

St. Peter's School – SEND Information Local Offer

This document provides all of the information required under the 2014 Code of Practice and also is aligned with the Bournemouth Local Offer criteria.

1. What is the name of your school/ setting?
COMMENT: St. Peter's Catholic School.
2. What is your school's/ settings Mission Statement?
COMMENT: With Christ as our Guide, Learning together Loving God and each other, Becoming the best we can be
3. What is your current Ofsted rating?
COMMENT: Good (May 2014) Awaiting report from recent Ofsted visit on 13 th /14 th September 2017.
4. Where is your school/setting located and what areas does it cover?
COMMENT: We accept students from a very wide geographic area from Dorset, Poole, Bournemouth, and Hampshire. Currently over two sites, Primary Phase in Holdenhurst Avenue, Secondary Phase in St. Catherine's Road.
5. Who does your school/ setting provide for? (age, SEND type etc.)
COMMENT: We are an all-through school. In September 2017 we have Reception and Years 1,2 & 3 in our Primary Phase and have Years 7 – 13 in our Secondary Phase We currently have a range of SEND types including Visual and Hearing Impairment, Autistic Spectrum disorders, Social and Communication Problems, Moderate and Specific Learning Difficulties and physical disabilities.

6. What is your standard admissions number:

- how many pupils do you have on roll?
- how many children/ young people have a Statement or EHC plan in your school/ setting?

a. Mainstream Provision

COMMENT:

From September 2017

Reception	61
Year 1	62
Year 2	60
Year 3	59
Year 7	242
Year 8	241
Year 9	236
Year 10	238
Year 11	234
Year 12	162
Year 13	142
Total	1737

We currently have 31 students with a Statement of Special Educational Need or Education and Health Care Plan in the Secondary phase and 2 in the Primary Phase and 103 students on the Code of Practice for SEN at all levels. (September 2016)

b. Additionally Resourced Provision

COMMENT:

We do not have an Additionally Resourced Provision

7. What is your admission criteria and how can children & young people access any specialist provision?

COMMENT:

From September 2014 the normal years of entry to the School will be Reception (primary phase), Year 7 (secondary phase) and Year 12 (the Sixth Form). There are separate admissions policies for each of these entry years.

From September 2014, St Peter's will accept boys and girls, mostly Catholics, from ages five to nineteen. Applicants will be admitted without regard to aptitude or ability. The School serves the Catholic community in Bournemouth, Dorset and Hampshire.

For Students with a Statement of Special Educational Need (EHC) the application process is managed in close consultation with the respective SEN officers and department at Borough/County level. Once a parent has made the decision to apply we work with the SEN officer attached to that student and family.

For all other students the school's published admissions criteria takes precedence.

This is available on the school website.

8. If you are not a Maintained school or Academy what curriculum do you offer in addition to the National Curriculum?

COMMENT:

9. What is the school's/settings policy for:

- **identifying and assessing pupils with SEND?**
- **evaluating the effectiveness of its provision for pupils with SEN**
- **assessing & reviewing the progress of pupils with SEND?**

COMMENT:

We identify students with SEND in a variety of ways including, but not limited to:

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical health diagnosis via a paediatrician

We are constantly reviewing and updating the methods by which we judge our overall effectiveness of our provision

- a) Criteria for out of class support or intervention form
- b) Once a student comes to the attention of the SENCo they complete a "Criteria for Out of Class Support or Intervention Form". This indicates why the extra support has been put in place, the type of support and also records the plans and changes to plans when needed. The information on this form also forms the basis of the Advisory Note (similar to IEP) which is shared with all subject staff.
- c) Tracking Grades follow up

The SENCo analyses the number of grades above/on/below target. This happens for all students with a recognised Special Educational Need in all subjects.
- d) Person Centred Reviews (PCR) for students with an Education Health Care Plan (previously statement of special educational needs).

All staff contribute to the review process including the target grade, progress

within the subject and progress towards their statement objectives. The departmental teaching assistants who work closely with the student also contribute to form a whole picture of the successes of the year and the points which may need addressing in the future. We have moved towards Person Centred Reviews which put the young person at the heart of the review process.

- e) This will allow for greater contribution between the staff who support the student. The files can also be uploaded and shared with the parent/carer to improve the work rate at home.

10. What is the school's/settings approach for teaching pupils with SEND? eg:

- **how does the school adapt the curriculum & learning environment for pupils with SEND?**
- **the additional support for learning that is available to pupils with SEND?**
- **activities that are available to pupils with SEND in addition to those available through the curriculum?**

COMMENT:

Our St. Catherine's Road site, where all secondary year groups are based, does create significant challenge for some students with mobility issues. The site is uneven as it is situated on a hill and there are teaching spaces on different levels with lift access only available in the new B Block.

We do try to encourage all students with SEND to be fully included in the school following the same curriculum pathways at KS4 as other students but some degree of personalisation is undertaken to address an individual's need.

Some of students with SEND benefit from small class teaching dependent on ability. These lessons occur at various points throughout the week e.g. instead of an MFL lesson or when students take fewer options at GCSE.

We have ensured that all students, including SEND are given access to extra-curricular activities.

We do have some classrooms on both of our sites which have been acoustically adapted to meet the needs of hearing impaired students.

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

COMMENT:

We have run small socially speaking groups for students with social communication difficulties which have been a great success.

We run breakfast meet and greet sessions on both sites to create a warm and welcoming environment.

We also run break time and lunch time clubs for our most vulnerable students. It

<p>provides a warm and friendly environment where students can eat their lunch, play games and chat in a quieter setting. These are staffed by Teaching Assistants.</p>
<p>12. What equipment & facilities do you offer to support pupils with SEND and how do you secure new equipment & facilities?</p>
<p>COMMENT: Specialist equipment for our HI and VI students is provided in part by the HSS and VSS and in part by the funding via EHCP's.</p>
<p>13. What arrangements does the school/ setting have in place to consult with the following:</p> <ul style="list-style-type: none"> • parents/carers of pupils with SEND about the education of their child/ young person? • children/ young people about their education?
<p>COMMENT:</p> <ul style="list-style-type: none"> • Six weekly academic progress reviews, parent/tutor consultation evenings, parent/teacher consultation evenings, Annual Statement Reviews, other email, telephone and face-to-face contact as requested. • Students are involved in reviewing their targets and statement objectives/EHCP outcomes regularly.
<p>14. What is the schools/ settings Accessibility policy?</p>
<p>COMMENT: The school's full access plan and accessibility policy is available on request from the school.</p> <p>Special Educational Needs and Disability (SEND)</p> <p>As with all of our students we believe that through learning together we can become the best that we can be. We believe all our pupils are of equal value and equal worth but some children will have special educational needs at some stage during their time at school. We are proud of the achievements of our pupils with Additional Needs.</p> <p>Principle</p> <p>St. Peter's supports inclusive education and will aim to educate students with SEND alongside their peers in mainstream education. Due consideration will be given to the appropriate wishes of the parents/carers and the ability to meet those needs successfully.</p> <p>Age, gender, race, creed or individual needs do not constrain any entitlement. All students are entitled to be valued equally and must be educated to their full potential.</p> <p>The school's Admission Policy reflects our statutory responsibilities to students with</p>

<p>SEND as do specific Inclusion and SEND Policies. The school has an Access Plan to meet the requirements of the Equality Act.</p> <p>Practice</p> <p>Provisions for students with SEND are effective for all year groups and Key Stages. Thorough and careful planning ensures a smooth transition from Primary School for all our pupils. Pupils with Additional Needs are identified and records detailing specific additional needs or disabilities are attached to their transfer documents. During their time at St. Peter's School pupils' needs continue to be identified using a range of assessments by individual subject teachers through formative and summative assessment of their work. When required specialist diagnostic tests are conducted by specialist teachers.</p> <p>When appropriate, external support services and agencies are invited in to give help and support to both staff and pupils.</p> <p>Where students with SEND have been identified as meeting the criteria for being on the Code of Practice for SEN the school holds a register to ensure that purposeful action is taken. All pupils on this register will be the subject an of Advisory note giving clear guidance on individual need, target setting and additional support to ensure inclusion in all aspects of school life. These Advisory Notes are shared with parents and carers and are accessed by staff on the secure network.</p> <p>Where students with additional needs meet the criteria for access arrangements for public examinations, special arrangements are made</p> <p>Where students are withdrawn on an individual basis or group basis in order to meet their additional needs, the fundamental principle of inclusion should be maintained.</p>
<p>15. How do the governing body/ proprietor involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND?</p>
<p>COMMENT:</p> <p>The SEN Coordinator works in conjunction with the Pastoral team including the school's dedicated Educational Social Worker to coordinate the access and availability of outside agency involvement.</p>
<p>16. How does the school publicise the contact details for the support listed above?</p>
<p>COMMENT:</p> <p>This is done in consultation with both the Pastoral Team and the Educational Social Worker by telephone, email or in face-to-face meetings.</p>
<p>17. What is the school's arrangements for pupils with SEND transferring between education providers or preparing for adulthood & independent</p>

living?
<p>COMMENT: All students in Year 11 with SEND have at least one careers interview with a trained independent careers advisor. It also forms part of the transition review. Students are also escorted on shadowing days at college or next placement if this is deemed appropriate.</p>
18. What arrangements are there for training staff in relation to children and young people with SEND and how do you secure specialist expertise?
<p>COMMENT: Fortnightly SEND Bulletins to raise awareness of different aspects of SEND. New teachers meetings for all new staff to the school Meetings with specialist advisory teachers for VI and HI students Regular meetings with the Educational Psychologist Students giving CPD on their SEND</p>
19. What is the name, job title, contact details & working pattern for:
<ul style="list-style-type: none"> • key staff with responsibility for SEND in the school/setting? • the SEN coordinator in the school/setting?
<p>COMMENT: Key staff Mrs A Richardson SENCo Mrs C Wright Specialist literacy teacher Primary Phase Mrs E Wogan - Headteacher</p>
20. Who should I contact if I have a compliment, concern or complaint?
<ul style="list-style-type: none"> • how is the schools/ settings complaints procedure made available?
<p>COMMENT: The School's complaints procedure is on the School's website, in addition it can be sent to parents if they contact reception on either site. Any compliments regarding the service we provide for students with SEND and their parents/carers should ideally come into school via email or letter to the SENCo</p>
21. What future plans do your school/ setting have for developing its SEND provision?
<p>COMMENT: The development of the school is currently at a very exciting time. We have plans lodged for an all-through school with the primary phase being located at the Holdenhurst Avenue site and the secondary and sixth form phase at St. Catherine's Road. The new developments to existing buildings and any new additional building work that needs to take place will have SEND provision at its heart.</p>
22. Which other Local Authorities/ Counties/ health providers do you have contracts with?

COMMENT:

Poole, Hampshire, Bournemouth, Dorset

Specific information on these Local Authorities and their Local Offers for supporting students with SEND can be found on the relevant local authority website.

www.poole.gov.uk

www.bournemouth.gov.uk

www.dorset.gov.uk

www.hampshire.gov.uk

If children or young people have an EHC plan

23. Are you able to accept Direct Payments? If so what is the cost of the hourly rate of your services?

COMMENT:

Not at this time.

24. Costs of services based on a 1-1 hourly rate and a group (define size of group and length of session and price per person)?

COMMENT:

1:1

Small groups

Mainstream/ large groups

Please tick all that apply for the following 4 questions:

1. The provisions is available for:

Birth & pre-school age	Primary age	Secondary age	Post 16 age
	Reception, Years 1, 2 & 3 September 2017	✓	✓

COMMENT:

2. The provision can support the following needs:

Communication & interaction	Cognition & learning	Social, mental* and emotional health	Sensory and/or physical
✓	✓	✓	✓

COMMENT:

3. The provision supports children & young people with:

Education	Health	Social care	Preparing for Adulthood
✓			✓

COMMENT:

4. The provision is accessible as a

Universal service (available to all)	Targeted service (offering additional short term support)	Specialist service (offering specialised longer term support)
✓		

COMMENT:

Please provide contact details in case we have any queries with the form

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COMMENT: