

SEN Information Report

St Peter's Catholic College



ST PETER'S
CATHOLIC COLLEGE

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Glossary of terms

Purpose

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read the NPCAT SEND policy. You can find it on our website in the Policies section.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils within four categories of needs:

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

2. Which staff will support my child, and what training have they had?

SENCO

Our Special Educational Needs Co-ordinator, or SENCO is: Mrs A Gibson
She has achieved the National Award in Special Educational Needs Coordination.
She is allocated time every week to manage SEN provision.

Class teachers

All teachers are teachers of SEND. All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Training has included:

- Annual Child Protection Training - 1st September 2026
- Adaptive teaching for SEND January 2026 and May 2026
- SEND teaching and learning carousels termly 2025-2026
- Epilepsy training - September 2025
- KCSIE Changes from 1st September 2023 (Part 1, 2 and 5) - 1st September 2025
- Adaptive teaching - September 2025
- SEND updates - September 2025
- SEND SMART Targets - January 2025
- Supporting learners with SEMH needs - November 2024
- Identification, Graduated Response, Medical SEND - February 2024
- Supporting SEND Learners through high quality differentiation/quality first teaching - March 2024
- Supporting SEND Learners - December 2023

- Triple A: Attention, Arousal and Anxiety in the Classroom - Durham University - September 2023
- SENDCO: Access Arrangements Update - April 2023
- SPLD – Specific Learning Difficulties
- ASC awareness raising and classroom strategies
- MLD – Moderate Learning Difficulties
- Literacy and Numeracy Intervention
- ADHD awareness raising and classroom strategies
- EpiPen, Diabetes, Epilepsy training, how to administer medication
- Deaf awareness training delivered by Sensory Teaching Advisory and Resources Service (STARS) - November 2021
- Solution Circle training delivered by Christine Sketchley Senior Educational Psychologist for Redcar and Cleveland LA (November 2021)
- Level 1 Sensory Processing (December 2021)
- Teaching SEND and the effective use of Pupil Passports (March 2022)
- Using SMART Targets effectively in the classroom and on SEN passports (April 2022)
- Supporting pupils with SEND in and out of the classroom delivered by Monica Wheeler, Educational Development Advisor (SEN) Redcar and Cleveland LA (May 2022)
- SENCOs: Supporting Staff to Support Neurodiverse Students: Part I (May 2022)
- Social Stories delivered by Yvonne Clark Specialist Teacher – ASD and communication (May 19th 2022)
- Staff PD Day - This world seen through their eyes – Explaining Autism provides a view of autism from a young person's perspective, and aims to raise awareness of autism among no-autistic audiences, to stimulate understanding and tolerance in future generations (02.09.2022)

Teaching assistants (TAs)

We have a team of 10 TAs, including Specialist Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the school office.

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

We will decide whether your child needs SEN Support

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

At St Peter's Catholic College we believe that every teacher is a teacher of SEND. All our class teachers are aware of SEN and are monitoring any pupils who aren't making the expected level of progress in their school work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. We will use the NPCAT High Quality Teaching toolkit to inform any possible strategies.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEN.

The SENCO will work with the class teacher to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist or a Paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be involved in the discussion throughout and informed of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. When your child's plan is reviewed we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations and we want to make sure you have a full understanding of how we're trying to meet your child's needs. This is so you can provide insight into what you think would work best for your child. We are also keen to build a full picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between reviews please contact the school office to speak to a member of the SEND or Pastoral team.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that every child is unique and we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Ask your child to communicate their views in a more appropriate format supported by a member of staff where necessary

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use adaptive teaching to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum. We work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Explicit instruction
- Collaborative learning structures
- Cognitive and meta cognitive strategies
- Scaffolding
- Flexible grouping
- Use of technology
- Use of additional adult support when required

We may also provide the following interventions:

- Emotional wellbeing support
- Reading based interventions

- Social Story intervention
- Handwriting intervention
- Spelling intervention
- Supported homework club
- Mentoring
- Unstructured time support

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an Education, Health and Care (EHC) plan

10. How will the school resources be secured for my child?

The school budget that is received from the Local Authority includes money for supporting pupils with SEN. The Headteacher and School Business Manager then decide on the budget for SEN in consultation with School Governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' high needs funding for pupils with higher level needs.

We use our SEN funding in the most appropriate way to support your child. This support may include some individual or small group support, for example, small intervention groups. Funding may also be used to pay for support from outside services or to purchase specialist teaching equipment and resources as needed, which may include additional staff. There are regular meetings to monitor the impact of interventions and SEN provision.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admission arrangements for pupils with SEND are the same for every child in school. However, if special provision needs to be made (for example due to a physical or medical need) then a meeting with parents (and specialist services if appropriate) will be sought in the first instance to ensure that school is fully prepared to meet the child's needs. If a child with an Education Health Care Plan (EHCP) is transferring to us, then we will seek advice from other

professionals and consult with the Local Authority SEND team to ensure our school can fully meet their needs.

13. How does the school support pupils with disabilities?

Please see our accessibility plan:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://cdn.realsmart.co.uk/npcat-stpete/rs/uploads/2025/09/17135650/St-Peters-Accessibility-Plan-2025-2028.pdf>

- St Peter's has access to a disabled toilet and changing room for PE
- Stair lift to ICT facilities
- EVAC chair for fire evacuations
- Ramped entrance
- Height adjustable tables
- Bespoke PEEP
- Bespoke Risk Assessment where necessary
- Ramped entrance to Physical Education changing rooms
- Medical room with first aid trained staff and staff trained in medicine administration
- Regular liaison with external professionals to gain advice and guidance

14. How will the school support my child's mental health and emotional/social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- 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 School Council meetings where pupils have been elected by their peers. 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 clubs. 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 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.
- Close working with Headstart and InsideOut.
- Weekly huddles to discuss emotional wellbeing referrals.
- Weekly vulnerable learners meeting.
- Comprehensive PSHE curriculum.

- ELSA support and counselling support available where appropriate.
- Direct work with external agencies including but not limited to CAMHS, The Link, The Junction, Specialist Teaching Service (SEMH and ASD) and Educational Psychologist service.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Prepare pupils for change
- Review targets set for progress made by previous teacher in line with current progress
- Opportunities to meet with key staff for the year ahead

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will meet with the primary SENCO. They will discuss the needs of all the children who are receiving SEN support.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss V Mitchell and Mrs K Bielby will work with Mrs A Gibson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their special educational needs interact and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you have questions or concerns with the provision your child is receiving, we encourage you to come into school and speak to our SENCO, or our Headteacher. A detailed copy of our complaints procedure is highlighted in our complaints policy found on our website. We would like to assure parents that we only want the best for our children with SEND and so if you do have any concerns/complaints please do come and speak to us as soon as possible.

Contact details:



01642 453462



enquiries@stpeters.npcat.org.uk

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Redcar and Cleveland's local offer. <https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send>

SENDIASS South Tees is a service for parents and carers of young people aged 0-25 with special educational needs and /or disabilities (SEND) as well as young people themselves. It is impartial, which means it is not biased and gives confidential information, advice and support that is separate to the Local Authority. <https://barnardosendiass.org.uk/south-tees-sendiass/>

Glossary of terms

Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams.
Annual review	An annual meeting to review the provision in a pupil's EHC plan
Area of need	The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
CAMHS	Child and Adolescent Mental Health Services.
Differentiation	When teachers adapt how they teach in response to a pupil's needs.
EHC needs assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC Plan	An Education, Health and Care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
First-tier tribunal/SEND tribunal	A court where you can appeal against the Local Authority's decisions about EHC needs assessments or plans and against discrimination by a school or Local Authority due to SEND
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Outcome	Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
Local offer	Information provided by the Local Authority which explains what services and support are on offer for pupils with SEN in the local area.
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
SENCO	The Special Educational Needs Co-ordinator.

SEN(D)	Special Educational Needs (and disabilities).
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEN support	Special educational provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools or institutions or life stages.