

## Welcome to our Autumn SSPP SEND Newsletter!

Every term, our newsletter will provide information about SEND at SS Peter and Paul Catholic Primary School. We will also keep you updated with the Telford & Wrekin local offer and guidance.

### Welcome!



**Miss Louise  
Russell  
Federation  
SENCO**

As SS Peter and Paul's Special Educational Needs and Disability Coordinator (SENCO), I am here to offer support and advice regarding additional needs or SEND support for your child.

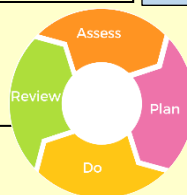
As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions. My contact email address is: [send.obs@taw.org.uk](mailto:send.obs@taw.org.uk)

Alternatively, you may find further information about our SEND provision on the school website:  
<https://www.sspeterandpaulcatholicprimary.org.uk/send>

### Contents of this term's news:

- Welcome
- Telford and Wrekin's local offer
- Early Identification of SEND
- SEND and the SSPP Website
- Intervention programmes at SSPP
- SEND Services across Telford and Wrekin
- SEND Activities in Telford and Wrekin.

## Early Identification at SSPP



At SSPP, the children are at the heart of everything we do.

We aim to identify the needs of all pupils as early as possible. This is part of our graduated approach, in which we **Assess, Plan, Do, Review**. This on-going cycle ensures effective provision is put in place and also removes barrier to learning. We have a range of interventions taking place daily in our school to meet the needs of all children. Further information about our identification and provision can be found on the SEND section of our website:  
<https://www.sspeterandpaulcatholicprimary.org.uk/send/identification-of-send-and-the-graduated-response>

If you have any concerns about your child or their progress; please contact either the class teacher or me where we can discuss this further.

## Telford and Wrekin SEND local offer

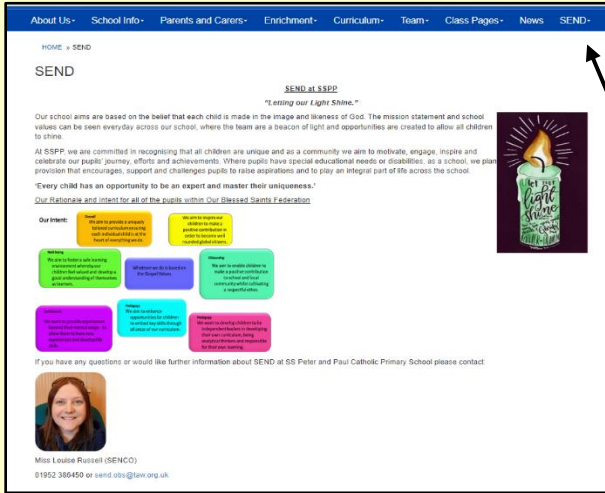
For further information about Telford and Wrekin SEND, please see the link below:  
<https://www.telfordsend.org.uk/site/index.php>

You can also find a copy of the Telford & Wrekin SEND parent newsletter.  
[https://www.telfordsend.org.uk/homepage/14/send\\_news](https://www.telfordsend.org.uk/homepage/14/send_news)

# SEND NEWS!

## SEND @ SSPP - The Website

### Where can I find information about SEND on the website?



In April 2023, we launched our new school website.

Information about Special Educational Needs and Disability (SEND) can be found on the school site by visiting

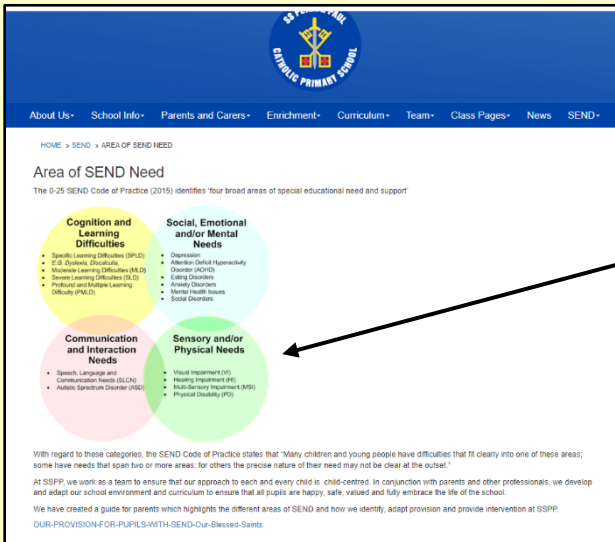
<https://www.sspeterandpaulcatholicprimary.org.uk/send> and clicking on the SEND tab on the toolbar.

The introduction page contains information about me as the SENCO alongside the school's aims, rational and intent for all pupils including pupils with SEND.

From the SEND home page, parents can access the different areas of SEND and what provision looks like at SSPP.

The school's SEND policy and SEN Information report can be found directly following the tab.

Area of SEND Need	SEND outside of the classroom	SEND Policies and SEN Information Report
Transition	Telford and Wrekin SEND Local Offer	Identification of SEND and the Graduated
Curriculum for SEND	The Voice of SEND	SSPP SEND Parent Newsletter
Support for Parents and Carers	Mental health and Well-being	



### What are the different SEND areas of need?

Within the Area of SEND Need section, we explore the four areas as identified in the SEND Code of Practice 2015.

Our SSPP provision for pupils with SEND guide can be found which highlights how we:

- Identify, Assess and Review each area of need.
- How we adapt teaching for each area of need.
- How we provide support/resource each need.

# SEND NEWS!

## SEND @ SSPP - The Website

### Where can I find information about SEND on the website?

**Identification of SEND and the Graduated Response**

At SS Peter and Paul Catholic Primary School, we recognise the importance of early identification of special educational needs and/or disability. It is crucial that additional needs are identified at the earliest stage and effective provision is put into place to ensure successful long-term outcomes for the child. As a school, we follow our own school 'Early Identification Flowchart' which highlights the stages of our continuous SEN provision. We encourage parents to be part of this journey and to work in partnership with us as a school.

Early Identification of SEND - Flowchart - SSPP

**What is a 'Graduated Response' and how do we support your child with SEND in our school?**

In accordance with the SEND Code of Practice 2015, we use a graduated response to identify and determine the support each individual child requires. We adopt a three-tiered approach to classify special educational needs which are different from everyday classroom provision.

**Waves of Intervention Model**

**Wave 1** is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** outlines specific, additional and time limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3** is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate learning.

We believe that all pupils learn best within their age-appropriate classroom environment alongside their peers. We encourage pupils to work independently where possible and are provided with the scaffolding and provision appropriate for their identified needs.

As a school, we provide additional intervention alongside daily class teaching. When considering interventions, we look at the child's profile of learning and will match an intervention which aims to close the attainment gap between themselves and their peers. Interventions take place, where possible, within the classroom environment and do not take the place of other curriculum subjects.

**If my child is working at Wave 2 or Wave 3, how do we ensure that the provision in place is correct and is having an impact?**

SEN Code of Practice 6.7 explains that: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' Where pupils are deemed to not be meeting age related expectations the assess, plan, do, review process will be implemented in consultation with parents.

We use the Assess, Plan, Do, Review model to continuously review provision and impact and to ensure that the child is making progress across all areas of their identified need.

We work in conjunction with pupils, parents and external agencies (when appropriate), to evaluate our ways of working and adapt strategies, intervention and support to achieve the best possible outcome.

For further information about the Assess, Plan, Do, Review process, please refer to our SEN Information report 2022 - 2023 - this can be found on the under the

As a school, we place an importance upon the early identification of SEND needs. Within this section, you will find our SEND Early Identification flow chart which talks through the process that school takes when identifying a pupil with SEND. We also discuss our Assess, Plan, Do, Review approach and the different WAVES of support that are in place across the school.

HOME » SEND » SEND OUTSIDE OF THE CLASSROOM

**SEND outside of the classroom**

**How do we ensure, as a school community, that we are inclusive and offer the same opportunities for SEND pupils both inside and outside of the classroom and across the wider curriculum?**

SS Peter and Paul Catholic Primary School wishes to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn. Equal opportunities permeate through all aspects of our school life and is the responsibility of every member of the school community.

All professionals, we offer opportunities for pupils' regardless of their age, gender, race, faith or disability. We encourage pupils to take an active participation in all areas of school life.

Below are some examples of how our SEND pupils participate in wider school life opportunities.

**Mini-Vinies:**  
Mini Vinies are a group of Key stage 2 pupils who volunteer to meet every week with Deacon David to look at how to tackle poverty. The volunteers of Mini Vinies are members of the St. Vincent de Paul Society. During their sessions, the Mini Vinies look at how to turn 'talk' into action. They have opportunities to discuss the local/national and international issues and plan how they can have an impact at SSPP.

**School Council:**  
At SSPP, we have an active school council who meet regularly to discuss all aspects of school life. Pupils are nominated by their classmates to be a 'school councillor'.

**Playground Leaders:**  
Our Year 6 pupils have taken on the responsibility of playground leadership. Every lunchtime, trained pupils lead games and activities across the Key stage 1 and 2 playgrounds. Here the children encourage participation of the younger children and develop their own leadership skills through organising and leading a range of events.

**Forest School:**  
For the past 10 years, SS Peter and Paul have provided the children with outdoor education at Chetwynd Deer Park. All children, including those with additional needs/disabilities, have regular opportunities to participate in a holistic curriculum and to learn within the natural environment. Our Forest School is particularly important for our pupils who may find challenges with social, emotional, mental health difficulties; we aim to support any barriers through providing activities to promote:

1. **Emotional well-being:** Time spent outdoors proven to help relieve stress and anxiety.
2. **Self-confidence:** Overcoming challenges and taking risks such as tree climbing/courses.
3. **Self-regulation:** Control thought and behaviour. Reflecting and adapting when something is not going well. For example, encountering a mini raft that doesn't float, requires making adjustments to improve it.
4. **Concentration:** Staying focused on an activity, such as bird spotting or constructing a wooden bird feeder.
5. **Self-esteem:** Child led group activities or projects often allows them to contribute their ideas, consequently increasing self-worth. For example, designing a bridge.
6. **Stress management:** Sensory engagement during calming activities such as nature walks, and spotting and insect identification.
7. **Emotional coping mechanisms:** Children are given opportunities to talk about their worries and fears during the circle time. Child led activities give opportunities for independent problem solving.
8. **Self-efficacy:** (Child's belief in their ability to accomplish a task). Child led tasks provide opportunities to succeed without external guidance.
9. **Emotional resiliency:** (Ability to manage emotions when upset). The unstructured nature of Forest school may allow children to compose themselves and harness their emotions.
10. **Team skills:** Children are given the opportunity to mix with peers that they have been isolated from during the Covid-19 lockdown.

For pupils with physical/sensory difficulties, we complete risk assessments to ensure that we can remove any barriers to participation. At present, we are working with the Chetwynd Deer park to improve the disabled access around the site.

At SSPP, we place an importance of ensuring inclusivity both through the curriculum, throughout the daily life of the school and also outside of the classroom. We explore how pupils with SEND are offered the same opportunities as other pupils and how our wider curriculum offers a range of learning opportunities for all.

HOME » SEND » TELFORD AND WREKIN SEND LOCAL OFFER

**Telford and Wrekin SEND Local Offer**

The Telford and Wrekin Local Offer website is the best place to find out about information about special educational needs and disabilities (SEND).

Telford and Wrekin Local offer SEND Website

The Telford and Wrekin SEND team also provide information about the current Strategy for SEND improvement and have published a recent report which highlights the achievements in SEND over the academic year 2020-2021.

Telford and Wrekin SEND Strategy  
Local Offer Annual Report 2021\_Final  
Telford and Wrekin Local Offer SEND Report 2020

As a school, we work closely with the Telford and Wrekin local authority SEND team. The website contains a link to the Telford and Wrekin SEND website: <https://www.telfordsend.org.uk/site/index.php> as well as the SEND local offer and additional information about SEND across the borough.

# SEND NEWS!



## SEND @ SSPP - The Website

### Where can I find information about SEND on the website?

HOME > SEND > CURRICULUM FOR SEND

#### Curriculum for SEND

At SSPP, we have created a uniquely tailored curriculum that ensures that each child is at the heart of everything that we do. We provide purposeful, real-life experiences and opportunities to support all children to 'know more and remember more.'

We recognise that all pupils learn differently and with this in mind, teachers and teaching assistants adapt the classroom to provide a learning environment that supports the different learning styles of all children.

**How do we create a learning environment that meets the needs of all pupils including those pupils with SEND?**

- Visual timetables
- Table Top Resources for all lessons.
- Working walls to help children 'learn more, remember more.'
- Sloping boards and additional writing aids.
- Coloured overlays and inset books.
- Faded shades PowerPoint.
- Breaking word down into manageable chunks and scaffolding.
- Allocating laptops and access to Talk Tins.
- Adjustable tables.
- Specialized dictionaries.
- Reflection spaces and wellbeing support.

**How do we make sure that pupils' with SEND are making progress across all curriculum subjects?**


For each curriculum area, we look closely at how we can adapt provision to ensure that pupils' with SEND access and make progress.

We have created subject specific curriculum documents which teachers and teaching assistants can use to support the planning and implementation of the mini-adventures.

**Curriculum Adaptation for SEND Documents:**

- MFL Curriculum provision for pupils with SEND
- Science Curriculum provision for pupils with SEND
- History Curriculum provision for pupils with SEND

This page is a work in progress and we will continue to add SEND documents.



SSPP has a uniquely tailored curriculum which aims to allow children to 'Light your light shine.' The curriculum is purposeful, full of real-life experiences and opportunities and helps all children to 'Know more and remember more.'

Our curriculum for SEND section identifies how we create a learning environment for pupils to succeed, the adaptations that can be made across the curriculum and how we support pupils to achieve.

Each term, we produce a SEND parent newsletter which contains information about:

- Our SEND procedures and practices.
- SEND In focus - relating to areas of SEND need.
- Links to the Telford and Wrekin local offer and parent newsletters.
- SEND services across Telford and Wrekin and how to access them.

The SEND Parent Newsletter page contains all previous editions for parents to download and read.

HOME > SEND > SSPP SEND PARENT NEWSLETTER

#### SSPP SEND Parent Newsletter

Welcome to our SSPP SEND Newsletter Section!

Every term, our newsletter will provide information about SEND at SS Peter and Paul Catholic Primary School.

We have a termly 'SEND in Focus' where we offer information about a range of SEND needs, make sense of technical 'jargon' or terminology and get to the bottom of strategies and support.

We will also keep you updated with the Telford & Wrekin local offer and guidance as well as local support agencies that you can get in touch with to support your child's individual needs.



SSPP Spring SEND Newsletter 2023

**Read our previous editions below:**

- SSPP SEND Newsletter - Autumn 2022.pdf
- SSPP SEND Newsletter - Summer 2022.pdf
- SSPP SEND Newsletter - Spring 2022.pdf
- SSPP SEND Newsletter - Spring 2021
- SSPP SEND Newsletter - Summer 2021
- SSPP SEND Newsletter - Autumn 2021

### Capturing what pupil think about our SEND provision @ SSPP.

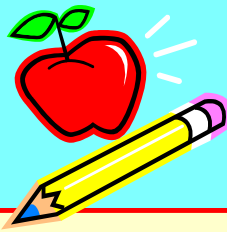
*I feel safe in school; we have adults who can help us*

*We are given responsibility in school such as being part of the shield children, Mini Vinnies, school council.*

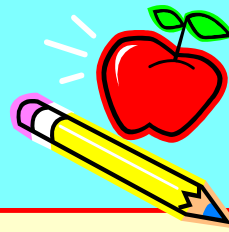
*The classroom set out helpfully because on our math's board, it shows you how to do different methods which I can use to help me in my work.*

*My interventions help me to process the information I need to use in the class.*

*I love school; we learn about interesting Mini Adventures*



# SEND NEWS!



## SEND In Focus Intervention programs @ SSPP

To support our pupils with special educational needs, SSPP provides a range of intervention/support programs.

The information below is about the interventions 'ELSA' and 'Lego Build to Express.'



ELSAs are 'emotional literacy support assistants'. They are adults within school who have received additional training from the educational psychology service to support the emotional development of children and young people in school.

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. ELSAs provide the time and space for pupils to think about their personal circumstances and how they manage them.

Most ELSA programmes last for 6-12 weeks, helping the pupil to learn some specific new skills; these could include: social interaction, communication skills, anger management, anxiety strategies.

The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all difficulties. Change is a long-term process that needs everyone's help.

At SSPP, our ELSA's are Mrs Marley and Miss Russell.

LEGO® BuildToExpress (BTE) encourages pupils to express their thoughts and ideas symbolically, a more playful, creative and hands-on method to engage pupils of all abilities and achieve results.

The method ensures a secure and non-judgemental process for solving problems, express personal feelings and breaking down barriers to achievement for curriculum-based topics.

When using Lego Build to Express, we are offering the children opportunities to:

- Communicate more effectively.
- Encourages reflection.
- Enhances creative, abstract and critical thinking skills.
- Promotes active listening.
- Improves problem solving.
- Supports time management
- Develops cooperative working.

The children love Lego BTE and we are always amazed by their imagination and thinking.



## SEND In Focus Intervention programs @ SSPP



To support our pupils with special educational needs, SSPP provides a range of intervention/support programs.

The information below is about the interventions 'IDL' and 'Cool Kids'

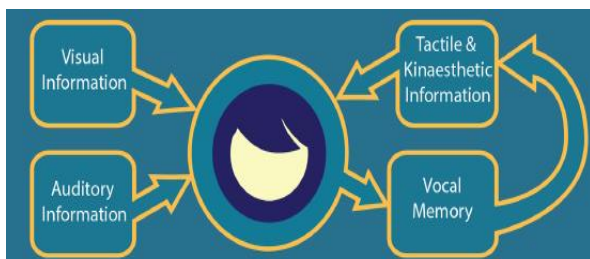


### Cool Kids @ SSPP

The IDL intervention is a speaking computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but is also used at SSPP as a school wide literacy intervention.

#### How does it work?

IDL uses a light, sound, touch and voice to develop children's ability to embed reading and spelling patterns into their short term memory.



Children complete an initial reading and spelling assessment and from this receive a username and password. They are assigned a module which specifically relates to any gaps in their reading/phonic/spelling knowledge. Time is given in school to complete their IDL modules.

Cool Kids is a simple, fun and structured exercise programme designed to develop children's coordination, balance, attention and self-esteem.

It is based on sensory motor development working through developmental stages of lying on the back, tummy, rolling, creeping and crawling.

Cool Kids offers opportunities for:

**Proprioception** is the sensation from the muscles and joints that gives us our sense of position in space (where we are in relation to objects around us). **Activities include: crawling, pulling**

**Vestibular** is our sense of movement and gravity. We receive more vestibular input when we do activities that involve movement and change of head position. **Activities include: rolling, jumping, hopping, spinning/twirling.**

**Praxis** is the ability to plan an action. Some children may find planning new motor actions difficult. They may be hesitant and need to watch others before attempting an activity. They may also have difficulty with ideation (being able to see play potential). They may also be disorganised. **Activities include: different ways of moving, using equipment, planning activities.**



## SEND In Focus

### SEND Services across Telford and Wrekin



### The School Nurse Team

### Parents Opening Doors (PODS)

PODS is a parent carer/peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 - 25 years).

For further information, support and advice see: [www.podstelford.org](http://www.podstelford.org) or contact PODS on 01952 458047

PODS offer a range of support including:

- Befriending scheme
- Activity sessions for children with SEN needs
- Information courses for parents.
- Resources for children
- Advice about SEND, EHCP's and SEND processes.

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Bee U is the emotional health and wellbeing service for people, up to the age of 25, living in Shropshire and Telford and Wrekin.

Bee U is designed to:

- Offer advice and support.
- Signpost to services.

For more information visit: [www.camhs.mpft.nhs.uk/beeU](http://www.camhs.mpft.nhs.uk/beeU)

### Your School Nurse

#### What we can offer you:

Children will have their height and weight measured in reception and year 6 (unless opted out of). More information and help can be found at [National Child Measurement Programme - NHS Digital](https://www.nhs.uk/child-measurement-programme)

Advice, support, and signposting to resources on toileting, behaviour, healthy lifestyles, emotional and mental well being.

Our Emotional health and wellbeing lead nurse also runs a clinic for parents every Monday, 9-2pm at Sutton Hill Medical Practice (online appointments also available upon request via the number below).

Ask your school to refer in or self-refer by calling **0333 358 3328**



#### What we don't do:

We no longer check hearing and sight in reception

We are not a diagnostic service however we are able to sign-post to appropriate services/support

#### How and when to get your child's eyesight checked:

- You can attend most opticians and book a sight check for your child
- Please follow this link to find a local optician: [Sight Tests - NHS \(www.nhs.uk\)](https://www.nhs.uk/eyesight-tests)
- Checks are free on the NHS for children
- It is best to get your child's sight checked before they start school and then yearly thereafter.
- They will ensure your child's sight and eye health is monitored and issue glasses if required.

#### How to get my child's hearing checked:

- Should you notice an issue with your child's hearing, or you are alerted by school there maybe an issue you should attend your local GP who will be able to examine the ear canal and rule out infection. The GP can also refer for a hearing test if necessary.
- A school nurse can also do an audiology referral

### Kooth

For children and young people aged 11-24

[www.kooth.com](http://www.kooth.com)





# SEND NEWS!



## Telford and Wrekin SEND Activities

Across Telford and Wrekin, organisations and leisure services offer specialized SEN sessions for pupils with special educational needs/disabilities and their families.

### Airea51

Airea51 is offering scheduled SEN sessions for pupils.

These take place on a Tuesday and Wednesday

6-7pm

[www.airea51.co.uk](http://www.airea51.co.uk)

### Telford and Wrekin Leisure

Telford and Wrekin offer an inclusive leisure program for all pupils with SEND and their families.

Activities include swimming, Ice skating, Snowboarding and skiing sessions and family fun sessions.

3PM	ARENA CLOSED 3-4PM WEEKDAYS					
4PM	After School BOUNCE & EAT 2 HRS 4PM - 6PM SANDWICH, CRISPS & SQUASH!	After School BOUNCE & EAT 2 HRS 4PM - 6PM SANDWICH, CRISPS & SQUASH!	After School BOUNCE & EAT 2 HRS 4PM - 6PM SANDWICH, CRISPS & SQUASH!	After School BOUNCE & EAT 2 HRS 4PM - 6PM PIZZA & CHIPS & SQUASH!	HAPPY HOUR	HAPPY HOUR
5PM						
6PM	CLOSE 6PM	SEN Autism & Special Needs Resource	SEN Autism & Special Needs Resource	2 HOUR DISCO All Ages	2 HOUR DISCO All Ages	CLOSE 6PM
7PM		CLOSE 7PM	HADNES			



### Jungleland

Jungleland soft play centre offers an exclusive family session for children of any age with special educational needs/disabilities. Siblings are welcome to join as well.

**Saturday mornings 8-9:30am with reduced admission £3.45 per child and £2 per adult**

<https://www.junglelandtelford.com/disabilities-special-needs/>

### Inclusive leisure SEND programme Telford & Wrekin Council

Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Abraham Darby Sports and Leisure Centre</b>						
3:30pm / 5:30pm / 6pm	4pm	3:30pm		3:30pm	11am	10am
SEND Swim4Life Lessons	SEND Swim4Life Lessons	SEND Swim4Life Lessons		SEND Swim4Life Lessons	SEND Swim4Life Lessons	SEND Swim4Life Lessons
					6pm-7pm Ican2 swim session	12.15-1.15pm Family Disability Swim
<b>Oakengates Leisure Centre</b>						
6pm-6:30pm						
SEND Swim4Life Lessons						
<b>Telford Ice Rink</b>						
5pm-6pm SEND Skate						
<b>Telford Soft Play @ Telford Ice Rink</b>						
4pm-5:30pm		5pm-6:30pm		10am-11:30am		10am-11:30am
Junior SEND Session		SEND Session		SEND Session		SEND Session
6pm-8pm Senior SEND Session						
<b>Telford Snowboard and Ski Centre</b>						
4:30pm-5:30pm My Options Ski and Tubing session						
<b>Wellington Civic and Leisure Centre</b>						
					12noon	5pm
					SEND Swim4Life Lessons	Wrekin Special Swimming Club SEND Session