



St. Peter's Catholic Voluntary Academy School Information Report. 2025-26

St Peter's is a mainstream school where we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

How do we know if a child has Special Educational needs?

It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability.

- Concerns can range from learning difficulties, language and communication difficulties, sensory impairment, medical problems to emotional, social and mental health issues.
- Some children may be working significantly below age expected levels in Literacy and Numeracy which may indicate a learning difficulty.
- Some children may have specific learning difficulties e.g. dyslexia.
- Children may also have low scores on standardized tests e.g. reading/spelling age.
- Information passed from a child's previous school may indicate that a child has a difficulty and support will need to be continued.
- Reports received from other professionals, e.g. doctors, educational psychologists, specialist teaching service, speech and language therapists may recommend specific support.

We always take into account information given by parents.

We listen to concerns expressed by the child.

Teachers will speak with the SENCO and place the child onto "**Stage 1**", if they have concerns. This will mean that your child will be given a **Pupil Passport**, which is produced in collaboration between the school, the child and parents/ carers. The passport will include adaptations to be made in class and provision to support your child's learning. Appropriate next steps for the child will be planned for, and parents are actively encouraged to be involved in the decision making process

What are the arrangements for consulting parents / carers of SEND pupils about, and involving them in the education of their child?

We offer:

- We offer termly Parents Evening meetings with the class teachers as well as less formal meetings throughout the year if required. Class teachers should be contacted about concerns via email.
- We work with parents to obtain their views and help shape provision for children.
- Our Family Support Worker is a dedicated member of staff who works closely with children, parents and support staff.
- We encourage communication with class teacher/SENCo/Family Support Worker/ head teacher. Communication may include telephone calls/ virtual meetings if we are unable to accommodate meetings in school or it is difficult for parents to attend in person.
- We share relevant information about how parents can support their child at home.

How would we support a parent/carers with a concern or a young person who was worried about their learning?

If you have concerns about your child's progress, you should speak to your child's class teacher.

Each class teacher is responsible for:

- Delivering a broad and balanced curriculum. Quality First teaching with differentiated tasks appropriate to individual learning needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Outcome Plans (POPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo): Mrs Jane Moreton (BA (QTS) NASENCO).

Responsible for:

Developing and reviewing the school's SEN policy.

Co-ordinating all the support for children with special educational needs or disabilities (SEND)

- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.

- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology and Specialist Teaching Service.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs Siobhan Minford

Responsible for:

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The school SEN Governor can also be contacted for support.

The SEN Governor: Mr James Dewis

Responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

What are the arrangements for consulting young people with Special Educational Needs or Disabilities about, and involving them in their education?

- Children are involved in setting and monitoring their own targets. At school we work with children to develop strategies which enable them to access a full and varied curriculum.
- Children meet with teachers regularly to discuss their strengths and any concerns they may have about their learning.
- Children are also encouraged to communicate with their class teacher and other helpers to ensure that problems or concerns are addressed quickly and that children are able to develop strategies in order to take control of their own learning.

What arrangements do we have for assessing and reviewing the progress of pupils with SEND, and progress towards their outcomes?

- We use appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention. These include entrance and exit information.
- Class and pupil outcome plans (COPS and POPS) are monitored and updated regularly to track progress against small step targets. These are shared with parents.
- Progress within National Curriculum year group expectations is tracked termly.
- We hold termly Pupil Progress Meetings, involving the Class Teacher and SENCo, during which we review the progress of children with SEN and discuss next steps.
- Class teachers monitor small step progress of children including monitoring impact of interventions.

- We work closely with parents to obtain their views and help shape provision for children.
- A range of diagnostic assessments may be used in school in order to help identify areas of need.

How do we support pupils with SEND transferring between phases of education or in preparing for adulthood and independent living?

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visit's to the new setting.
- Opportunities to visit new class/ setting.
- Year 6 children all meet with our Family Support Worker in order to give them the opportunity to discuss any worries or concerns.
- Year 6 staff and SENDco liaise with high schools to ensure information about children's needs is communicated effectively.

What happens if your child is identified as having Special Educational Needs?

Once it has been agreed that a child has additional needs, you will be informed, and they will be placed on the Special Educational Needs Register under the category of **SEN Support (Stage 2)**. Adjustments will be put into place in the classroom, including adaptations to teaching and they may receive extra support or intervention if this is felt appropriate.

If they continue to make less than expected progress or have ongoing problems, then the school may ask for advice from outside agencies.

A small number of children may go on to have an Education, Health and Care Plan (EHC) - these are for the most complex children that have significant and ongoing needs.

If a child has an EHC plan then they will also have an additional annual review, and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the Autumn term of Year 6 to discuss transition to an appropriate secondary school.

What is our approach to teaching pupils with SEND?

- School offers a broad and balanced curriculum including full educational support for SEND pupils
- Children with SEN are inclusively educated within an age appropriate classroom with their peers most of the time.
- Teaching and resources are adapted within the classroom to ensure children are able to achieve objectives.
- Classroom and table-top displays support children's independence.
- Children are taught strategies for learning to help them develop independence.
- If additional support is identified as necessary, children may take part in high quality, planned, evidence-based intervention.
- Support is personalised and targeted.

- Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning Additional/ Extra adult support – classroom based and specialist to work on specific learning/social development interventions.

How do we adapt the curriculum and learning environment for pupils with SEND?

- Regularly review provision maps to ensure high quality teaching in class, appropriate interventions and access to external agencies (e.g. Educational Psychologist, Enhanced Mainstream Schools.)
- Intervention groups, facilitated by LSAs and teachers, whose training is regularly updated.
- Advice sought for environmental adaptations e.g. displays, sensory stimulation
- Requirements of DDA met e.g. lifts for children who use a wheelchair.
- Adapted resources e.g. practical resources, displays, table-top reminders, visual timetables
- Support from other professionals where appropriate.
- Peer support
- Support from family support worker.
- Personalised support, based on Support Plans.

What expertise and training does your staff have in relation to supporting / teaching pupils with SEND?

All of our teachers are teachers of children with SEN. It is a high priority for us to continue to develop staff confidence in teaching and supporting pupils with SEND. We regularly organise training to meet the needs of all of our children and their parents. Part of the role of the School Leadership Team and the SENCO is to identify what training is needed and to ensure that any specific requirements will be met. Training is accessed from SLT, St Thomas Aquinas CMAT, our teaching school and outside agencies.

When appropriate, we work with a range of outside agencies to secure specialist expertise. All visits to school and involvement of outside agencies or fellow professionals must adhere to the current CMAT Risk assessment.

These include:

- Speech and Language Therapy Team
- Educational psychologist.
- Occupational Therapist.
- Specialist teaching service – including visually and hearing impaired support teachers.
- Health Visitors/School Nurse
- Autism Outreach Service
- Community Paediatrician.

How will you evaluate the effectiveness of your provisions for pupils with SEND?

- Appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention.
- Regular meetings between class teachers and support staff to discuss children's progress.
- Regular monitoring of targets to ensure intervention/ support is effective.
- Termly pupil progress meetings monitor progress of children with SEN.

- The SENCo and/or other member of the SLT hold termly Learning Walks/Observations or book reviews to review effectiveness of provision.
- The SENCo produces an annual, summary report with regards to progress for children with SEN.
- Parents' and Pupils' views are sought verbally and through surveys.
- We hold multi-agency meetings as required.
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings.

How are pupils with SEND enabled to engage in activities available to their peers without SEND?

We believe all learners are entitled to the same access to extra-curricular activities, and are committed to making adaptations reasonable adjustments to ensure participation for all.

- We meet the requirements of the Disability Discrimination Act (DDA), 1995.
- We meet the requirements of the Equalities Act (2010) through the Single Equalities Scheme (due for review 2016).
- Class teachers carry out appropriate risk assessments for trips and activities.
- Our EYFS unit has a lift to ensure that it is fully wheelchair accessible.
- There are disabled changing and toilet facilities including access to a shower.

What support is available for improving the emotional and social development of pupils with SEND?

- We recognise the importance of emotional and social building and have a whole school approach to Mental Health and Wellbeing.
- Class teachers are responsible for the wellbeing of all children within their care.
- Specific interventions, such as ELSA.Emotional Literacy Support Assistants (ELSA) work with children 1-1 and in groups to develop social and emotional skills, in conjunction with Learning Support if required.
- Extra-curricular activities.
- SENCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented.
- Family Support Worker supports parents and/or children as needed,
- Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration,
- Key workers (mentors) are identified for children who need access to 1-1 emotional support throughout the day.
- Family Support Worker/SENCo/Head/ Deputy-head teacher are available at the start and end of a day for parents/carers to respond to queries, concerns and crises.

How does the governing body involve other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

- We meet the requirements of the Disability Discrimination Act (DDA), 1995
- We meet the requirements of the Equalities Act (2010) through the Single Equalities Scheme (due for review 2016)

- Resources and teaching are differentiated according to the child's individual needs
- We access support from outside agencies, such as Specialist Teaching Service, CAMHS, Educational Psychologist, Early Year and SEN Inclusion Service, Autism Outreach Service, Parent Partnership Service, Hearing Support Service
- Our Family Support Worker works alongside parents and other staff to ensure that need are met – we have a holistic approach to wellbeing and education.
- Appropriate members of staff regularly take part in training and disseminate this as required.

What arrangements are made by the governing body or proprietor, relating to the treatment of complaints, from parents and carers of pupils with SEND, concerning the provision made at your school / college?

Information about the school complaints procedure can be found here:

[Complaints Procedure](#)

Are there support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

Our school website SEN page has links for various support organisations.

[SEN - Saint Peter's Catholic Voluntary Academy - Earl Shilton \(stpetersprimary.org\)](http://stpetersprimary.org)

If you need support in finding an organisation or support service for your child, please contact Mrs Jane Moreton (SENDCO) or Mrs Siobhan Minford(Headteacher) at St Peter's, who will be happy to help you navigate through the local offer. You may also find the Parent Partnership Service useful or the Independent Parental Special Education Advice (IPSEA).

How do you contribute to the publication of the local authority's local offer?

The school information report contributes to the local offer. The Leicestershire Local offer can be found here: www.leicestershire.gov.uk/local-offer