



St Peter and St Paul's

RC Primary School

SEND Information Report 2024–2025

St Peter and St Paul's R.C. Primary School
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Mission Statement

Holding God's hand,
we grow in Faith together,
we dream, believe, achieve.

Following in the footsteps of Jesus,
we act with love,
we care for one another and our world.

Our Core Values at SSPP

Love

Respect

Honesty

Compassion

Kindness

Forgiveness

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Our school's approach to supporting pupils with SEND

All our pupils are entitled to a broad, balanced and relevant curriculum. As a Catholic school, inspired and challenged by the Gospel, we are all committed to meeting the individual needs of all our children and to valuing what each and every child brings to the curriculum.

The process by which St Peter & St Paul's R.C. Primary School identifies and manages children with SEN reflects the graduated approach recommended by the Code of Practice and follows the 'Assess, Plan, Do, Review' model outlined in the Code. Both pupils and parents/carers should be involved in each step of the process throughout. As far as is possible, children with SEN will be catered for within their class setting through the provision of adapted work and targeted interventions.

Catering for different kinds of SEND

Cognition and learning

Strategies employed to meet this need include: the use of tools such as non-verbal reasoning tests and standardised assessment tools for Reading, Writing and Maths difficulties to gain a better understanding of the difficulties the child is having; pre-teaching and overlearning strategies; small group and 1:1 targeted intervention work such as precision teaching; and where necessary, referral on to Educational Psychology for further assessment and strategies.

Communication and interaction

Strategies employed to meet this need include: the use of visual timetables; simplifying and pre-teaching of vocabulary; use of pictures and charts; use of ELKLAN strategies to aid language acquisition and usage; and where necessary, referral on to Paediatric Speech and Language Therapy for assessment and intervention

Social, emotional and mental health

Strategies employed to meet this need include: the use of the school chaplaincy team, and other projects such as playground pals to help children with social development; the use of behaviour plans and mentoring; the availability of 'calm down' areas for those in need; and where necessary, referral on to Bolton Behaviour Support or Ladywood Outreach Service for further needs assessment and interventions

Sensory and/or physical needs

Strategies employed to meet this need include: screening for IRLens and the use of overlays and coloured paper for those with this syndrome; the use of sensory equipment such as fidget toys to help aid attention; ensuring that the environment does not lead to overstimulation of pupils with sensory needs; the provision of a sensory room; ensuring that all areas of the building are accessible to those with physical disabilities (for example, ensuring wheelchair access throughout); ensuring large print copies of information are available for those who need them (for example, worksheets in class or newsletters for home); and where necessary, referral on to the School Nurse for further needs assessment.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs Johnson	IRLEN screening	BA(Hons) PGCE, IRLens Screener
Ms Hodgkinson	Nurture and Behaviour mentor	

The SENCO

Name of SENCO	Email address	Phone number
Mrs Johnson	main@sspp.bolton.sch.uk	01204333030

Securing and deploying expertise

Staff are deployed to work with children on the basis of discussion held at pupil progress meetings. Here the needs of different pupils across the school are discussed, allowing for a strategic plan to be developed to cater for the identified need.

Where outside agencies are called in, this is done by staff and parents working together to fill in an 'Early Help Assessment' form (EHA), and then sending this to the required service, along with any extra information (questionnaires, etc.) that they might require.

Regular caseload meetings are held with representatives of the services in order to discuss the impact of any current interventions and to plan ahead for any future referrals.

Equipment and facilities

Specialist equipment or facilities for pupils with particular needs is obtained on a case by case basis, in consultation with specialists in the area of the need: for example, a balance cushion and inclined desk has been bought for a child with sensory and motor skills needs.

The school has an accessibility plan which addresses the needs of pupils to ensure the building, curriculum and information is fully accessible to them and their families, with adjustments made as needs are brought to the attention of the SENDCO. This is regularly reviewed to ensure it is relevant to the needs of the school community

Identifying and assessing pupils with SEND

When a child is judged to be making progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; or
- widens the attainment gap,

teachers will, in discussion with the child and their parents/carers, implement time limited interventions targeted at the particular area(s) of weakness.

The outcome of this will be monitored and reviewed.

If parents/carers have any concerns, they are encouraged to contact the class teacher to discuss these concerns.

If progress is not sufficiently improved, the class teacher will work with the Special Educational Needs Coordinator (SENDCO) to investigate whether this lack of progress is due to a child having SEN or some other factor – these are listed in the policy.

Should it be decided that SEN rather than other external factors are the reason behind lack of progress, the SENDCo will, in consultation with pupil, parents/carers, and class teachers, add the pupil to the SEN register, and undertake further assessment of the pupil to ascertain as closely as possible the nature of the pupil's needs, and hence the best possible interventions to utilise. Support agreed between pupil, teacher, parents/carers and SENCo at each step will be logged on a provision map.

Consulting with pupils and parents

Parents

Parents are invited to termly meetings where their child's progress is discussed. Strengths and needs are looked into and strategies to address these in school and at home are agreed.

Parents who have concerns at any point during the school year are invited to arrange extra meetings, as communication and working together is the key to ensuring children's needs are met.

Pupils

Pupils' learning needs are discussed at an informal level during their work with their class teacher. Provision maps are shared and reviewed with children.

Consultations with pupils also form part of the regular monitoring cycle – the pupil voice aspect – where their views form a vital part of the evidence gained to find out what is working well and what improvements could be made.

Involving key stakeholders

External bodies are brought in to support children as detailed in the section marked 'Catering for Different Kinds of SEND'. This is always on a case by case basis. When they are involved, their input forms an important part of the 'Assess, Plan, Do, Review' cycle.

The school website's SEND Information page also contains many links to outside agencies who may be able to support parents with their children outside school.

Transition support

It is understood that the key to successful transition is communication. As a result, support for transition between settings and key stages involves several different approaches, depending on the stage in the child's educational journey. These include:

- Visits to settings to observe the children and speak to their key workers
- Meetings with parents and other professionals who may already be involved in the child's provision
- Visits from the child to the new setting

These may also be done on an informal basis between year groups within school where this is deemed to be beneficial for the child.

Teaching approach, including inclusive activities.

The approach to teaching is one that has inclusivity at its heart. Every effort is made to ensure all children can take part in activities, and that they are correctly adapted to cater for their different needs. There are times when children's needs dictate that they will need extra practice of particular skills (such as pre-teaching of vocabulary), or activities that are particular to their own situation (for example Speech and Language interventions), but these are kept to a minimum.

This approach informs all aspects of learning, whether it be school based or involving trips to other settings.

Adaptations to the curriculum and learning environment

Adaptations are made to the curriculum as necessary to ensure pupils have access to a broad and balanced curriculum at their own level. These include the strategies set out in the sections 'Catering for different types of need' and 'Teaching approach'.

Adaptations to resources are made, such as the provision of large print copies, worksheets on different colour paper or using coloured overlays, or even adjusting displays in classes to reduce the levels of stimulation for particular children are made as necessary.

Where more major adjustments need to be made, these are identified in the school Accessibility Plan.

Supporting emotional and social development

Children's emotional and social development is provided for in many different ways, through a curriculum that is developed around the principle that each child is unique and has a special part to play in God's plan. Children may ask for extra support, or teachers may raise a concern with a child's family, at which point short term interventions, quite often utilising the school family liaison officer, may be put in place. Where social needs are identified, the school has in the past run nurture groups and used 'Social Stories' as a way of addressing these particular needs. The school has also enlisted the support of trained school counsellors when the needs of the child cannot be met by the former interventions.

Evaluating effectiveness

The effectiveness of SEND provision is monitored through:

- Education Health Care Plan reviews – targets and progress;
- Teacher Assessment three times per year in English and maths;
- Pre Key Stage statements – as appropriate;
- Meetings with Educational Psychologist as necessary;
- Discussions with parents and pupils;
- Lesson observations, book scrutinies

The SENCO provides a report to the Governing Board each term, detailing the impact of current provision. There is also an action plan which details any changes to improve the effectiveness of provision.

Handling complaints

In the event of any disputes arising in respect of provision for those children who have additional SEND support, the Governors' complaints procedure is available on the school website.

Initially, parents/carers should work with the Class Teacher to resolve any differences. If they still feel the outcome of this to be unsatisfactory, they should contact a member of the School Leadership & Management Team.

With respect to children on Education Health Care plans, parents/carers may put forward their concerns through the Annual Review. There is a further appeals procedure through the LA.

Local Offer

For access to out-of-school support, parents can access the 'Local Offer' of services at <https://mylifeinbolton.org.uk/send.aspx>

Named contacts

Name of individual	Email address	Phone number
Mrs L Bates – Headteacher , DSL	main@sspp.bolton.sch.uk	01204333030
Mrs G Johnson - SENDCo	main@sspp.bolton.sch.uk	01204333030

Additional support

The following table shows the types of support that are currently in use to support the learning of children with SEND. It is not exhaustive – bespoke strategies may be put in place at any time following discussions between teacher, parents, the child and the SENDCO.

Details of Provision on Offer at St. Peter and St. Paul’s RC Primary School to Support Pupils

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How SEN are identified (Reg 2)	<ul style="list-style-type: none"> Formative teacher assessment within class Use of summative assessments Monitoring of progress made across a range of subjects Pupil progress meetings EP assessments Ladywood 	<ul style="list-style-type: none"> Information from parents Information from Speech & Language therapists following referrals in or out of school Formative assessment of communication development EP assessments 	<ul style="list-style-type: none"> Information from parents Monitoring of progress in related areas in EYFS Observation in class, playtimes, lunchtimes Behaviour logs, changes in attitude etc 	<ul style="list-style-type: none"> Information from parents/health visitors/school nurse Age-related checks e.g. vision/hearing Observations in P.E. at playtimes Health service assessments

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How whetherer a child / young person has a SEN is assessed. (Reg 2)	<ul style="list-style-type: none"> Diagnostic tests linked to specific areas of concern (in-house) Assessment by external professionals 	<ul style="list-style-type: none"> Assessments by Speech & Language Therapists referred by school 	<ul style="list-style-type: none"> Concerns raised by class teacher or parent if additional strategies are needed to support the pupil. 	<ul style="list-style-type: none"> Additional support or advice needed to assist pupil to access full curriculum in school.
Type of SEN provision made throughout the school	<p>Pupils with an Education, Health & Care Plan</p> <p>Pupils who do not have an Education, Health and Care Plan</p>	<p>External specialists advise programmes of work</p> <p>Acquisition of supportive resources eg. V pen Proloquo2go Time to Talk Nursery/Reception narrative 1:1 programmes Black Sheep Press Follow advice from external specialists</p>	<p>1:1 mentoring, TA behaviour support, nurture groups, modifying behaviour programmes Learning/behaviour mentor</p> <p>As above as required Behaviour/reward charts Yoga Rainbows Sunbeams CAMHS</p>	<p>External specialists advise programmes of work- occupational therapy, physiotherapy, sensory support service</p> <p>Acquisition of resources- eg. Large print books, magnifiers etc.</p> <p>Follow advice from external specialists Dough disco Sensory toys Sloping boards 1:1 sessions</p>
How the curriculum and / or school environment is adapted for pupils. <i>Universal Provision- quality first teaching and adaptive provision</i>	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>In-class targeted teacher support</p> <p>In-class targeted TA support</p> <p>Increased visual aids/modelling etc</p> <p>Individual/group targets</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Access to homework clubs</p> <p>Access to on-line activities e.g. My Maths, Purple Mash</p> <p>Individual or group reading</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words</p> <p>Increased visual aids, modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>ELKLAN strategies</p>	<p>Whole school behaviour for learning policy</p> <p>Whole school rules</p> <p>Whole school rewards and sanctions systems</p> <p>Class rewards and sanctions</p> <p>Extra-curricular clubs</p> <p>Circle Time/ Assembly</p> <p>Clubs</p> <p>PSHE focus work</p> <p>Meditation and yoga sessions</p> <p>Dojo rewards</p>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Improved accessibility of building</p> <p>Allergy training/plans</p> <p>Access toilet</p> <p>magnifiers</p>

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How the curriculum and / or school environment is adapted for pupils.	Parent workshops & Family Learning Parent reading drop-ins Read Write Inc programme			
Additional adaptive provision	Group teacher input Group teaching assistant input Additional individual reading support Additional guided reading sessions Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group writing support Additional phonics support Pupil profiles Inference training Fresh Start groups- Read Write Inc	In-class group support for speech and language Visual aids/ timetables Now/next boards Communication boards Signs/ symbols	Group activities e.g. social skills In-class support for supporting behaviour targets, access or safety Additional group support Pupil profiles Behaviour/reward charts/systems Triple P – parenting support	Additional keyboard skills training Additional fine motor skills practice In class support for supporting access, safety Pencil grips Teodorescu scheme Fine motor skills activities Sloping boards
How the curriculum and / or school environment is adapted for pupils.	Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support Individual/small group phonics support Advice from external agencies Life skills group 1:1 tutoring for Read Write Inc	In-house Speech and Language support S&L support from TA S&L support from teacher EAL support from TA EAL support from teacher Advice from EP/specialist teacher Targeted parent workshops Life skills group	Small group or 1:1 social skills Individual counselling Individual mentoring or support Individual reward system Social skills training Anger management interventions Peer mentoring Advice from EP/specialist teacher Pastoral support plan Time-out Parent behaviour group- Triple P PRU/Forward Centre Life skills group Learning/behaviour mentor	Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc Occupational Therapy programmes Access to iPads Use of appropriate resources e.g. magnifiers, large keyboard, personal laptop Advice from EP/specialist teacher Life skills group
<i>Targeted 1:1 or Small Group Interventions</i>				

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How the effectiveness of the provision is evaluated. (Reg 3a)	Progressed tracked each half term in core subjects. Provision map reviewed and updated termly with parents Work scrutiny Pupil progress meetings	Speech and Language assessments completed Provision map reviewed and updated termly with parents Meetings –outside agencies -parents Pupil progress meetings	Provision maps reviewed and updated termly with parents Meetings –outside agencies -parents Pupil progress meetings	Regular visits from external agencies to monitor progress. Provision maps reviewed and updated termly with parents
How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)	All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well- being and development. Any additional needs or considerations included in risk assessments	Visual timetables Adult support Any additional needs or considerations included in risk assessments	Pre-teaching Additional adult staffing ratios where needed Any additional needs or considerations included in risk assessments	Any additional needs or considerations included in risk assessments Additional staffing ratios where needed
What specialist skills/ expertise do school staff have? (Reg 5)	Dyslexia friendly classrooms Inference training Read write Inc training	Staff Trained in ELKLAN strategies- school award ASD training Nursery/reception narrative	ASD expertise Yoga Rainbows/Sunbeams counsellor Behaviour and learning Mentor	Sensory support service work with children with HI/VI and advise staff Sensory awareness and strategies training
What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)	Educational Psychologist discussions with class teachers to support and implement strategies. Ladywood Outreach Language development	Teaching assistants trained by S&L therapists to deliver specific programmes ASD training	Rainbows/Sunbeams counsellor training	Teachers given advice and recommendations from Sensory Support Services to work with children with VI
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and	Educational Psychologist assessments Ladywood Outreach Dyslexia screening Irlens Screening Dyscalculia screening PLDS	Speech and Language therapist assessments and advice Ladywood Outreach pediatrician	Healthy Schools Team School Nurse CAMHS Educational psychologist Thrive	Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Ladywood Outreach PLDS

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
community/voluntary sector services) (Reg 10)				
How equipment and facilities to support pupils is secured. (Reg 6)	Where possible, items are secured using the school budget and/or monies allocated for SEN based on prior attainment. For larger items the need is identified in Annual Review meetings and priorities identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils.			
How pupils with SEN are supported during transition? (Reg 12)	<p>Prior to starting school the school meets with staff from feeder nursery schools to discuss all pupils so they can make the best start at school. Home visits are also carried out to assess the child in their home environment. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision which may need to be made and to discuss any specific concerns.</p> <p>When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years.</p> <p>Year 6 pupils will have additional transition days to their high school in liaison with Ladywood Outreach Services.</p> <p>Assessment documents and other necessary paperwork will be transferred with meetings with high School SENCo and staff.</p> <p>Pen Portraits and forms will be completed by class teachers for transition to high school.</p>			
How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)	<p>High quality Curriculum</p> <p>Nurture Groups</p> <p>Additional transition days to high school</p> <p>Meeting with high school teachers</p> <p>All children have access to an enriching curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing</p> <p>Strong RHSE curriculum</p> <p>Adapted curriculum (life skills)</p>			