

## **SEN Information Report**

### **1. How does the setting/school college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Before transition to St Peter's Catholic School in Year 7, key staff from St Peter's Catholic School visit the feeder primary schools to collect information on all students.

- Students already on the Special Educational Needs and Disability (SEND) register are highlighted and information from the primary school shared with St Peter's Catholic School staff. They will be placed on the SEND register at St Peter's Catholic School so all staff have information and strategies to support students on the SEND register.
- All staff have access to student e profiles which outline the students' individual needs differentiation strategies.
- If a student with SEND joins the school after the start of the academic year, St Peter's staff will attempt to liaise with the student's previous school for additional information to be added to the SEND register. Any new student entering with SEND after the start of the academic year will have their information shared with subject staff and the Pastoral & Inclusion teams.

We use data and other forms of assessment to identify additional needs and track progress.

- All Year 7s are screened on entry. They complete a reading and spelling test (Lucid Literacy Screening) as well as a writing assessment and Middle Years Information System (MIDYS) which is a measure of innate ability. Any students meeting criteria for SEND will be added to the SEND register if they are not already on it. We have monitoring systems in place to track students' progress using the graduated response of the Assess, Plan, Do and Review cycle.

If a member of staff feels that a student may have SEND, they contact the Head of learning support who is also the school Special Educational Needs Coordinator (SENCO). The SENCO then gathers information from staff as well as analysing the student's assessment and attainment data. If applicable, the student will be further assessed in-house and if necessary specialist professional advice will be sought.

If a parent is concerned that their child has SEND, they should contact the Form Tutor, Head of Year (HOY) or SENCO in the first instance. The SENCO is Mrs Power and can be contacted by email: [lpower@st-peters.surrey.sch.uk](mailto:lpower@st-peters.surrey.sch.uk) or on 01483 534654.

- The school has a SEN Policy which can be found on the school website <http://www.st-petersschool.co.uk/page/?title=School+Policies&pid=82>

If parents of students with an Educational Health Care Plans are considering applying to St Peter's Catholic School, they are advised to contact the Head of Learning Support when their child is in Year 5 or early on in Year 6 in the first instance.

## **2. How will early years setting/school/college staff support my child/young person?**

St Peter's Catholic School is a mainstream inclusive setting that fully complies with the Special Educational Needs Code of Practice (2015). Staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

We can offer external professional support subject to funding and availability and have staff trained in the following areas:

- ADHD
- ASD
- Dyslexia
- Dyspraxia
- Physical Disabilities
- Visual impairment
- Hearing impairment
- Mild Learning Difficulties
- Speech, Language and Communication Difficulties
- Social, Emotional and Mental Health Difficulties

We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEND. We take a holistic school approach to supporting learners in combination with the Form Tutors, Heads of Year and Heads of Department.

## **3. How will the curriculum be matched to my child's/young person's needs?**

- We expect all our teachers to differentiate to meet the needs of all students.
- Although a student may have SEND, we maintain high expectations of that student and their Target Attainment Grades (TAG) are not adjusted to compensate for SEN. We expect all students, regardless of ability, to make the same rate of progress through Key Stages 3, 4 and 5.
- Some students will have personalised programmes/timetables to meet their needs.
- Some subject classes are grouped according to ability (sets) and some are taught in mixed ability groups.

St Peter's Catholic School offers a broad and balanced curriculum with a wide variety of subjects. We hold meetings with parents before options at Key Stage 4 are chosen so that parents and young people are fully aware of the options and challenges each route will pose for them.

#### **4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

- Parents receive regular reports.
- Students and parents also have access to live data (assessment results, behaviour commendations and cautions, attendance statistics) via the Go 4 Schools database.
- Parents with students with EHCPs are invited to Annual Reviews with the SENCO, Head of Year and external agencies (if relevant).
- Parents with students who do not have an EHCP are encouraged to communicate regularly with the school (tutor/HOY for pastoral care; subject teachers for academic progress). The Head of Learning Support provides additional support if needed.
- All students are set Target Aspirational Grades (TAGs) which are calculated according to their Key Stage 2 data and Fisher Family Trust data. TAGs are not adjusted for students with SEND as we have high expectations of all of our students, and we expect all to make a minimum rate of progress.
- Student progress is monitored by several members of staff (Subject Teacher; Form Tutor; Head of Department; Head of Year; Head of Learning Support). The Assessment Manager (SLT) has an overview of student attainment and regularly tracks progress for students with SEND in collaboration with the Inclusion Manager.
- Underachieving students are mentored by Heads of Year and SLT via the Performing for Success Programme. All students are issued with a homework journal which is also a method of contact between home and tutor/subject teacher/Head of Year. Staff also communicate via email, parent mail and phone. When needed, we will arrange face to face meetings. Parents are encouraged to attend the parents' consultation evenings and parent partnership evenings for their child.
- Students can access learning programmes at home to reinforce what they are doing at school via the school website.
- All students have a homework timetable and important dates are published on the school calendar and website. Parents are encouraged to support students to prepare for test weeks, mock exams and public exams.
- If students are identified as possibly benefitting from extra intervention outside of the Head of Learning Support will communicate with the parent and student.
- We have an open-door policy where parents are invited to come in and speak to the SENCO should they have concerns about the overall progress of their child.
- We employ a Home School Link Worker (part time) who supports vulnerable families in times of need.

#### **5. What support will there be for my child's/young person's overall well-being?**

St Peter's Catholic School has an excellent reputation for its pastoral care.

- The Pastoral Care Team (PST) comprises of the Head of Learning Support, Heads of Year (teaching and non- teaching), the Chaplain, the Pastoral Team Administrator and a Deputy Head.
- All subject staff are expected to have a duty of care for their students. They will raise concerns with the PST and share information when requested.
- Parents of students who have specific medical conditions (epilepsy, diabetes or susceptible to anaphylactic shock) will agree a treatment plan with a named member of staff. This medical information is available to all staff via SIMs and is shared with staff organising school trips.

- Students with SEND (physical disabilities) will be on the SEND register. Their day-to-day care will be agreed after discussions between the SENCO and parents including Teaching Assistant support to move around the site, for personal care, on trips and non-timetabled activities.
- The school Behaviour Policy underpins the high expectations we set on students of all abilities for excellent behaviour and mutual respect.
- Bullying is not tolerated.
- Rewards and sanctions are clearly set out in the Policy and the school operates a 'catch me being good' ethos. This Behaviour Policy is most effective when supported by students and their families.
- We expect a minimum of 95% attendance for all of our students. If students are absent due to long term illness or medical needs, we will endeavour to seek a solution so that they are still able to participate in their education.
- Our level of exclusions is low – this is because we put in place a range of support strategies for students who are at risk of exclusion (Pastoral Support Plan, Head of Year support, counselling, home school link worker support, ELSA and alternative provision when appropriate/feasible).

Students contribute actively to school life via Student Voice. We also run a peer mentoring programme.

## **6. What specialist services and expertise are available at or accessed by the setting/school/college?**

All teachers at St Peter's Catholic School hold Qualified Teacher Status (QTS).

- We deliver regular INSET (training) to colleagues about a variety of topics ranging from Teaching and Learning best practice, differentiation in lessons, SEND, student attainment tracking and use of technology.
- All staff are vetted via DBS and are subject to regular safeguarding training. We have a named Lead Child Protection Officer.
- Internal specialist staff included a specialist teacher who organises Access Arrangements for Key Stage 4 and 5 students, ELKLAN trained teaching assistants and social skills specialists.

We have a number of established partnerships with external agencies and will procure their services subject to individual need and cost:

- Educational Psychologist
- Learning and Language Specialists
- Speech and Language Therapists (for named children)
- ASD outreach specialists
- Child and Adolescent Mental Health Services (CAMHS)
- Vision and Hearing Impairment Specialists
- REMA (for students with English as an additional language or from ethnic minorities or travelling communities)

We have a particular duty in ensuring that Looked After Children are given appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher Mrs Louise Power (Head of Learning support/SENCO) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.

## **7. What training are the staff supporting children and young people with SEND had or are having?**

We have trained staff within the school who have been trained in ELSA (emotional literacy) and ELKLAN (speech and language support) in addition staff have been trained in the following areas:

- ADHD and ASD
- Dyslexia and Dyspraxia
- Physical Disabilities
- Visual and hearing impairment
- Mild Learning Difficulties

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.

## **8. How will my child/young person be included in activities outside the classroom including school trips?**

School policy promotes involvement of all our students in all aspects of the curriculum including activities outside the classroom.

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

Additional staff often accompany school trips so that learners with SEN can attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.

## **9. How accessible is the setting/school/college environment?**

Where possible, we are vigilant about making reasonable adjustments for access.

- The school is spread out over a number of buildings – all but two of these have disabled access via ramps and/or lifts to the first floor.
- Where there is no access available, we are able to timetable lessons in other suitable venues to suit all of our students.
- We currently have three disabled toilets onsite.

## **10. How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life?**

Students and their parents/carers who are preparing to join St Peter's in Year 7 are well informed via a series of different events:

1. Visit from St Peter's staff to feeder primary schools and liaison between SENCOs regarding students with SEN including attending the annual reviews for students with and EHCP in Year 6.
2. Full day induction day at St Peter's in July prior to joining St Peter's in the autumn.
3. Year 6 Parents Information Evening in July prior to joining St Peter's in the autumn.

4. Transition morning for Year 6 students and male role models/fathers in summer term.
5. Parent/Teacher interview and information in May of Year 6.
6. Parents' Information Evening and Liturgy in September of Year 7.
7. 'Meet the tutors' in November of Year 7.

In addition, we organise additional transition activities for vulnerable students and/or some students with SEND such as ASD, Physical Disabilities.

Guidance and signposting is given to students in Year 9 to prepare them for their next stage of education and employment. This will occur during citizenship lessons, form time and assemblies. Our careers teacher also offers 1:1 advice. In addition, Year 9 parents are invited to an options evening in the spring term.

### **11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

- Budgets are closely monitored and aligned to the school development plan. We review the needs of learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.
- We use an internal 'provision management' to track spending and the effectiveness of interventions. Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the finance used in providing the intervention.

### **12. How is the decision made about what type and how much support my child/young person will receive?**

We expect all staff to differentiate their teaching in lessons and strive towards outstanding learning for all students including those with SEND.

- The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a pupil profile being completed.
- Student profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

### **13. How are parents involved in the setting/school/college? How can I be involved?**

St Peter's Catholic School is a successful school due to its partnership with parents.

- All students are issued with a homework journal which is also the first method of contact between home and tutor/subject teacher/Head of Year.
- Staff also communicate via email, parent mail and phone. When needed, we will arrange face to face meetings.
- Parents are encouraged to attend the parents' consultation evenings and parent partnership evenings for their child.

- St Peter School's Parent Teacher Association (PTA) is very proactive and a vital part of the school community.
- Governors are drawn from the local community and give freely of their time and expertise in order to support the work of the school. Foundation governors must be practising Catholics and are appointed by the Bishop. Many of the governors are current or former parents of students at St Peter's.

#### **14. Who can I contact for further information?**

All staff at St Peter's have a role in a student's education and a duty of care.

Parents' first point of contact should be their child's tutor (through the home journal, via email or by phone).

In addition, parents can also contact the Head of Year, subject teacher or the Head of Learning Support.

All staff at St Peter's have a role in a student's education and a duty of care.

- If parents are worried about any aspect of their child's education, we encourage them contact the school as soon as possible so that we can attempt to resolve the issue.
- If parents are considering St Peter's as a school for their child, they need to contact the Admissions Team directly. The team will have information about school visits, paperwork that needs to be completed and general information about joining the school.

The current Head of Learning Support (SENCO) is Mrs Louise Power and can be contacted by email: [lpower@st-peters.surrey.sch.uk](mailto:lpower@st-peters.surrey.sch.uk) or on 01483 534654. The Head of Learning Support has an overview of all students with SEND, who are looked after children, who qualify for Pupil Premium, are EAL or are vulnerable/disadvantaged.

A copy of the school's complaints procedure can be found on the school website: <http://www.st-petersschool.co.uk/page/?title=School+Policies&pid=82>

The complaints procedure outlines the formal steps the school will take in handling each complaint.

Surrey Parent Partnership offer impartial advice and supports parents of children with SEN and can be found at <http://www.sendadvicesurrey.org.uk/>

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