St Peter's Catholic School

Special Educational Need and Disabilities Information Report

September 2026 – July 2027

This document will have due regard to legislation, including but not limited to: Children and Families Act 2014
Health and Social care Act 2014
Equality Act 2010

Mental Capacity Act 2005 Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to: SEN Code of Practice 0-25 (2014)
Supporting Children with Medical Conditions
Keeping Children Safe in Education

Working together to Safeguard Children.

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

	St Peter's Catholic School	St Peter's Catholic School is a mainstream co-educational Catholic secondary school. St Peter's Catholic School educates children within the mainstream whilst meeting their special educational needs and disabilities as outlined below;
	Questions	**School Response**
1	**How does St Peter's Catholic School know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?**	The progress of all students is monitored regularly through half termly assessment by Form Tutors, Subject Teachers, Heads of Departments and the School Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned. If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the Form Tutor/class teacher to discuss their concerns or alternatively they can speak to our Special Needs and Disability Coordinator (Senco) or Deputy Senco.
2	**How will St Peter's Catholic School staff support my child?**	When a stakeholder identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to further discussions which might include a meeting at the school with the SENDCo to discuss a plan of support. This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. The child is expected to also take part in their planning and their view is central to the discussion.

		Our Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions. All the intervention programmes we use are evidence based and known to support students to make increased progress. We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through half termly assessment and reporting and at the end of each intervention if appropriate. Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the Senco on the progress of students with SEND.
3	**How will the curriculum be matched to my child's needs?**	All teachers are provided with information on the needs of individual students so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.
4	**How will both you and I know how my child is doing and how will you help me to support my child's learning?**	Parents/carers of students with an EHCP will be invited to a termly review meeting along with their child (if appropriate). One of these meetings can be made during the relevant year group Parents' Evening. Parents/carers of students with SEND will be invited to two meetings a year. One of these meetings can be made during the relevant year group Parents' Evening. Parents/carers are invited to contact SEN admin support if they wish to make an alternative/additional meeting.

		The aim of the meetings is to discuss with the student the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home. At the review meetings, we will talk about the progress your child is making and share ideas about how we can together help them to do even better. Specialists are available at meetings to share ideas and think strategically about moving forward for the child should this be necessary.
5	**What support will there be for my child's overall well-being?**	All students are supported with their social and emotional development through the curriculum. Students with identified SEND are mentored regularly by the Form Tutor, Head of Year, teachers and members of the SEN team. Students with SEND are invited to come to a Safe SEND space at break and lunchtimes. Students with SEND are invited to attend a Home Learning Club each night where support is available to help them. 1:1 and small groups are offered to develop self-esteem and social confidence. Attendance is closely monitored on a daily basis and monitored through regular meetings with Heads of Year and SEND team. St Peter's Catholic School operates a robust Anti-bullying and Behaviour Policy. This is available on the website. Support is offered through personalized plans to minimise exclusion. Children are supported in asking for help should they need it.

6	**What specialist services and expertise are available at or accessed by St Peter's Catholic School?**	St Peter's Catholic School has a number of internal staff who work alongside the SEND team to offer expertise and support these include: • 1 Trained ELSA The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include: • SEND MAT Lead Advisor • Safeguarding Lead Advisor External advisors may also come into school to work alongside the SEND team from Surrey LEA these currently include: • Language and Learning Support Advisory Teacher • Behaviour Support Advisory Teacher • Hearing Impaired Advisory Teacher • Visually Impaired Advisory Teacher School also sources external support from: • ASD Outreach Service • Mindworks support • Mental Health Support Team (MHST)
7	**What training are the staff supporting children and young people with SEND had or are having?**	The SENCo's and LSAs regularly receive training both in the school and through the Xavier CET. The LSA's are fully trained in: • The MITA principles to best support children learning in the classroom. • Reader, scribe training to support access arrangements. • How to support in DT workshops and in textiles. • Evac chair training for disabled students. • Manual handling training for disabled students.

8	**How will my child/young person be included in activities outside the classroom including school trips?**	All students are invited on all activities and school trips; this can involve support from an LSA, or additional member of staff. Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parent's support.
9	**How Accessible is the school environment?**	St Peter's Catholic School has 1360 students on roll. Disabled toilets are available, located across the school in five of the main buildings. There is high contrast on stairs throughout the school. All correspondence is conducted in English, however, every effort is made to use staff or others to translate when necessary for letters or meetings. Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress. Students with SEND are always part of the conversation around meeting their needs and making the learning environment Additional information can be found in the school's Accessibility Plan.
10	**How will St Peter's Catholic School prepare and support my child to join the school, transfer to a college or the next stage of education and life?**	SENCo is available at Open Evening or during school tours for any immediate questions. A robust transition program is in place including individual additional primary school visits for students with SEND. Students with SEND are fully supported throughout the transition days/afternoon in July.

		Students with SEND are offered additional opportunities to visit the school after transition days. Students with SEND receive tailored support from the careers advisor with their career decisions and SEN staff support with interview preparation, course selection and attend careers interviews with the students.
11	**How are the school's resources allocated and matched to children's special educational needs or disabilities?**	Children are offered an LSA support package at a level reflective of their needs based on their progress. A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, LSA support in lessons, small group withdrawal, one-to-one withdrawal and IT support. Resources may be adapted to support visually impaired students and those with specific learning difficulties.
12	**How is the decision made about what type and how much support my child will receive?**	Where a child is not making sufficient progress the Form Tutor/Teacher, Head of Year, LSA's and SENCo may feedback, make assessments and make amendments to the provision as appropriate. Assessment is made regularly through monitoring tests to assess impact of interventions.
13	**How are parents involved in the school? How can I be involved?**	Parents are invited in regularly to information evenings to discuss curriculum and learning. Individual parent meetings to discuss individual progress throughout the year. Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.

		Parents of students with SEND are fully supported to engage with the school, and make use of the school buildings.
14	**Who can I contact for further information**	• **SEN** sen@st-peters.surrey.sch.uk • **Admissions:** admissions@st-peters.surrey.sch.uk • **SEND Governor Abigail Little, contacted via a** abuchananrobinson@st-peters.surrey.sch.uk
		• **The Local offer for Surrey SEND can be found at:** www.surreylocaloffer.org.uk