



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

SSPP - OUR LOCAL OFFER – Our Guide to Support Parents of children with SEND.

Updated September 2025 by Mrs H Sykes, SENDCo

— “I have come that they may have life and have it to the full” – John
10:10 —

1. What should I do if I think my child has special educational needs or a disability?

The law says a person has a disability if:

- They have a physical or mental condition, and
- This condition has a big and long-lasting effect on their daily life.

This can include:

- Learning difficulties
- Medical conditions like epilepsy, diabetes, serious asthma, or bad eczema
- Specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia
- Autism
- Problems with speech, language, or communication

If a condition makes daily life much harder for a long time, it may be called a disability.

A young person has special educational needs (SEN) if they need extra help with learning.

This may be because:

- (a) They find learning much harder than most children of the same age, or
- (b) They have a disability that makes it difficult to use the same school facilities as other children their age.

If you are concerned about your child in any way and would like to discuss your concerns further please contact their form tutor in the first instance or the SENCO, Mrs Hayley Sykes.

2. How will the school respond to my concern?

In the first instance you will be invited to meet with either your child's tutor or the Special Educational Needs Coordinator (SENCO). This meeting will allow you to share your concerns and for information to be shared between home and school. You will be asked to reflect on '*what is going well*' as well as being asked to consider '*what you are worried about*'. Time will be allocated to assess your child and to collate information from their teachers (see section 3). You will then be invited to a follow up meeting once further information has been collated.

3. How will the school decide if my child needs extra help?

The school looks at lots of information before deciding if a child needs extra support. This can include:

- **What staff notice** – teachers and teaching assistants will watch how your child is getting on over time.
- **School records** – the school checks your child's progress each term.
- **Talking with your child** – staff may ask what they find difficult (for example, learning, making friends, managing feelings, or physical needs). They will also ask what is going well and what worries them.
- **Talking with you** – parents know their child best, so your views are very important.

The school may also do some **assessments**, such as:

- Checking for dyslexia using a screener
- Reading, spelling, or maths tests
- Looking at behaviour, communication, attention, or social skills

Once the school has this information, they will invite you to a meeting. At this meeting, you will:

- Hear the feedback
- Talk about what the next steps should be
- Agree a plan of action together

Sometimes, the plan might include asking outside specialists to do more checks or give advice.

The plan will then be put in place, and the school will review it within about 12 weeks. You will be able to talk about how well it has worked and what to do next.

External Assessments could be requested by completing a referral to Community Paediatrics. This may be about seeking a diagnosis for neurodiversity. There are forms to complete that gather information from a parents and school's perspective and if accepted at triage will be placed on a waiting list. For more information [Community paediatrics - United Lincolnshire Hospitals](#)

Useful resources: [Community Paediatric Resources - United Lincolnshire Hospitals](#)

4. What will the school do to support my child?

Ultimately, you child's targets and intervention will be set and their progress monitored by the SENCO, however your child may receive support from teaching assistants (TA's), subject teachers or agency support workers (see section 7 for more details). The process of providing support is:

ASSESS

This could be through formal data collection from:

- SAT results
- Teacher assessments
- External agency observations and/or assessments
- Reading data
- Spelling data
- Dyslexia Screening

In some cases a formal assessment may be required.

Informal and quantitative data may also be collected.

PLAN

Specific outcome based targets are agreed using information collected in the **ASSESS** part. These could be using National Curriculum levels, PIVATs (P S cale – pre-national curriculum) or specific targets which focus on behaviour, communication, reading, writing, maths etc.

Academic targets could include:

- Speaking (pronunciation, understanding and using vocabulary)
- Listening (understanding and following instructions)
- Reading (decoding, comprehension, inference)
- Writing (sentence construction, punctuation, use of vocabulary)
- Maths (number recognition, counting, basic number facts)
- Interacting and working with others (working in groups)
- Independence and Organisation (gathering information, working with limited adult support)
- Attention (focusing on a task)

DO

Using a range of different strategies to help your child to achieve their targets. This intervention could include:

- In class support – additional adults to support with completing tasks, providing additional resources.
- Small group – may be inside or outside of the class, useful in developing working relationships and promoting confidence.
- 1:1 support – may be in class or outside; may be used for more individualised targets, reading, spelling, etc.

Agency support – usually delivered on a 1:1 basis with a specialist in the field

REVIEW

Targets will usually be reviewed every 6 weeks with the pupils. Parents will be invited in for reviews bi-termly but please feel free to contact the school at any time if you have any concerns. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

5. Who will support my child in school?

We have a highly dedicated team committed to updating their own personal knowledge and skills through regular training in order to provide your child with the best support available to meet their needs. We have specialists working in Science, Maths, English, pastoral support as well as supporting pupils who are hearing impaired, have medical needs and who have physical difficulties.

Who?	How and Why?
Form Tutor	Register your child each morning Relay important messages and key information each day Responsible for daily Attendance data and Behaviour monitoring Main point of initial contact for Parent / Carers.
Subject Teacher	Sets targets based on your child's needs Will be ultimately responsible for ensuring that your child's needs are met through high quality differentiated and personalised teaching (Quality First Teaching); subject teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
SENCo Mrs H Sykes Deputy SENCo Mrs R Sharp	The SENDCo and Deputy SENDCo are the teachers in charge of supporting children with special educational needs and disabilities. Our role includes: • Making sure the school follows the SEND Code of Practice (the national rules and guidance). • Running the SEND department day to day. • Helping parents and pupils find outside agencies and support. • Referring children to other services when needed. • Organising the extra help and interventions children may need. • Managing the SEND team. • Offering pastoral (emotional and wellbeing) support to pupils. • Spotting pupils who may need extra help. • Supporting staff with setting clear and achievable targets for children. • Regularly checking pupil progress and identifying those at risk of falling behind. • Monitoring how well intervention groups are working. • Leading review meetings with parents and staff, and completing the paperwork.

Student Support Manager Mrs R Gray	Manages and supports children accessing Student Support Area Leads on Mentoring Programme for students on the SEN Register Young Carers Named Person in School Directed by the SENCO
Teaching Assistants	Day to day support within the classroom with classroom based tasks Scaffolding support for students with EHCP and wider classroom. May provide additional individual support which may include escorting children around school site, memory work, organisational skills, prioritising skills and offering mentoring. Directed by the teacher to support the tasks set
ELSA Trained TA Miss Westerman	Processing Emotional Literacy Support referrals sent by staff. Delivering Emotional Literacy Support sessions for students in a timely manner. Maintaining accurate records for students accessing and completing Emotional Literacy Support. Offering drop in sessions for Emotional Literacy Support. Creating resources to support Emotional Literacy Support.
Mental Health First Aiders	Recognise those that may be experiencing poor mental health and provide them with first-level support and early intervention Encourage a person to identify and access sources of professional help and other supports Practise active listening and empathy Have a conversation with improved mental health literacy around language and stigma
Family Liaison Mrs K McNulty	Liaise and Supports families with attendance Works alongside families to improve attendance with support from external agencies Monitors students on the EBSA pathway
Additional Agency support	See section 7 for detailed list of whom we work with May complete assessments or observations to support with further decisions regarding your child's need Will support with target setting Will be involved in the review process and deciding next steps
SEND Governor	Overseeing the provision for SEND at SSPP

6. What training and experience do staff have for the additional support my child needs?

Member of Staff	Area of Responsibility	Training	Qualifications
Mrs H Sykes	SENCO Teacher of Business	National SENCO Award Attachment Disorder Training Adverse Childhood Experiences (ACES) Awareness Supporting the pupil with Hearing Impairment Supporting the pupil with Visual Impairment Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 3 / Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	Bachelor of Arts (Hons) Business Management Postgraduate Certificate in Secondary Education with Business Education (PGCE) with Qualified Teachers Status Special Educational Needs Coordination with National Award for Special Educational Needs Coordination (NASENCO) Masters Level Careers Leadership and Advice (Level 7)

Mrs Hayley Sykes

SENCO Updated September 2025

Rachel Sharp	Deputy SENCO Teacher of RE	Qualified Counsellor Secondary Training – A Whole school approach to improving access, participation and achievement. Attachment Disorder Training Child Protection Officer (Designated Person training) Epilepsy Awareness and Reflex Anoxic Seizures theory training Epipen Trained Diabetes training – administrating insulin (Nurse Claire Cutts) Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training PEG feeding Training September 2025 by NHS Nurses	BTEC Level 5 Professional Diploma in Therapeutic Counselling Qualified Teacher Status Bachelor of Education (Hons) PGCE in Religious Studies
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Ronette Gray	Student Support Manager	Level 1 Counselling Certificate. Oxygen use (oxygen cylinders) Epilepsy Awareness and Reflex Anoxic Seizures theory training Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Autism Tier 1 Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	NVQ Level 3 Teaching Assistant
Maggie Hockney	KS3/4 Teaching Assistant	British Sign Language Oxygen use (oxygen cylinders) Epilepsy Awareness and Reflex Anoxic Seizures theory training Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Autism Tier 1 Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training	> BSc Hons Microbiology NVQ Level 2 and Level 3 > Teaching Assistant

		Unconscious Bias Training	
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Lynn Gibbins	KS3/4 Teaching Assistant	Oxygen use (oxygen cylinders) Epilepsy Awareness and Reflex Anoxic Seizures theory training Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Autism Tier 1 Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training PEG feeding Training September 2025 by NHS Nurses	NVQ Level 2 and Level 3 Teaching Assistant
Dawn Christopher	KS3/4 Teaching Assistant	Oxygen use (oxygen cylinders) Epilepsy Awareness and Reflex Anoxic Seizures theory training Training for Readers, Scribes, Invigilators and other Adult Helpers	NVQ Level 2 Teaching Assistant

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		in Exams Autism Tier 1 Diabetes training – administrating insulin (Nurse Claire Cutts) Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	
Kathryn Reast	KS3 Teaching Assistant	Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Diabetes training – administrating insulin Epi pen Training Epilepsy Training Support for learners with visual and hearing impairment. Safeguarding GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training	NVQ Level 2 and Level 3 Teaching Assistant Level 2 in Business Administration HLTA specialising in English and SEND

		Unconscious Bias Training	
Kelly Goodale	KS3 Teaching Assistant	Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Diabetes training – administrating insulin Epi pen Training Support for learners with visual and hearing impairment. Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	NVQ Level 2 Teaching Assistant First Aid Qualification NVQ Level 3 Health and Social Care NVQ in Business Administration Braille Level 2
Valan Chan	KS3 Teaching Assistant	Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Diabetes training – administrating insulin Epi pen Training Support for learners with visual and hearing impairment. Safeguarding GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher	Bachelor of Arts (Hons) Visual Communication Qualified Teacher Status PGCE Secondary

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		Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	
Mr Jordan Pilling	Teaching Assistant	Safeguarding GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	BA Hons in History MA in History A Levels in History, Sociology and Psychology
Davina Galligan	Teaching Assistant	Safeguarding GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training	BA Hons Education Level 3 Supporting Teaching and Learning in Schools (Secondary) Started Apprenticeship Level 5 Teaching Assistant September 2025

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		Unconscious Bias Training First Aid Trained	
Holly Westerman	Emotional Literacy Support Assistant (ELSA) ELSA Co-ordinator	Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Diabetes training – administering insulin Epi pen Training Support for learners with visual and hearing impairment. Safeguarding GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training ELSA Training Mental Health First Aider Positive Handling Effective Tutoring	Bachelor of Arts and Theology (Hons)

		Lego Therapy trained by Educational Psychology Team Emotion Coaching	
Lesley King	Teaching Assistant	GDPR Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training First Aid Team Teach – Positive Handling	
Miss Amber-Rose Summer	Teaching Assistant	GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training First Aid Trained Lego Therapy trained by Educational Psychology Team Emotion Coaching	

Stirling Stafford	Teaching Assistant	GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	BA Hons Special Educational Needs and Inclusion CTec Health and Social Double Award Standard Teaching Assistant Apprenticeship Level 3 Started Apprenticeship Level 5 Teaching Assistant September 2025
Matthew Penney	Higher Level Teaching Assistant / Interventions	GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training Lego Therapy trained by Educational Psychology Team Emotion Coaching	BA Hons in Film Production
Mrs Oliyinka Adenji	Teaching Assistant	GDPR Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training	

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Mrs Andi Szulc	Teaching Assistant	Readers, Scribe and invigilator Training GDPR Working Together Team – Understanding Autism Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training	Level 2 / 3 NVQ in in Teaching Assistant
Miss Sivaloba Sivaridan	Teaching Assistant	GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training	
Miss Beatrice Dendy	Teaching Assistant	MAPA Training CPI De escalation Training GDPR Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training	BSC in Psychology

		Keeping Children Safe in Education Training Unconscious Bias Training	
Mrs Clare Baker	Teaching Assistant	Diabetes training – administrating insulin Epi pen Training Support for learners with visual and hearing impairment. Safeguarding GDPR GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training PEG feeding Training September 2025 by NHS Nurses	Level 3 Health and Social Care
Mrs Angela Enderby	Teaching Assistant	GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training	Started Apprenticeship Level 5 Teaching Assistant September 2025

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		Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training ELSA Trained Lego Therapy trained by Educational Psychology Team Emotion Coaching	
Ms Sandrine Lilley	Teaching Assistant	GDPR Working Together Team – Understanding Autism Safer Recruitment Child Safeguarding Level 2 and refresher Data Protection and GPDR Training DSE Equipment Training Equality and Diversity Training Keeping Children Safe in Education Training Unconscious Bias Training ELSA Trained	D.E.U.G English Language of Literature (Child Psychology / Teaching Methodology / Options) Business Law Internship Level 5 / Lincoln College

All teaching and support staff have had training for:

- Safeguarding
- Attachment Disorder awareness
- Autism awareness
- Speech and Language
- Supporting a hearing impaired child
- Epilepsy Awareness and Reflex Anoxic Seizures theory training
- Epipen Training
- Support for learners with visual and hearing impairment.

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7. Who else might be involved in supporting my child?

We are fortunate to be able to work in a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available
As allocated	Lincolnshire Psychology Services	30 hours over the academic year	Assessment for learning, personal, social and emotional needs Observations to support with learning behaviour Target setting Training of staff Support with review meetings
Odette Read	Specialist Teaching Team	As requested	Assessment for learning difficulties (including the identification of dyslexia) Assessment for exam access arrangements Direct teaching Observations to support with learning behaviour Target setting Training of staff
Specialist Teacher (Hearing support / Qualified Teacher for CYP with Vision Impairment	SEST – Sensory Education Support Team	Twice per term	Observations to support with strategies for working with Hearing Impaired Children Training of staff Advisor to staff Assessments Target setting
As allocated	Speech and Language Therapy; physiotherapists and occupational therapists	As requested	Assessments of difficulties as highlighted Training of staff Programme setting, monitoring and evaluating

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Louise Wilbraham	Working Together Team - Social and communication support	As requested	Parental meetings for parents and school to support pupils with social, communication difficulties including those with Autism
BOSS Workers	Lincolnshire Behaviour Outreach Support Service	As requested	BOSS sits within 'Lincolnshire Ladder of Behavioural Intervention and their focus is on maintaining children and young people's positive engagement with school through targeted and intensive support as well as offering an comprehensive face to face and virtual training offer to schools and academies.
Annie Dunn	Pupil Reintegration Team, Lincolnshire County Council	As requested	Working in partnership with SSPP supporting those pupils at risk of exclusion from school.

We can also make referrals to:

- Community Paediatricians (subject to a 40 week plus waiting time)
- Early Help Support (to support with issues impacting on your child and the family where needs cannot be met through school based resources)
- Child and Adult Mental Health Service (CAMHS) and Healthy Minds

We also have strong links with the school nurse team, Young Carer's, Energise and local PCSO's.

8. What support will be there for my child's emotional and social well-being?

Pastoral and social support at our school

We want every child to feel safe, happy and supported. Here are some of the ways we provide pastoral (emotional and social) support:

- **Strong relationships** – Heads of Year, tutors, class teachers and support staff get to know pupils well and help with their emotional needs.

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- **Peer support** – Older students in sixth form sometimes help younger pupils sort out small playground disagreements. If needed, teachers and senior staff step in to help.
- **Clear communication** – Any incidents are shared with the right staff and recorded.
- **Safeguarding** – Any child protection concerns are reported straight away to Mrs Fields (Designated Safeguarding Lead) or Miss Wilson (Safeguarding Officer).
- **Behaviour policy** – We have a clear behaviour policy that all staff follow. You can find this on the school website.
- **Extra support groups** – Children in all year groups can join sessions to help with personal, social and emotional development. Activities may include stories, circle time and sharing experiences.
- **Circle time** – These sessions help pupils to practise speaking and listening, empathy, teamwork, turn-taking and following social rules.

Medical needs

- If your child has specific medical needs then please contact either your child's tutor or the SENCO so appropriate plans can be put into action.
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires on-going medication please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

Support for behaviour (including attendance, bullying and exclusion):

Attendance

Being in school every day is really important. It helps your child make the most of their learning, build friendships, and feel part of school life.

We ask that pupils aim for at least 95% attendance. This means no more than 10 days off school in a year.

We keep a close eye on attendance so we can offer support quickly if any difficulties arise. If we notice your child is missing more school than expected, we will work with you to help improve things.

By working together, we can make sure your child has the best chance to succeed and enjoy their time at school.

Bullying

At our Academy, we take bullying extremely seriously. Every child has the right to feel safe, respected and supported in school.

We work closely with staff, students and parents to prevent bullying and reduce its impact. We encourage pupils to speak up if they experience or witness bullying, and we make sure they know who they can turn to for help.

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If bullying does happen, we act quickly and firmly. We support the pupil who has been affected, and we work with those involved to stop the behaviour and prevent it from happening again.

Parents will always be kept informed, and we will work with you to make sure your child feels safe and happy in school.

Our aim is to create a positive and caring environment where everyone is treated with kindness, and where bullying has no place.

Behaviour

We expect high standards of behaviour at all times. Everyone in our school community should be treated with respect, so that teaching and learning can take place in a calm and positive environment.

We aim to be consistent in how we manage behaviour, but we also understand that every child and every situation is different. We always consider individual circumstances, including any special educational needs. Our focus is not just on punishment but on helping pupils learn from mistakes and make better choices.

If a child needs extra support, we may involve external agencies who can provide specialist advice and guidance. If behaviour concerns continue despite support, we will meet with parents to discuss the next steps together.

Our goal is to help every pupil succeed, feel valued, and grow into a respectful and responsible young person.

9. How will my child be involved in the process and be able to contribute their views?

Review meetings	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they think they may need support with next.
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship. This is especially true of form tutors, heads of house and learning support staff.
On-going recording of views	Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Named keyworker	Your child will be linked with a keyworker whose role is to support and prepare effective and confident learners.

10. How will the curriculum be matched to my child's needs?

Pupils are taught in mixed ability sets within Key Stage 3, each student has access to a challenging and inspirational curriculum content that adapts to the children within the class. Additional adult support is available in some classes where further support is required.

A varied approach is offered to KS4 pupils to ensure that their learning matches their abilities and interests. This includes options for GCSE routes, BTEC routes and the Vocational route which encompasses different styles of learning. We have courses that allow opportunities to learn new skills, ideas and approaches which support learners throughout their school life and into the future. It enables learners to acquire life skills and to develop the right attitudes to help them in their lives as well as in the world of work.

We also have mission days which help to underpin our shared values within our academy.

11. Medical and personal care

Children who have a medical disability may, at times, also require additional adult support with PE when changing or in subjects requiring fine motor skills. These are delivered and developed with the child's occupational therapist, physiotherapist or specialist nurse.

12. Small group intervention

If a child needs targeted support through their EHCP provision, we may offer small group sessions with a HLTA to focus on pre-teaching content, specific subject support or a target support programme. We offer the following support:

Targeted support programmes

- Emotional Wellbeing Mentors
- Paired Reading
- Numeracy intervention
- Anger Management by Boss / Pastoral Team
- Precision Teaching HLTA
- Memory Skills
- ELSA
- Girls Group and Boys Group (both of which promote positive self-esteem for vulnerable pupils)
- Support for Young Carers by Mrs Gray

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- Fast track to Reading
- Fast track to Writing
- Social Stories
- Lego therapy
- Emotion Coaching

What do our Teaching Assistants do to support pupils?

Teaching Assistants support students with EHCP within lessons, we offer a level of support that encourages independence, problem solving and resilience. Your child will share support with other children in the class, we do not offer or promote 1:1 support for any child. We have a team of Teaching Assistants who are dedicated to helping young people by:-

- Encouraging and supporting learning and progress through scaffolding, problem solving and building resilience.
- Helping pupils overcome difficulties with all aspects of the curriculum, giving them prompts and guidance on how to approach their learning task or activity.
- Promoting independence and resilience, Teaching Assistants offer support within the classroom to help them to take risks, problem solve and access the learning. Our Teaching Assistants never work one-to-one – our support is always a shared support with a small number of children within the classroom usually linked to Education Health and Care Plans (EHCPs). As your child develops and gets older this support is tailored off as they become more independent and less reliant on adult prompts and support. We are aiming for your child to be as independent as possible ready for their next stage of their education, employment or training.

11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

You will be offered numerous opportunities throughout the academic year to discuss your child's attainment and achievement.

Keeping in touch and tracking progress

We offer **parent evenings** throughout the year so you can talk about your child's progress.

Progress reports are also sent home each term to give you a clear snapshot of how your child is doing academically.

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Your child's **Form Tutor** is your first point of contact. They can give you insight into your child's learning and are always happy to discuss any specific concerns at a suitable time.

For pupils with an **EHCP**, parents will be invited to meet with the **SENCO** or **Deputy SENCO** as part of their EHCP annual review. These meetings focus on your child's progress, attainment, and how well any extra support is helping, we discuss their outcomes and how they are meeting these and complete the Review Paperwork through the EHC HUB. The caseworker assigned to your child will also be invited to the meeting. Invitations for the Annual Review will be sent through the EHC HUB. [EHC Hub](#)

Pupils on the SEN Register with additional needs have a Pupil Passport – this is a summary of the important information that Teachers need to know. This passport is updated 3 times per year with changes and additions and reshared with teachers. This review process is carried out by your child's allocated Key Worker. Three times a year we complete SEND reviews, your child key worker (or allocated mentor) calls or arranges a meeting to discuss your child's needs and updates our records and informs the key staff.

All pupils receive a **planner** to record their timetable, homework, and messages between home and school. Parents are asked to **check and sign the planner weekly** to stay involved in their child's learning.

12. How does the school know how well my child is doing?

We carefully track all of our pupil's progress across each term through the use of data and observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- Teacher assessments using in class assessments, past exam papers, questioning.
- Reading and spelling age assessments
- Standardised assessments (completed by Specialist Teacher and/or Educational Psychologist) – gives us a clearer picture of areas of strength and development against children nationally
- Assessment for learning – within the classroom, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised plan

These help to identify areas to target and support with advice on how to move your child forward.

For some pupils we need to intervene in Year 7, to change a pupil's flight path, by deliberately seeking to address issues and gaps in learning, especially for those students who entering the Academy at levels below their peers.

13. How will my child be included in activities outside the classroom including school trips?

We frequently use educational visits and residential trips to enhance the learning in the classroom and make it 'come to life'. We will always aim to include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment.

Dependent on the needs of your child their keyworker will be available to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs and will be supported wherever necessary and appropriate.

14. How accessible is the school environment? How accessible is the curriculum?

To support your child to access the school facilities we have:

- Ramp access to all the buildings.
- Disabled toilets throughout the school.
- Access to ICT equipment (including iPads)
- Lift access in the English Building only, we have a limited number of rooms on the ground and there are steps within buildings where we have no lift.

St Peter and St Paul Catholic Voluntary Academy also have the following facilities:

- A Quiet area for resting / ASD cool downs
- A well-resourced library
- Yellow markers for Visually Impaired Students
- Student support department for either one to one or small group intervention
- Quiet room for support sessions or more sensitive meetings
- Quiet room to allow pupils space to discuss confidentially with a key member of staff any concerns they may have.

Our Accessibility Policy and Accessibility Plan is in place to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.

We also aim to ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

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15. How will the school prepare and support my child to join the school?

We have strong links with our feeder primary schools. To ensure a smooth transition we:

- Are in regular dialogue with the junior school SENCO to ensure information sharing is taking place as soon as your child is offered a place at SSPP
- Receive and use relevant paperwork from the junior school to inform planning, e.g. your child's learning journey, any SEN or medical information
- Arrange visits before your child starts school, including opportunities for your child to meet school staff
- Planned induction day visit with other year 6 pupils joining SSPP
- Parents meetings with the SENCO before they join SSPP
- In special consideration we will attend Year 6 Annual Reviews for new starters to gain an overview of needs and transition information.
- *"Prepare not scare"* enhanced transition programme for children with significant and complex needs.
- Hold a 'welcome evening' in the summer term before transition where you will meet your child's Head of Faculty (and other key staff), get information about how the school runs, the order of the day and expectations of secondary school.
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists, EP etc to discuss their targets

16. How will the school prepare and support my child to transfer to a new setting/school/college?

We recognise that transition can be daunting for all pupils. Pupils with EHCPs and/or complex needs are identified at Year 9 transition and a transition plan is drawn up at the Annual Review Meeting / Education, Health and Care Plan Transfer Meeting. High aspirations about employment, independent living and community participation are encouraged and developed through the curriculum on offer at Key Stage 4 (Year 10 and Year 11). At the year 9 review discussions about the child's future are the key focus and transition plans look at good health, employment, independent living, housing, friends and relationships and community.

SSPP have good links with further education providers including Lincoln College and Riseholme College. We are keen to arrange taster days at a school so that we can take groups of students to look at the facilities and courses available. We are also available to support individuals with the application process for further education.

Where appropriate we will also be able to:

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- Organise agency support for transition
- Provide information about the needs of your child to their transferring setting through face to face meetings, paperwork, emails, etc.
- Organise additional visits to the setting
- Organise Travel Training for those who will be introduced to public transport
- Invite the SENCOs from the new setting to come to the last review meeting of Year 11 and/or Year 13

17. How can I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home including:

- Signposting for games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers
- Share your own talents, e.g. art, sports, career advice
- Share your knowledge about your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events etc.

18. How can I access support for myself and my family?

The SEN and Disability Local Offer describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in Lincolnshire.

It will:

- Include information about education, social care and health services, as well as services provided by voluntary and community groups

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- Provide information about services for children and young people with Education, Health and Care Plans, as well as those without
- Set out clearly the criteria for getting support
- Be published on the internet, as well as be available in other formats

Lincolnshire's Family Services Directory (FSD) is now the home of Lincolnshire's Local Offer. The FSD provides everything you need to know about Education, Social Care, Health, information on parent support and activities for Children and young people (0-25 with a Special Educational Need and/or Disability) and their families.

19. Who can I contact for further information?

In the first instance please contact:-

Mrs H Sykes SENDCO, 01522 871400
Mrs R Sharp, Deputy SENDCo 01522 871400

sspp@sspp.lincs.sch.uk

Useful Links:

ADHD

[Shine Lincolnshire](#) (Lincolnshire ADHD resource)

[ADHD Information Services](#)

[ADHD Foundation](#)

[ADHD and You](#)

[Food for the Brain Foundation](#)

[Lincolnshire Parent Carer Forum](#)

ASD

[National Autistic Society](#)

[Lincolnshire Autistic Society](#)

[Parents and Autistic Children Together](#)

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[Children's therapy services \(sensory processing disorder\)](#)

[ELSA support \(emotional support for children\)](#)

[Working Together Team](#)

Sensory processing disorder

[SPD - What is Sensory Processing Disorder](#)

School Refusal / Self Exclusion

[Help and advice - Red Balloon Learner Centres](#)

Mental health links

Lincolnshire Here4You 0800 234 6342 (under 13's)

[Young Minds](#)

Lincolnshire Mental Health Helpline 0800 001 4331 – accessible 24/7

[Shout](#)

[Mind](#)

[Kooth \(online wellbeing support community\)](#)

[LPFT](#)

Click 'Young People' > 'I need more help' > 'Healthy Minds Lincolnshire' (over 13's)

Click 'Young People' > 'I need more help' > 'CAMHS'

[Bromhead Medical Charity](#)

[Rainbow Stars \(support group for additional needs\)](#)

Education/school information and advice

[Identifying and supporting SEND](#)

[Liaise](#)

[SEND local offer](#)

[IPSEA](#)

[IPSEA- taking action when things go wrong](#)

[IPSEA- Get support](#)

[Coram Child Law Advice](#)

Requesting an EHCP

[Identifying and supporting SEND](#)

[EHC hub](#)

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If you are unable to use the hub and would like to submit a request, please [contact SEND business support by email](#), or phone 01522 553332. You can request a Needs Assessment – please inform SENDCo so we can support this process with evidence from school setting.

Family service directory Lincolnshire

[SEND local offer](#) – this provides information about the support located in the local area including charities and organisations that can support local families.

Risk of exclusion

BOSS Team

Lincolnshire Behaviour Outreach Support Service (BOSS) has been commissioned by Lincolnshire County Council. They primarily work with Lincolnshire mainstream schools and academies to support pupils displaying distressed behaviour that is compromising their learning and school attendance, and/or the learning of their peers, and who are at risk of exclusion.

[Family Action](#)

0808 026 666

Early help assessment (intervention from social services)

Customer Services Team/safeguarding (01522) 782111

Team around the child contact information (TAC team)

[Team around the child](#)

Telephone (01522) 555828

Excluded from school

[School exclusions](#)

Email PRT@lincolnshire.gov.uk

Call (01522) 555798 (North Lincolnshire) or (01522) 555816 (South Lincolnshire)

Sleep

[The Sleep Charity \(information about bedtime routines\)](#)

[Cerebra](#)

