



Special Educational Needs & Disabilities Information report

The following report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#)

The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class(es), including where pupils access support from teaching assistants or specialist staff.

At St Peter's Catholic College, we are committed to the equal inclusion of all pupils, in all areas of School life. We recognise the diverse and individual needs of all of our pupils, from all cultures and backgrounds, and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that all pupils are entitled to a quality of provision, which will enable them to achieve their potential, to be healthy, safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Pupils are taught along with their peers in mainstream lessons. Staff are committed to understanding the nature of each individual's needs and how these can best be met in and beyond the classroom. Making progress is an essential element of every lesson; therefore, quality assurance checks are in place to ensure this happens.

We believe in positive interaction, removing barriers to learning, raising expectations and levels of achievement, and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils. Teachers at St Peter's Catholic College are able to adapt their teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

A pupil has SEND if they have learning difficulties or disabilities which makes it harder for them to learn and process information at the same rate as their peers.

Key points of contact

Who would be my first point of contact if I want to discuss something about my child?

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENDCo. However, their form tutor, Head of Year, or a member of the SEND team are all available. If unsure, our school office staff would be happy to put parents/carers in touch with the right member of staff.

Who is the SEND Coordinator and how can I contact them?

The SEND Coordinator can be contacted at:

Address

St Peter's Catholic College
Normanby Road
South Bank
Middlesbrough
Cleveland
TS6 6SP

Email: enquiries@stpeters.npcat.org.uk

Trust Lead for Vulnerable Learners

Name: Mrs S Mitchinson

Email: mitchinson.s@npcat.org.uk

Phone: 01642 453462

Associate SENCO

Name: Miss R Hardy

Email: hardy.r@stpeters.npcat.org.uk

Phone: 01642 453462

SEND Specialist Teaching Administrator

Name: Mrs T Cramphorn

Email: cramphorn.t@stpeters.npcat.org.uk

Phone: 01642 453462 Ext: 115

What other support services are there which might help me and provide me with information and advice?

School works closely with a range of support services and external agencies.

Agency Contact details

Local Authorities Specialist	Monica Wheater – Education Development Advisor (SEN) Redcar and Cleveland Council monica.wheater@redcar-cleveland.gov.uk
Redcar and Cleveland SEN Team	sen@redcar-cleveland.gov.uk
Middlesbrough SEN Team	sen@middlesbrough.gov.uk
Educational Psychologists	Dr Joanne Mowbray joanne.mowbray@jmeps.co.uk Sarah Volkmann sarah.volkmann@redcar-cleveland.gov.uk Christine Sketchley christine.sketchley@redcar-cleveland.gov.uk
MONSARRATT Specialist Teaching Services	Sarah-Jane Monsarratt Sarah-Jane@monsarratt-sts.co.uk
CAMHS	0300 013 2000
School Nurse	01642 444011
Contact a family	northeast.office@contact.org.uk
Daisy Chain	Info@daisychainproject.co.uk
Eastern Ravens	01642 678454
Rainbows bereavement	sharon.rainbows@btconnect.com
MAIN project	01642 608012
Forget-me-not	01642 608600
Future Steps	01642 807669

How does the school identify children with special educational needs?

- At transition point from Primary feeder schools and information on Primary school visits and induction meetings
- Standardised tests, baseline testing and CATS, which are carried out on all KS3 pupils in the second week of each Autumn term.
- Individual teachers in subject areas who are concerned about particular pupils and refer them to the SENDCO through a Identification of need form.
- Data capture at termly reviews identify pupils who are not making progress.
- Screening tests in reading, spelling, number skills and intelligence levels from within school and from tests by specialists from outside agencies.
- Parental referrals - Parents may contact the SENDCO at any time to discuss any concerns regarding their child.
- Pupil self-referral - Staff will listen to and help pupils who feel they may have learning difficulties.
- If concerns over a pupil are raised at a staff meeting, the matter will be brought to the attention of the SEND department, who will initiate information gathering to specify where there is a problem and act upon it.

Arrangements for consulting parents of children with SEN and involving them in their child's education

- Parents of pupils already identified with SEND at primary school will be able to share information about their child in Y5, Y6 or throughout the transition process. The SENDCO and key staff involved in the transition and induction process will visit the primary school and meet with pupils, teaching staff and parents to share information, Covid-19 permitting.
- Vulnerable pupils are offered additional structured visits to school prior to induction days and parents are encouraged to accompany their child on these visits.
- Parents have the opportunity to discuss concerns, share information and be involved in the planning for the needs of their child at an open evening when the SEND team are always available.
- When pupils are identified as having additional needs (SEND Support – K), they will benefit from the support of a Pupil Passport. This will be written by the SEND Team in agreement with the pupil, staff and parents and reviewed throughout the year.
- Reviews take place at least annually for those with an Education Health Care Plan (EHCP). All services working with the child are invited to attend these meetings to share and plan with parents how best to meet the needs of the pupil.
- Parents are kept up to date with their child's progress through regular reports, review days and parents' evenings. Parents' views are always welcomed and listened to. We believe parents should always be involved in planning support for pupils.

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

- All teachers at St Peter's Catholic College have responsibility for the teaching and monitoring of pupils with SEND. This is the first principle of the new SEND Code of Practice.
- Trust Vulnerable Learners Lead with support from the SENDCO in training will have overall responsibility for providing support for SEND pupils and will monitor their progress.
- Support may be offered through small group work as part of a targeted intervention strategy or on a 1:5 basis within the classroom, or a combination of these depending on the particular need. Support may be provided by a member of the SEN team, the SENDCO, other teaching or support staff or through an external agency or service.

- EHCP reviews are organised by the SENDCO and the Local Authority link officer. Parents are encouraged to have contact with the SEND team throughout the school year.
- SEND Support Pupils will have Pupil Passports with clear targets and success criteria which is written in partnership with parents, pupils and school.
- Reports are sent to parents at least twice throughout the academic year and there are two parent review days in addition to parents' evenings where SEND staff are available to meet with parents.

How are the decisions made about the type and amount of provision a young person will need?

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

- The amount of provision will be decided depending on the needs of the pupil
- Decisions are based on the evidence school has collected and from talking to everyone involved with the pupil.
- From talking to the pupil and parents to understand what they see as priority for provision.
- Decisions will also take into account the advice and recommendations of other professionals working with the pupil.
- Effectiveness of intervention will be monitored by the SEN team and at school review points.
- Pupils may have access to a provision to support dyslexia, develop literacy, numeracy and dyspraxia in the form of:
 - Targeted small group intervention during tutor time or allocated timeslots.
 - Focused reading lessons, allowing opportunity for individual reading.
 - Access to laptop /computer suits.
 - Reader pens.
 - Different coloured exercise books.
 - Coloured overlays.
 - Access to special arrangements for all examinations.

Pupils may have access to provision to support difficulties associated with Autistic Spectrum Disorder (ASD) in the form of:

- Drop in session to the Station for unstructured times of the day (Break and lunch club).
- Time out card and quiet areas.

Pupils may have access to provision to support difficulties associated with visual or hearing impairment in the form of:

- Access to monitoring through External Visual Impaired or Hearing Impaired Services.
- Access to special arrangements for all examinations.

How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

- The curriculum is directed by the Government and all pupils are entitled to study a full curriculum.

- Data and information on pupils are circulated to all staff to inform differentiation and to ensure appropriate teaching styles, through a range of strategies collated on a Pupil Passport.
- In KS3, all pupils are taught in set classes appropriate to their ability levels using quality first teaching to ensure targets are stretching and attainable.
- In KS4, option choices are made, where in agreement with pupils and parents, School can tailor the curriculum to meet the needs of the pupil (within government guidelines).
- Identified pupils will have work differentiated by class teachers to enable appropriate access.
- Pupils who have a Pupil Passport or EHCP will have targets that link to areas of the curriculum. These are monitored and discussed with parents at review meetings.
- LSA's will work with some pupils 1:1 and in small groups within class. The SEND team also provide some withdrawal support where appropriate to meet specific learning targets in order to help pupils to access the curriculum.

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- Information is gathered for pupil summaries and parents are given termly updates of current and target grades. These are used to inform meetings and set new targets. Teachers may meet with parents throughout the year as appropriate to discuss individuals (this can be initiated by school or by parent/carers). Formal consultations take place in Open Evenings and Parents Evenings throughout the year.
- Daily monitoring takes place using the ARBOR MIS system for progress and behaviour. This can lead to contact with parents by the pastoral team if necessary.
- Pupils with EHC plans have annual reviews to determine progress and set targets. Parents participate in this review.
- Vulnerable Pupil Meetings to support Pastoral care and wellbeing of pupils will take place weekly with actions to allow swift intervention to ensure barriers to learning can be restricted or removed.
- Sometimes pupils benefit from the support of an external agency or service. A member of the pastoral or SEN team will always discuss this with parents. Parental consent is sought for work with external support partners.
- Staff training is organised, as appropriate, to raise awareness of any learning, medical or social/behavioural difficulties experienced by our pupils. This may be for all staff or for individuals or groups of staff working with specific pupils.

What support will there be for the young person's wellbeing?

- Form tutors meet with pupils every day looking after wellbeing, pupil progress and ensuring they are ready to learn. There is a programme of activities for tutor time to cover a variety of social skills and to encourage development of life skills.
- The School has a Pupil Voice system to ensure pupils can express views and opinions. Each tutor group is represented at House Council meetings and there pupils are elected to the Pupil Council. The Pupil Council meet regularly and are involved in staff interviews, in addition to contributing to many management issues and decisions. Their ideas are discussed by the Leadership Team and decisions are fed back to the pupils.
- NPCAT and School Attendance Teams support Pastoral staff in all inclusion and attendance issues. The School Attendance Officer works across the schools in the Trust.

- All pupils are welcomed into the Catholic Ethos of the School and benefit from the wide range of diocesan and community links. Through this our pupils develop confidence, are encouraged to value themselves and others and be part of the School and Church family.
- Some pupils benefit from break and lunch club. There are always at least two members of the SEN team on duty to support pupils at this unstructured time of the day.
- The School Nurse is on site following Covid-19 guidelines for pupil 'drop in' sessions and to promote health and wellbeing. The School Nurse is available to meet parents and pupils to discuss concerns.
- The school has First Aid staff to cover general school routines. Medications can be delivered under agreed guidelines as outlined in the School medication policy. We ask that parents ensure school has the correct medication.
- Medical Care plans are written for pupils with long term medical needs which may affect them in school. Parents are expected to participate in writing the care plan. If necessary, the School Nurse will also be involved.

What specialist services and expertise are available at, or are accessed by the School?

- Pupils at St Peter's Catholic College benefit from staff with a wide range of experience, expertise and qualifications.
- Specialist services are used when the need arises and school/pupils can benefit from the support and advice of external agencies/services.
- External expertise/services accessed by pupils can include:
 - LSS Dyslexia support
 - ELSA wellbeing sessions
 - Exam access arrangements specialists
 - CAMHS (Child and Adolescent Mental Health Service)
 - In School Counselling
 - School Nurse
 - TYS – Targeted Youth Support
 - The Psychological Service – Educational Psychologists and Children's Counsellor
 - Team Teach – de-escalation behaviour management
 - Occupational Therapists
 - Speech and Language Therapists
 - Hearing Impaired Service/Visual Impaired Service
 - Social Care
 - Forget me not – Bereavement support

This is not an exhaustive list and we may access other services if needs arise.

What training has the staff supporting children and young people with SEND had or are having?

- All staff at St Peter's Catholic College are teachers of SEND or support pupils with SEND.
- St Peter's Catholic College value staff training and ensures that full staff training programmes are in place.
- All staff receive training in SEN issues. These sessions are usually needs driven and designed to raise awareness of interventions/processes to support individuals and specific groups of pupils.
- SEND training is delivered by the SEND team or by external agencies/support services.
- There is a dedicated safeguarding team within school who have received training for child protection and safeguarding issues.

Recent training for all staff relating to SEND includes:

- Annual Child Protection Training
- KCSIE Part 5
- SPLD – Specific Learning Difficulties
- ASC awareness raising and classroom strategies
- MLD – Moderate Learning Difficulties
- Literacy and Numeracy Intervention
- ADHD awareness raising and classroom strategies
- Epi Pen, Diabetes, Epilepsy training, how to administer medication

Future planned training includes

- Using Support Staff effectively in the classroom
- Teaching SEND and the effective use of Pupil Passports
- Deaf awareness Training delivered by Sensory Teaching Advisory and Resources Service (STARS)
- Solution Circle training delivered by Christine Sketchley Senior Educational Psychologist for Redcar and Cleveland

How will the young person be included in activities outside of the classroom/college trips?

- All pupils have the opportunity to participate in many varied out of school activities. Risk assessments are carried out and procedures are put in place to enable all pupils to participate. Staff arranging off site trips will discuss with parents and SEND staff the requirements needed and suitability of activities to be followed.
- Some pupils may need support prior to visits to help them prepare and this may be supported by the SEND or Pastoral team or the Careers and Guidance officer.
- If it is deemed that an intensive level of support is needed, a member of the SEND or Pastoral team or on rare occasions a parent may be asked to support their child on an activity.
- No pupil will be prevented from attending an offsite visit due to their special needs providing school can ensure the safety of all pupils (Equality Act 2012).
- Meetings with parents take place to explain residential trips including full itinerary plans, contact and health and safety rules. Procedures set in place deal with any events/incidents.

How will the School/College prepare and support the young person to join that particular School/College and how will it support the transition to the next stage of education and life?**(What preparation will there be before my son/daughter joins the school?)****Transition from Primary to St Peter's Catholic College:**

- Covid-19 permitting, there are on-going visits by our local Primary school to St Peter's Catholic College where pupils participate in fun events and activities. St Peter's Catholic College staff visit each Primary school in the Autumn term of Year 6 to provide information to assist pupils in making their choice for secondary school. There is an open evening in September for parents/carers and pupils to find out more about the school.

- Parents of pupils already identified with SEND at Primary school will have opportunities to share information about their child throughout the transition process. The SENDCO and key staff involved in the transition and induction process will visit the Primary school and meet with pupils, teaching staff and parents to share information.
- If a pupil has a Statement of Special Needs or Education Health Care Plan (EHCP), the SENDCO at St Peter's Catholic College may be invited to attend the Annual Review in Year 6.
- Vulnerable pupils are offered additional structured visits to school prior to induction days and parents are encouraged to accompany their child on these visits.

Transition from Primary or from another Secondary School to St Peter's Catholic College:

- Parents have the opportunity to discuss concerns, share information and be involved in the planning for the needs of their child at the open evenings when the SEN team and Pastoral staff are always available, or by arrangement for pupils joining the school mid-term.
- The Pastoral team allocate new pupils to houses and tutor groups. Siblings will be in the same house. The Pastoral team take into account individual needs when allocating groups.

How will he or she be prepared to move onto the next stage?

How will you support any new setting to receive my child?

Transition from St Peter's Catholic College or Training Provider:

- We have close links with all of the College providers in the area.
- All KS4 pupils meet with a NPCAT Careers Lead, EHCP pupils meet with a NPCAT Director of Careers, along with the Careers and Guidance Officer, and SENDCO to ensure that pupils' needs are matched up with appropriate Colleges and providers and that applications are completed and relevant information is shared.
- College and training representatives regularly attend school open evenings and events to talk to parents and pupils.
- Pupils from Y8 will have opportunities to attend various open days, taster events run by colleges, and training providers. Many visits take place toward the end of Year 10.
- Once a decision has been made, it is possible to develop an individual transition plan for vulnerable pupils with additional accompanied visits as needs arise.

Transition from St Peter's Catholic College to another secondary or Special School:

- If a pupil is leaving us to move on to a different Secondary or Specialist provision we will liaise closely with parents and the future school to ensure a smooth transition for the pupil.
- An individual transition plan will be put in place.

How are the School/College resources allocated and matched to the young person's special educational needs?

- All resources are allocated in accordance with the data and information held by the school relating to each pupil.
- Resources will be matched to the young person's special educational need depending upon a range of factors including their level of ability, rate of progress and overall wellbeing.

How is the SEND budget allocated?

- St Peter's Catholic College has a range of SEND provision that is matched to the needs of the individual and supported by Higher Needs Funding.
- The SEND department has a small classroom base called 'The Station' for a range of interventions, specific targeted support, which may include a 1 hour 1-1 targeted intervention, group workshops, reading and numeracy work, counselling or mentoring.
- The SEND team consists of staff working across a range of provision and support.

Complaints

All complaints will be recorded, whether received in verbal or written form.

Complaints will be investigated by Mrs S Garthwaite (Head of School) according to guidelines and protocols inherent in the Trust's complaints procedure.

Legislative Acts taken into account:

- Children and Families Act 2014
- Equality Act 2010

Chair of LGB: Mr Mark Ryan

Executive Headteacher: Mr M Burns

Head of School: Mrs S Garthwaite

School Office & Enquiries: enquiries@stpeters.npcat.org.uk

Trust Vulnerable learners Lead: Mrs S Mitchinson

Governors can be contacted via email: AskaDirector@npcat.org.uk

Freedom of Information Requests: FoiRequests@npcat.org.uk

Data Protection Requests: DpoRequests@npcat.org.uk A paper copy of the information on this website can be provided on request.