



St Peter's
Catholic School



Faith is our Foundation

SEND Information Report

Details

Written by	Elisa Yañez
Approved by:	Governors
Date:	October 2023
Next review due by	October 2024



Our SEND Information Report is part of the Solihull Local Offer for pupils with Special Educational Needs and Disabilities

Please follow this link to get to Solihull Council's Local Offer webpage:

Solihull Local Offer | solihull.gov.uk

SEND Information Report: October 2023

At St. Peter's we welcome all pupils from the local community, and we acknowledge the unique creation of every person and endeavour to meet the individual educational needs of all pupils. We are fully committed to working in partnership with our school community and parents/carers to ensure that all pupils have the opportunity to meet their fullest potential, also with the highest of standards.

Creating a fully inclusive and holistic learning environment, our aim is that every child will:

1. Can achieve their best
2. Become confident individuals and lifelong learners
3. Undertake a successful transition into adulthood, through post 16 transition, and ultimately any education, training, or future employment.

This report is reviewed annually to ensure all content is accurate and relevant. We would welcome any feedback and involvement for future reviews. If you would like to be involved or find out more about the content of this report and any SEND provision within school, please contact:

Head Teacher: Mr S Shelton

SENDCo: Miss E Yañez

Deputy SENDCo: Mrs Katie Wolfe

You can contact the school on 0121 705 3988

You can also contact the school via email using this link: office@st-peters.solihull.sch.uk

What kind of Special Educational Needs and Disabilities (SEND) are catered for at St. Peter's?

Our SEND department consists of the Special Educational Needs & Disabilities Coordinator (SENDCo), the Deputy SENDCo, seven full time Learning Support Assistants (LSAs) who provide targeted in class support for pupils with an Education, Health and Care Plan alongside needs based support for a small number of pupils with SEND. We make use of NGRT reading data for pupils in Years 7, 8 and 9 to identify and plan targeted intervention to boost reading ages. There is also a designated Teacher with lead responsibility for Looked After Children (LAC) alongside our Lead First Aider, for those with medical needs. We have Lead Tutors for each year group who provide daily pastoral support in addition.

We are able to fully support pupils with a range of SEND from the 4 broad areas of need; Communication and Interaction including ASD, Cognition and Learning, including Mild/Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) e.g., Dyslexia or Dyspraxia, Social, Emotional and Mental Health (SEMH) Difficulties e.g., Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiance Disorder (ODD) and Sensory/Physical Needs including Hearing Impairment (HI) and Visual Impairment (VI).

How do St. Peter's approach teaching children with SEND?

At St. Peter's we follow a collaborative approach to teaching children with SEND with the mainstream curriculum through a focussed approach of High-Quality Teaching (HQT) and targeted or specialist intervention *where appropriate*. The SENDCo and members of the SEND Department communicate regularly with Directors of Learning and other Pastoral staff, parents, outside agencies and professionals as well as those at the centre of our focus, the pupils. All pupils have their own OPP (One Page Profile) document which sets out key guidance and teaching/support strategies, these are reviewed annually or earlier, upon information provided through parental and/or pupil feedback and information from outside agencies.

Communication and Interaction: A personalised approach to provision and intervention is adopted for ASD pupils based on an assessment of their needs. This provision and intervention can range from one-to-one weekly mentoring, academic and or pastoral support and the implementation of learning aids. This is further supported by the Specialist Inclusion and Support Services (SISS) if a formal diagnosis has been made.

Cognition and Learning: All pupils are catered for through High-Quality Teaching (HQT), in class support or small group interventions, at Key Stage 3 primarily. This is dependent on the pupil's personal barrier to learning, this can be literacy and reading focused, numeracy focused or a combination of both.

SEMH: A personalised programme of support is provided for pupils identified as having SEMH difficulties. We provide a Nurture based programme for pupils in Year 7 to support the transition process from primary school and this is further supplemented the LSAs and Pastoral team who are equipped to provide

emotional support through small group work or one-to-one sessions based on individual needs. We have access to referrals for outside agencies such as Solihull CAMHS or Forward Thinking Birmingham to provide more specialised support. For pupils with a specific diagnosis e.g. ADHD we seek to work in collaboration with specialists for further advice and guidance.

Sensory/Physical Needs: We have access to individual and specialised support as needed through the Hearing and Visual Impairment teams and use any recommendations given to ensure fair accessibility of provision in school for all pupils. We also work closely with the Specialist Inclusion and Support Services (SISS) for those with a physical disability where needed.

All SEND Needs: All pupils with additional needs have access to intervention which is deployed to ensure fair access to their education. Primarily, pupils' needs are met first and foremost through High Quality Teaching and precision planning, following the guidance set out by the Education Endowment Foundation and other research-based approaches, all teaching staff have access to continual professional development around pedagogical approaches to support all learners. Where a pupil is identified as requiring support which is additional to, or otherwise different from the provision made for other pupils of the same age, their needs will be met by the graduated response. This is implemented through a series of 'waves of intervention'.

Wave 1 includes High-Quality teaching strategies, which considers the learning needs of all pupils in the classroom. It includes the provision of adapted teaching strategies and creating an inclusive learning environment. This includes:

- A well designed, progressive curriculum
- A robust reporting and assessment cycle that tracks pupils' progress and attainment
- Mainstream classes, where High-Quality Teaching practice is embedded across all subjects with; highly focussed lessons, high pupil involvement with no opt-out and engagement with their learning, targeted questioning to deepen pupils' knowledge and understanding, effective modelling and scaffolding, opportunities for pupils to ask questions and regularly address misconceptions.
- Teacher feedback designed to feed-forward progress
- Adapted materials and subject specific study support; provision of learning aids, such as overlays to support visual tracking, the use of assistive technology, task management boards, use of Knowledge Organisers etc.
- Peer and self-assessment
- Access to screening tools and annual reading assessments (NGRT at Key Stage 3)
- Access to homework and lunchtime clubs

- Regular parental communication via progress reports and parents' evenings
- Individual One Page Pupil Profiles
- Curriculum specific intervention

Wave 2 includes specific, additional, and time-limited interventions provided for some pupils who need support to accelerate their progress for them to work at or above age-related expectations. These are often targeted at groups of pupils with similar needs and generally focussed on literacy and numeracy as well as social and emotional needs.

Wave 2 support may include (in addition to Wave 1):

- Access arrangements for public examinations
- Small group or 1:1 sessions for Autism Spectrum Disorder (ASD)
- Small group or 1:1 sessions for SEMH
- Input from VI, HI or PD specialists
- Catch-up literacy intervention programmes in English and Maths
- LSA support in some lessons to scaffold learning
- Alternative methods of recording, including the use of a laptop, reading aids e.g., a Reader Pen or the use of other forms of assistive technology
- Precision Teaching or IDL intervention to support literacy barriers to learning
- Touch- typing interventions
- Emotional Literacy Support from a trained Emotional Literacy Support Assistant (ELSA)
- Paired Reading

Wave 3 includes targeted provision for a minority of pupils where it is necessary to provide highly tailored bespoke interventions to accelerate progress or enable achievement of their potential. Pupils at Wave 3 support *may be* identified as requiring an Education, Health, and Care Plan (EHCP), if the support needed is long term and significantly different from that of their peers.

Support may include (in addition to Waves 1 and 2):

- Personalised Timetables
- Multi-agency collaboration
- Input from SOLAR/Forward Thinking Birmingham
- Input from Educational Psychology

- Input from Health and Social Care, *where necessary*

At Key Stage 4, pupils who are identified as SEND may be eligible for access arrangements for GCSE examinations. This may include extra time in an examination, a laptop or the use of assistive technology, a reader, or a combination of all three. Pupils who may be eligible for access arrangements will have opportunities to trial these access arrangements, with LSA support where appropriate, during Key Stage 3 and 4 as part of their normal way of working. We complete formal assessments for access arrangements with an external professional at the end of Year 9 to ensure any necessary arrangements are formalised before pupils commence their GCSE courses in Year 10. These are required to be reviewed every two years for external assessments so any necessary arrangements would be reviewed at the start of Year 12, *where applicable*.

What external professional services and organisations do St. Peter's work with?

We work closely with several external agencies and experts to support our pupils:

- Specialist Inclusion and Support Services (SISS) for Autism deliver whole staff training, work with the SENDCo and Deputy SENDCo, and support individuals with an ASD diagnosis.
- Specialist Inclusion and Support Services (SISS) for Social, Emotional and Mental Health work with the SENDCo and support individuals, and their families, with SEMH difficulties
- The Lead First Aider who provides additional support for our pupils with more complex medical conditions, in consultation with the School Nursing Team.
- Rebecca Thompson, from Education Access, who can undertake Level 1 and/or Level 2 Screening assessments for pupils with identified Mild/Moderate learning needs (MLD) in addition to those with traits of Specific Learning Difficulties (SpLD)
- Specialist Inclusion and Support Services (SISS) for Cognition and Learning work with the SEND Department and deliver CPD in school to all teaching staff around pupils with Specific Learning Difficulties.
- Think for The Future deliver weekly small group intervention sessions around a range of issues linked to Social, Emotional and Mental Health and emotional resilience.
- The Specialist Inclusion and Support Services for Physical Disabilities (SISS) who can deliver training to staff within school and supports individuals with Physical difficulties.
- Raymer Enterprises delivers weekly support for pupils with SEMH difficulties through a referral process.
- The Sensory Support service who works closely with pupils who have Visual Impairments (VI) or Hearing Impairments (HI).

We also have support from Mental Health in Schools Team, Shine Youth, and the Birmingham Irish Emotional Resilience programme for those pupils with concerns identified for Social, Emotional and Mental

Health. The school has access to bespoke referrals for a small number of pupils annually to work with an adolescent Psychotherapist. We work, when needed, in conjunction with Solihull CAMHS (SOLAR), Forward Thinking Birmingham and the ADHD Nursing team.

What are our policies for identifying children and young people with SEND and assessing their learning needs?

When colleagues suspect that a pupil may have undiagnosed or specific learning requirements, a SEND referral is made to the SENDCo or Deputy SENDCo. Parents and carers will be consulted and an information gathering process will be undertaken through the request of detailed feedback from all subject teachers. If needed, the Specialist Inclusion and Support Services (SISS) and the Educational Psychology Team can support St. Peter's with SEND referrals and requests for Educational Health Care Plan (EHCP) assessments. External agencies, such as SISS and the Sensory Team will meet with individual pupils and provide specific advice once a formal diagnosis has been given. Medical needs are assessed via our Lead First Aider and the SENDCo, or a recommended referral to the School Nursing team and/or GP or Children's Mental Health Services (CAMHS or FTB dependent on the home address of the pupil's GP). Health referral teams such as Occupational Health or Physiotherapy, and Speech and Language Therapy are appointed directly by the NHS and Local Authority, these need to be undertaken directly through the GP. Our SEND Department work closely with colleagues, external professionals, and services to ensure pupils' learning needs are appropriately assessed and met.

Transition: Key Stage 2 data is analysed prior to Year 7 starting the new academic year to quickly identify learning difficulties. This is supported by additional information provided by Primary Schools on transition and Person-Centred Review meetings where required.

Key Stage 3: At Key Stage 3 pupils' reading ages are tested at the start of Year 7 so that any learning difficulties can be identified, referred to the SENDCo and addressed. Pupils also complete Baseline assessments in their core subjects. Termly data is also used by Directors of Learning; including the SENDCo and Deputy SENDCo, to ensure that any specific gaps in progress can be identified and addressed as needed with the appropriate provision.

Key Stages 3-5: Across Key Stages 3, 4 and 5, end of year and termly data is used to assess and review SEND pupils' level of progress and attainment and is used to identify level of learning need, appropriate learning strategies and provision.

How do St. Peter's consult with parents/carers of children with SEND and involve them in their child's education?

At St. Peter's we are committed to open and honest communication. Parents and carers' views are regularly sought, and every effort is made to consult and collaborate. Contact between the SEND department and our parents/carers, happens regularly through telephone conversations, email communication informal discussions and pre-arranged meetings.

In addition, we hold:

1. SEND Support and Information Coffee Morning/Afternoon drop-in sessions once per term (from October 2023 onwards).
2. Annual Reviews for pupils with an Education, Health, and Care Plan (EHCP).
3. SEND Review Days (from November 2023)
4. Consultation meetings prior to a request for an EHCP or a specialist assessment.
5. Meetings with professionals from external agencies in consultation with parents and carers.

How do St. Peter's consult with young people with SEND and involve them in their education?

All SEND pupils are encouraged to attend all parental and outside agency meetings and to -attend the SEND Support & Information drop-ins, we also undertake SEND focussed Pupil Voice Forums throughout the year. We always endeavour to discuss provision and strategies with all pupils before they are implemented. The pupils' views are considered at all stages of the 'Assess, Plan, Do, Review' cycle.

How do St. Peter's assess and review pupils' progress towards outcomes and provide opportunities for parents and young people to be part of the assessment and review?

As part of the 'Assess, Plan, Do, Review' cycle, at St. Peter's we conduct regular academic assessments throughout the year to ensure that we effectively monitor progress and attainment. The data is reviewed by the Senior Leadership Team, Curriculum and Pastoral staff and the SENDCo/Deputy SENDCo. This is then used to determine appropriate intervention strategies and provision. Reports are published for all parents/carers and they are encouraged to attend parents evening, where they can discuss their child's progress, attainment and achievement with all school staff involved in their child's education and learning. Parents and carers can also request a feedback report at any time during the academic year where colleagues can report on achievement and barriers to learning. This is then shared with parents/carers and used as a tool to determine future intervention and provision. We also use person centred approaches to ensure that both parents and young people are involved in the 'Assess, Plan, Do, Review' cycle, to ensure SEND pupils' outcomes, both academic and social and emotional are being met.

How do St. Peter's support children and young people in moving between phases of education?

Key Stage 2 to Key Stage 3: We have a designated member of staff who is responsible for transition between Key Stage 2 and Key Stage 3. Throughout the academic year there is a range of in school events delivered by Curriculum staff to Year 5 and Year 6 pupils, enabling pupils to meet school staff, experience different subjects and familiarise themselves with the building. As part of the transition programme the SENDCo, members of the SLT and Pastoral Team visit Primary schools and meet with pupils and Primary SEND and teaching staff. Annually we hold open mornings and an open evening for parents and pupils. The transition process is supported further through a city-wide induction day set by Solihull Local Education Authority. We also hold an additional transition 'Step Up' day for any pupils identified by primary schools as requiring additional support during the transition process. Any pupils identified as having specific needs and any barriers to learning are introduced to the SEND team where required and bespoke support is always considered.

Key Stage 3 to 4: At Key Stage 4 pupils choose from a broad and varied range of GCSE options. Pupils and parents/carers are offered guidance and advice and are encouraged to attend the GCSE Options Evening. SEND pupils and parents are supported through the process by the SEND team, Curriculum and Pastoral staff, guiding them in making appropriate and achievable pathway choices.

Post 16/18 Transition: All Year 11 and Year 13 pupils are supported by the Pastoral team, Senior Leadership Team and Curriculum staff, alongside the involvement of the SEND Department in making appropriate choices regarding employment, careers, and higher education. There is also the support of staff with whole school responsibility for Careers, who can offer an additional layer of support for pupils identified by the SEND Department. We also work closely with other outside agencies, who offer additional transition support, where appropriate.

What training is provided at St. Peter's for staff that supports children and young people with SEND?

- The SENDCo has completed The National Award for Special Educational Needs Co-ordinator and qualified with a high-level Distinction in 2016.
- All staff at St. Peter's have attended the Level 1 Autism training provided by the Specialist Inclusion and Support Services (in December 2021 – annual update TBC).
- The SENDCo has completed the Senior Designated Mental Health Lead Training (October 2021). Several staff in school are trained in Adult and Youth Mental Health First Aid.
- The SEND team work closely with other external professionals to support teaching and learning strategies for targeted pupils.

How do St. Peter's evaluate the effectiveness of provision made for children and young people with SEN?

Within the SEND department we follow the 'Assess, Plan, Do, Review' cycle. The effectiveness of interventions and provision is reviewed termly using a Person-Centred Approach. The termly SEND Additional Support Information Coffee mornings will provide a platform for parents, pupils, and staff to review progress and attainment and plan future provision and intervention. Whole school data regarding pupils' attainment and progress is analysed by the SENDCo, who works collaboratively with the Directors of Learning and Lead Tutors to identify appropriate provision and learning strategies. Baseline data is used to review progress overtime.

How are SEND children and young people able to engage in mainstream school activities?

Adaptive High-Quality Teaching allows for an inclusive approach to learning in all subjects, for all pupils. Collaboration and communication between Teaching and SEND staff is essential in ensuring all SEND pupils can access learning across the curriculum. Pastoral and PSHE lessons support pupils' social and emotional development. There is a broad range of extra-curricular activities and opportunities for involvement in Pupil Leadership within school on offer to all pupils.

Who can parents and carers contact for further information, or to raise concerns?

At all times, parents and carers are encouraged to contact St. Peter's if there are issues. There are calendared opportunities to arrange a meeting with the SEND Team. Please be aware that face-to-face contact with the SENDCo or Deputy SENDCo is likely to be less frequent than experienced at primary school. However, should you require a meeting face-to-face outside of the calendared dates, please contact, in the first instance, the school office, by email or telephone. The query will be directed to the SENDCo, Miss Yañez, or the Deputy SENDCo, Mrs Katie Wolfe. Please note that immediate, same day contact is not expected, and a response may take up to 3 working days, with a 10-working day allowance to schedule a meeting.

If the concern is urgent or regarding a matter of Safeguarding, this will be prioritised, please call the School Office directly in this instance.

Signposting

For parental support and additional information, the following agencies may be of use:

Solihull SENDIAS

Free confidential and impartial service for children and young people with Special Educational Needs and Disability (SEND) and their parents and carers.

Telephone: 0121 516 5173

Email: Solihullsendias@family-action.org.uk

Website: [Solihull SEND \(Special Educational Needs and Disability\) Information, Advice and Support Service - Family Action \(family-action.org.uk\)](https://family-action.org.uk)

Solihull Parenting Team

A range of supportive groups and workshops for parents and carers in Solihull, taking place both face-to-face and virtually, and all free of charge.

Telephone: 0121 301 2773

Email: bsmhft.parenting@nhs.net

Website: [Parenting support \(solihull.gov.uk\)](https://solihull.gov.uk)

Autism West Midlands

A charity designed to offer support and help for young people with ASD and their families.

Telephone: 0121 450 7575

Email: info@autismwestmidlands.org.uk

Website: www.autismwestmidlands.org.uk