- Appointments to meet class teacher, SENCo and Headteacher.
- Coffee Meetings as opportunities for parents, carers and families to meet the SEND Team and to support each other as a SEND community.

Each child produces a One Page Profile with the support of the Class Teacher or a Teaching Assistant. The One Page Profile is in the child's voice, outlining what they like best about themselves, what is important to them and how they personally prefer to be best supported in their learning. This also records the child's personal aspirations, goals and hopes.

For those children whose Special Educational Needs require support through Early Help, the school will work with the child (in collaboration with the parents or carers) to have their thoughts and wishes recorded in the Early Help Assessment.

In all areas of Special Educational Needs and Disabilities the school aims to use clear, unthreatening, child-friendly language. Where possible, the documents used on a day-to-day classroom basis accessed by the child are presented in such a way that enables the child to personally contribute to the monitoring of their progress.

The child's personal interests and strengths are incorporated where possible in both their targets and the one-to-one or small group activities designed to work towards the achievement of their outcomes. This strategy engages the child, building their confidence to enable them to attempt new and more challenging aspects of the curriculum.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise and understand that moving between schools or even between classes can be an anxious time for both children and their families. We aim to, where possible, prepare for any change as early as possible, working with the child and family to put in place a transition plan.

**If your child is joining us from another school:**

- We will contact the school's SENCo and request any information, about any special arrangements or support that will need to be made for the child. Where possible, a planning meeting will take place with the SENCo from the previous school.
- We will make sure that all records about the child are passed onto St Peter's School as soon as possible. Wherever possible, we ask that these are hand-delivered to ensure security of information.
- The child and parents or carers will have the opportunity to view the school and meet some of the staff and the new class.
- If the child would be helped by a book/passport to support them in understanding moving on, one will be made for them with contributions from the previous school.



**If your child is moving to another school:**

- We will contact the school SENCo and ensure that they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about the child are passed on as soon as possible. Wherever possible, these are hand-delivered to ensure security of information.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

**When moving classes in school:**

- Information will be passed onto the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher.
- Children will have the opportunity to be taught by their new teacher in their new class before the end of the previous year.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them. Additional transitional visits will also be arranged if needed.

**In Year 6:**

- The SENCo and Year 6 teacher will discuss the specific needs of your child with the liaison teachers from your child's secondary school (typically the Head of Year 7).
- The SENCo will meet with the SENCo or SEND Teams of the secondary schools when passing on records and documents. An overview document is made for each child.
- If your child has an EHC Plan, the SENCo from your preferred choice of school will be invited to the Year 5 and Year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

**Approach to teaching children and young people with SEND**

The school follows a Graduated Approach for SEND. This aims to enhance the Quality First Teaching in each class and enable class teams to be proactive in taking early, short-term intervention.

Quality First Teaching: This is accessed by all children within the class, regardless of any additional needs. Class teams have secure subject knowledge, building upon previous learning to enable children to remember long term content, adapting their teaching as necessary. Staff have high expectations and aspirations for all. Universal Level of Support: All children may need very time-limited support, additional to Quality First Teaching, to address misconceptions during learning or as reinforcement of skills. Opportunities include same-day interventions and booster groups. Children who are consistently attending these Universal sessions should be closely monitored and raised as possibly having underlying needs.

Universal Plus Level of Support: Those children for whom concerns may have been raised by either the school or the family will be monitored by the class team. It may be judged that the child may require time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress. A specific programme of intervention to address a particular gap in learning or a need as a result of a particular experience (for example, a bereavement) will be introduced over a specified period of time. Staff will observe the impact of this support and gather enough evidence to have a consistent impression over time.

From Quality First Teaching, to the Universal Plus Level, it is expected that the school will work to support children from its own provision. Staff use strategies and interventions from the training delivered within the school, taken from the banks of resources through the Graduated Approach Toolkit, which has contributions from Local Authority and NHS Teams and Services.

Time is allowed for the delivery of intervention to monitor the impact of the support and intervention delivered at the Universal and Universal Plus levels of support. Feedback to parents/carers will be provided over this time through ongoing communication using the established systems, including in-person conversations with the class team, Dojo, Parents' Evenings, conversations with the SENCo, etc.

Targeted Level of Support: Following this monitoring process and after an appropriate period of time, if a child is requiring substantial 'additional to or different from' support, they may need to move to the Targeted Level of Support. A meeting will be held with the parent or carer to discuss the child's placing onto the SEND Register. At this meeting, the class teacher with the SENCo will:

- Discuss the key concerns, including those the parent or carer may have
- Plan any additional support the child may need
- Discuss with the parent or carer the process for involving any outside professionals to support the child.

At this meeting, the class teacher and SENCo will discuss with the family the recommendation that the child is entered onto the school's SEND Register.

SEND-Registered children will have a SEND Support Plan with short term outcomes set that are designed to accelerate learning and diminish the difference between their attainment and that of their peers. Progress against these outcomes will be reviewed regularly (at least three times a year, depending on need), evidence for judgements assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the child and parent/ carer voice included. The thoughts and opinions of the parents and carers are recorded as part of this review process. By the class teacher asking the child themselves what support they feel they need often identifies the cause of some weaknesses, directing support where it is needed most. Copies of the finalised Reviews and Plans are sent to the families.

The SENCo will also check that your child is making good progress within any individual work and in any group in which they take part. Regular book scrutiny and lesson observations will be carried out by the SENCo, Subject Leaders and members of the Senior Leadership Team. These take place to ensure that the needs of all young people are met and that the quality of teaching and learning is high.

**Specialist Level of Support:** It is recognised that for a few children, the support at the Targeted Level may not be sufficient to meet the child's level of need. They may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress. There is likely to be a significant number of outside agencies involved and regular multi-agency meetings being held to co-ordinate provision.

One possible decision of this multi-agency team may be that the complex needs and difficulties of the child will have an impact on their life which requires long-term provision and support. At this point, a meeting outcome will be to submit a Request for Statutory Assessment for an Education, Health and Care Plan (EHCP) (formerly known as a Statement of Special Educational Needs) to the Local Authority. This Assessment will take 20 weeks with the Local Authority making the decision on the final outcome.

The progress of young people with an EHC Plan be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the child and parent/ carer voice included. The parents or carers are invited to submit a personal family report, which is fed back to the Local Authority. It is the aim of the school to involve the child as appropriate. This will often include their participation in part or all of the Annual or Transfer Review Meetings.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

The Senior Leadership Team, Local Academy Committee and Board Members of the Trust are responsible for the designation of budgets within the school. The Headteacher directs the deployment of Teaching Staff and Teaching Assistants. Each class has a Teaching Assistant assigned primarily to support that specific class each morning. Teaching Assistants are then deployed in an afternoon to focus and support on children's individual needs through 1-1 support, intervention groups and supporting children with their learning in the school's Learning Hub area. This consistency of adult presence in class as well as dedicated familiar adults in the afternoon, helps to develop the relationships with all children. Teacher-designed interventions or programmes of interventions for specific groups of children, including those on the SEND Register are monitored closely by the SENCo and Class Teacher. Some Teaching Assistants have been specifically designated to support our children with Education, Health and Care Plans. In these EHCPs, it is the Local Authority who dictates where resources are deployed, the school being legally required to follow what is written.

All children have access to and are supported by differentiated planning and Quality First Teaching, delivered throughout the school. This takes into account the ways in which all children learn individually, the Class Teams adapting their teaching styles as appropriate to their needs, strengths and interests.

The school uses the Graduated Approach for SEND and will enhance the Quality First Teaching using the strategies recommended at Universal and Universal Plus levels. Through ongoing assessment, Class Teams monitor the impact of the intervention, ensuring that the support offered is appropriate.

Adaptions to the classroom environment are made as necessary to meet the specific needs of each individual child. Staff have received training in a range of SEND Needs and the strategies used as early intervention to support those with these needs. The Plans to develop the adaptions and accessibility of each classroom within the school are outlined in the school's Accessibility Plan document.

Class teachers plan lessons according to the specific needs of all groups of young people in their class and will ensure that your child's needs are met through a variety of means:

- Teaching Assistants, under the direction of the Class Teacher, can adapt planning to support the needs of the child where necessary
- Specific resources and strategies will be used to support the child individually and in groups, at Universal, Universal Plus, Targeted and Specialist levels from the SEND Graduated Approach. Adapted resources are used to meet individual needs e.g. practical resources, working wall displays, table top reminders, visual timetables etc.
- Planning and teaching will be adapted, on a daily basis if needed, to meet the child's learning needs

- Where necessary and following the Graduated Approach for SEND, support from Outside Agencies (direct working and advice for staff) with recommendations incorporated into the planning and delivery for those children.
- Only when needed: Continuation of learning can take place in our Learning Hub to meet additional needs, such as use of sensory resources, quieter environment, small world and other objects to reinforce learning.
- Break time monitoring and intervention where necessary
- Support for parents through the EHM (Early Help Module – formerly, the Common Assessment Framework) as needed
- Home-school liaison and differentiated homework tasks
- Additional sessions such as Lego Therapy activities, Physiotherapy activities, handwriting and motor skills sessions as relevant to each child’s particular needs.

The expertise and training of school staff to support children and young people with SEND, including how specialist expertise will be secured

The SENCo’s job is to support the class teachers in planning for children on the SEND Register. Following the Special Education Needs and Disabilities Regulations (2014), the SENCo is a qualified teacher. The SENCo is also beginning the Postgraduate Qualification in Special Educational Needs Co-ordination (October 2024).

The SENCo attends the Local Authority’s termly SENCo Network Meetings and attends any relevant training and courses in order to update the school with changes and developments in SEND.

The school is extending a programme of training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Whole school training has been delivered on SEND issues including:

- changes to SEND Policy,
- recording interventions,
- writing outcomes in SEND Support Plans
- effective Transition Planning
- enhancing the provision at Quality First Teaching level

All school staff have had access to training on areas within the SEND Broad Areas of Need of Communication and Interaction, Social, Emotional and Mental Health and Sensory Impairment. Through the training, the underlying issues around these conditions

were discussed and a range of strategies were introduced which can be trialled and used to support children with these SEND Needs. Training topics covered:

- Social Stories and Comic Strip Conversations
- Emotions and using strategies to support early action
- Creating Effective Classrooms for children with Social Communication Difficulties
- Attention and Listening in the classroom
- Supporting those with a hearing impairment

Future training will focus on areas within the Broad Areas of Need of Cognition and Learning and Physical and Sensory Disabilities and Impairments. Areas to be covered include:

- Literacy Difficulties (including Dyslexia)
- Mathematics Difficulties (including Dyscalculia)
- Precision Teaching as an intervention to support Literacy and Mathematics Difficulties

Emphasis will be placed on ensuring a consistency of approach across the school for those children on the SEND Register. Staff have electronic access to all training and resources.

Individual Class Teachers and Teaching Assistants attend training courses or invite trainers into school to deliver training presented by outside agencies that are relevant to the needs of specific children in their classes.

The SENCo will liaise with Teaching Assistants to disseminate information and train individual members or groups of staff if necessary to help respond to the particular needs of individual children.

### Evaluating the effectiveness of the provision made for children and young people with SEND

The school budget, received from the Education Funding Agency, Trust and Doncaster Local Authority, includes money for supporting young people with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENCo and the Executive Leadership Team on the basis of needs in the school.

The SENCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including:

- The young people receiving extra support already
- The young people needing extra support
- The young people who have been identified as not making as much progress as would be expected.

From this information, they decide what resources, training and support is needed. The school also identifies the needs of vulnerable children on a provision map. There is a Provision Map for each child. This is a record of every intervention and strategy of support for each child on the SEND Register. Provision Mapping is also a tool for the Senior and Executive Leadership Teams, SENCo, Class Teachers and Teaching Assistants and is also used in the transition process. The cost of each intervention is calculated and recorded, with interventions and programmes of intervention continually monitored, reviewed, adapted and changed accordingly. Changes are made as needed, so that the needs of young people are met, and resources are deployed as effectively as possible. The SENCo monitors the effectiveness of interventions, feeding back to the Senior and Executive Leadership Teams.

SEND Intervention Books are used for each child on the SEND Register. These Books are used by each class team to record the ongoing progress made towards the short term outcomes set at the last SEND Support Plan meeting.

The SENCo will quality assure that provision used across school using a number of strategies, including audits of SEND Intervention Books, lesson observations, scrutiny of work and books, case studies on particular elements of SEND within school, learning walks and audits on how effective classroom environments are in assisting children to access their learning. The opinions and the feedback of the children, staff, families and carers of children are being sought to help shape the provision for SEND across the school.

At the appropriate time, advice is sought from Outside Agencies with requests for professionals to come into school to make observations, work with children, audit provision and deliver training. Any recommended and/ or necessary strategies, interventions, training or equipment is arranged 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.

Systems in place to ensure that the SEND Notional (Element 2) and the Element 3 Funding is directed to those children and young people with SEND to match their level of need

Every school has a whole school annual budget made up of core funding per child on roll at a point in time. The school receives annual SEND Notional budget which is calculated based upon a formula agreed by schools locally. This is known as the 'Element 2 Funding'. The school is responsible for directing this Funding towards any child in order to meet their individual and specific needs. This is agreed by the Leadership Team with information provided by the class teams and the SENCo. St Peter's School also use this Funding to provide specific SEND Staff Development and the SENCo's time to meet with parents additional to the requirements in the SEND Code of Practice recommendations.

The SENCo works with the class teams to discuss which intervention programmes and strategies will best support each child on the SEND Register. This provision is recorded on the child's SEND Support Plan which is shared with the child's family at SEND Reviews. Any changes to the child's provision is shared during the SEND Reviews and amendments made through the new SEND Support Plan.

For some children on the SEND Register, there may be complex, long term needs which requires significant provision and support. The provision required to help the child access their learning may exceed what the Element 2 Funding can provide. In these cases, the school will have already been holding regular meetings with the family and the professionals involved in supporting the child. These multi-agency meetings are opportunities to discuss next steps, including if it is appropriate to request additional Funding from the Local Authority, known as the Element 3 Funding. This is known as placing a request for Statutory Assessment, a process which takes 20 weeks from the submission of the Request.

Children who receive an Educational, Health and Care Plan access Element 3 Funding which is allocated by the Local Authority. For each child with an Education, Health and Care Plan, they will continue to access their Funding from the school's Element 2 Funding, receiving the Element 3 Funding as an additional sum on top of the Element 2. The amount of Element 3 Funding allocated by the Local Authority will have been decided through the Statutory Assessment process.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

St Peter's School strives to achieve participation for all and achievement for all by creating an inclusive 'can do' attitude among our children. We value high quality teaching and learning and, as such, each child within the school is formally monitored as part of a review process.



The majority of learners with SEND are differentiated for by subject teachers adapting the curriculum as set out in the Teachers' Standards 2012. More information is available on these at <https://www.gov.uk/government/publications/teachers-standards>

The school aims to be inclusive of all its children, respecting different educational and behavioural needs. We recognise that different strategies for learning are necessary, using a range of different teaching approaches based on the experiences of our children. The school will also:

- Ensure additional support/ adult provision to enable access of all areas of the school
- Ensure that the classroom environment is adapted for the needs of specific children
- Adapt the curriculum and the lessons through which it is delivered, including the resources, equipment, organisation of lessons
- Ensure that the PSHE curriculum includes issues of disability, difference and valuing diversity, including opportunities to speak and address issues during class Circle Times
- Provide differentiated support, small group work, intervention activities and groups, in addition to phonics groupings.
- Work towards the books and materials purchased contain themes and examples of characters with SEND, portraying positive role-models and images.
- Ensure full participation in extra-curricular activities, including swimming for Year 5 children, unless this is not appropriate for the individual child as requested by the parents or carers.
- Give parts to children in class collective worships or Masses presented to the school and wider community, including their families and parish.
- Ensure children are given appropriate and achievable jobs and responsibilities depending on their strengths or interests
- Ensure that children are encouraged to be part of Breakfast and After-School Clubs, fully inclusive extra-curricular activities and social groups
- Ensure differences are respected and celebrated in classroom topics and that achievements are recognised in Celebration Assemblies

The school will discuss individual children with their parents or carers to ensure that all barriers are removed. The child will be actively encouraged to participate in all areas of school life, with an aim to work in partnership with families to provide encouragement and support.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. The impact of the Covid-19 Pandemic continues to be a consideration when unpicking contributing factors to underlying Social, Emotional and Mental Health difficulties.

All classes follow a structured PHSCE curriculum to support this development, including areas of emotional health and wellbeing, anti-bullying and developing friendships. However, for those children who find aspects of this difficult, we offer:

- Support from the CAMHs-based 'With Me in Mind' programme, where regular meetings are held with the 'With Me in Mind' practitioner to identify children who are struggling emotionally and will require additional intervention and support. With Me in Mind also provides opportunity for class programmes to discuss mental health and wellbeing issues, including bullying. There are also opportunities for staff training and development.
- An Anti-bullying policy reviewed regularly and in response to incidents.
- Working closely with the Designated Teacher for Looked After Children to develop the support necessary for those children who may have both SEND needs and significant trauma from previous experiences.
- Social groups that can focus on a variety of different social and emotional needs, depending on the children involved.
- Circle Times in classes where children can share thoughts and discuss feelings. All children in the group are expected to develop empathy, understanding that all in the school community are equal and belong to that school and wider community.
- The setting of outcomes which are realistic of their attainment so success can be achieved, developing self-esteem and confidence.

The school aims to work in partnership with families. Through meetings in school, staff may offer support from or provide contact information to outside agencies and groups. This may be through the Early Help, Counselling or Parenting Programmes. To help in this process, an Early Help Assessment of the situation may be established with the permission of the family, in order to co-ordinate the educational, medical or social agencies through regular meetings (known as 'Team Around the Child' or 'Team Around the Family' Meetings).

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

At St. Peter's School, we work actively with additional support from external agencies in order to assist the school in meeting the needs of young people and their families. Examples of some of the external provision utilised in school are listed below:

**Local Authority Provision delivered in school:**

- SEND Team – offering support and advice to both the school and families
- Education Psychology Service
- Autism Outreach Service (ASCETs – Autism and Social Communications Education and Training Service)
- Sensory Services for children with visual or hearing impairments
- SENDIAS (formerly known as Parent Partnership and SAIDSEND)
- Virtual School (supporting the Education for those with Looked After Child status)
- Outreach Support from the Special Schools (e.g. Stone Hill, Heatherwood, etc.)
- Behaviour Outreach Support Service (BOSS)
- Early Years Inclusion Team

**Health Provision delivered in school:**

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service - CAMHS (also known as CYPMHS – Children and Young People's Mental Health Service)

**Other External Agencies:**

- General Development Assessment Team (GDA)
- Children's Centres
- Your Place Teams (under Doncaster Safeguarding Children Partnership)
- Early Help (under Doncaster Safeguarding Children Partnership)
- Intensive Family Support Service (under Doncaster Safeguarding Children Partnership)
- Social Care (under Doncaster Safeguarding Children Partnership)
- Education Welfare Service

All of the above bodies, including health and social care can be accessed through the school, at the appropriate time, as guided by the Graduated Approach for SEND. The support that these agencies provide to the school are linked to educational provision.

Where possible, support is accessed for parents and carers who wish to engage with the collaborative approach to school and home provision.

The expectation will be that the school will have applied the Graduated Approach for SEND and will have used the resources available to enhance the school's SEND provision through the use of the Graduated Approach Toolkit. It will be expected that the school will have gathered sufficient evidence before the decision is made, with the family, to contact agencies for further additional support. There are a few exceptional outside agencies who can be contacted as soon as issues are identified with a specific medical issue, such as difficulties with fine or gross motor skills or when issues with hearing or vision have been identified with the relevant medical teams.

Those services and teams which can be accessed through the school are contacted via a referral system. All services and outside agencies require a specific service referral form to be completed, outlining the reason for the referral and a number of child details necessary for processing this into their systems. The parents or carers of the child will need to sign their consent that action is taken. In most cases following a referral, contact will be made through a telephone call, email or letter to the family. Each service or outside agency has their own system for supporting a child. The family will be provided with information as to whether the child will have an appointment in school or if the family needs to attend an appointment at a specific establishment (such as a clinic or hospital).

#### Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

At St. Peter's School, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all young people, including those with SEND, is carefully planned and mapped out to meet the needs of the individual, with a focus on enabling young people to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the SENCo, Mrs H Fitzsimons. If you wish to discuss these concerns further, then you can ask for a further appointment with the Headteacher, Mrs C Young. The SEND Governor, Ms M Gornall, is also available, via appointment, to discuss your concerns.

In addition to this, further guidance can be found in the Complaints Policy available on the school website.

#### Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

##### **What is the Local Offer?**

□ In accordance with the *Children and Families Act 2014*, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

## The school's local offer

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

This School SEND Information Report utilises the Local Authority's 'Local Offer' to meet the needs of children with SEND and additional needs as determined by school policy, and the provision that the school is able to meet.

To view Doncaster's 'Local Offer', please view:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>

As part of the Schools and Alternative Providers section of the Local Offer, each setting provides a Contribution to the Local Offer, describing how they support children with SEND and additional needs.