

## St Brendan's Catholic Primary School

### The SEND Information Report

#### Introduction

St Brendan's Catholic Primary School is committed to safeguarding and promoting the welfare of all children. We are committed to and promote a culture that every teacher is a teacher of SEND and expect all staff (and volunteers) to share this commitment.

#### **Who are the best people to talk to at St Brendan's Catholic Primary School about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

The Special Educational Needs Co-coordinator (SENDCo) and Inclusion Manager for the school is Miss Pamela Bell and Miss Julia Rose. They are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND), or who are identified as potentially having a SEND and from here developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning at home and school
  - kept informed about the support your child is getting in school through regular meetings with the SENDCo and class teacher
  - involved in reviewing how they are doing through regular IEP (Individual Education Plan) meetings with SENDCo and class teacher
  - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Learning Support Advisory Teacher etc.
  - Working with teachers to ensure the school's SEND Register, Individual Education Plans and Provisions (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are informative records of your child's progress and needs.
  - Providing specialist support for teachers and teaching assistants in the school so they can help children with SEND in the school achieve the best progress possible.

- Liaise with Nursery and Secondary schools to ensure smooth transition

### **Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager/SENDCo know as necessary.
- Work with the SENDCo to write Individual Education Plans (IEP) and ensuring that these are shared and reviewed with the child and parents and support staff.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in each classroom and for all the pupils they teach with any SEND. Follow the Graduated Approach of Assess, Plan, Do, Review to ensure children's learning is regularly monitored and those who may not already be identified as SEND are identified as soon as possible in order for additional advice and support to be sought.

### **Headteacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the Inclusion Manager/SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **Inclusion Manager/SENDCo**

Responsible for:

- Ensuring that the SEND Register, Individual Learning Plans (IEP) and Provisions is updated on a regular basis.
- Liaising with all necessary external professionals in order to identify barriers to learning and agree on actions to ensure the child's needs are met.
- Monitoring the quality and impact of interventions.
- Coordinate and disseminate all relevant information to members of staff in relation to a child's SEND
- Support adults to adopt teaching strategies and approaches to enable children with SEND to access learning tasks, develop independence and to make sustained academic and personal progress.
- Have an ongoing staff CPD programme to ensure all training and knowledge is disseminated regularly.
- Liaising with nursery and secondary school providers to ensure smooth transition.
- Communicating regularly with parents of children with SEND to ensure continuity for families.

## SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

## What are the different types of support available for children with St Brendan's Catholic Primary School?

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Evidence-based strategies and teaching approaches are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the Inclusion Manager, SENDCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will carefully monitor your child's progress, use formative and summative assessment information to identify gaps in their understanding/learning. Use this information to inform their planning and teaching and to provide additional support to help the child to make progress.
- Provide termly reports on specific targets set for SEND children to be shared with parents and SENDCo.

### **Specific group work with in a smaller group of children.**

This group, often called an intervention group, may:

- take place in the classroom or outside of the classroom.
- be led by a teacher or a trained member of the school support staff.

*Stages of SEN Code of Practice: Special Educational Needs (SEN) Support could mean:*

1. Your child has been identified by the class teacher as needing some extra support due to specific gaps in an area of learning. For your child this would mean:
  - He/ she will engage in either 1:1 or group sessions with specific targets to help him/her to make more progress.
  - A teaching assistant/teacher will lead these small group sessions using the teacher's plan.

2.If a child is identified by the teacher, Inclusion Manager/SENDCo and parents as needing additional support in school from a professional outside the school.

This may be from:

- Outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychology Service, Sensory Inclusion Service (for students with a hearing or visual need),

For your child this would mean:

- Your child will have been identified by the class teacher, Inclusion Manager/SENDCo or parents as needing more 'specialist' input which is 'different from' or 'additional to' quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. an Educational Psychologist or Speech and Language Therapist. This will help the school and yourself understand your child's particular needs and be able to support them better in school
- The 'specialist' professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set appropriate targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional
  - A group or individual work with an outside professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

The school will also consider making an application for Higher Needs Funding if the cost of providing the additional to and different from support for your child exceeds £6,000. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone.

### **Specified Individual Support**

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher, Inclusion Manager/SENDCo and Head Teacher as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school e.g. Speech and Language therapy (SALT) Service, Educational Psychology Service, ASD Outreach Team (Spectra), Learning Support Advisory Service or Sensory Inclusion Service (for students with a hearing or visual need) etc.

For your child this would mean:

- The school or parents/carers can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that additional support in school is required to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the SEN Support. Parents/carers have the legal right to appeal the decision that the LA makes regarding a decision to initially assess for an EHCP or, if after an assessment has taken place, an EHCP is not offered. A school has no right of appeal.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programs or run small group interventions including your child.

This type of support is available for children whose learning needs are severe, complex and lifelong and requiring significant additional support in school.

### **How can I let the school know I am concerned about my child's progress?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you remain concerned about your child's progress you can request to speak to the Inclusion Manager/SENDCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan and agree on any suitable additional support that the school can offer and inform you of how you can support your child in the home setting.
- Discuss with you any referrals to outside professionals who can support your child's learning and advise the school.

### How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from the EFA includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher, Inclusion Manager/SENDCo discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected and decide what resources, training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

### Who are the other people providing services to children with a SEND in St Brendan's Catholic Primary School?

- Pastoral Support within St Brendan's Catholic Primary School (learning mentor)
- Adults leading interventions within St Brendan's Catholic Primary School
- Educational Psychology Service
- Sensory Inclusion Service for children with visual or hearing needs
- Speech and Language Therapy Service
- Private Speech and Language Therapist
- Occupational Therapy Service
- School Nurse
- Physiotherapy
- Private Counsellor
- CAMHS (Children and Adolescent and Mental Health Services)
- Send Specialist Services
- Community Paediatrician
- MHST (Mental Health in Schools Team)
- Virtual Schools (Looked After Children)

### How are teachers at St Brendan's Catholic Primary School helped to work with children with a SEND and what training do they have?

- The Inclusion Manager/SENDCo's responsibility is to support the class teacher in planning for children with SEND.
- The school identifies training needs on a regular basis which will improve the teaching and learning of children including those with SEND.
- Regular Pupil Progress meetings are held with the Head teacher and Inclusion Manager/SENDCo to review pupil progress and address any further needs.
- Teachers are supported by the Inclusion Manager/SENDCo to set individual targets for children based on their SEND needs which may be outlined in their EHCP.

### How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Trained teaching assistants can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups where necessary (see appendix 1).
- Planning and teaching will be adapted on a daily basis where necessary to meet your child's learning needs.

### What support do we have for you as a parent of child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager/SENDCo and/or Headteacher are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional class provisions will be reviewed regularly.
- Homework will be adjusted as required to meet your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.



### How is St Brendan's Catholic Primary School accessible to children with SEND?

At St Brendan's Catholic Primary School, we will use our best endeavour and make all 'reasonable' adjustments to ensure:

- The building is accessible to children with physical disability via ramps.
- That equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

### How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, we will arrange pre-visits to the school with a member of support staff who is familiar to your child
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Individual Learning Plans (IEP) and information regarding the provision in place for a child with SEND will be shared with the new teacher and be made accessible on the school Inclusion Register.
- If your child would benefit from a book to support their transition then this will be made for them.

In Year 6:

- Your child may take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- At the Year 6 Annual Review for children with a statement of SEND/ EHC Plan, the SENDCo from the proposed secondary school will be invited to attend.

**If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND**

The first point of contact would be the pupil's class teacher, they will be happy for you to share any concerns you may have.

An appointment with the SENDCO/Inclusion Manager, Miss Pamela Bell/Miss Julia Rose or the Headteacher, Mrs Leanne Brydon, can also be arranged by contacting the school office.

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### Social, emotional and Mental Health

- Whole class discussions to resolve issues together
- Jobs of responsibility
- Physical tasks to aide excess energy
- Fiddle toy
- Timer
- Exit card/Antiseptic bounce
- Key adults to talk through problems
- Time in Rainbow Room
- Now and Next boards
- Token jars
- Wobble cushion
- Zones of regulation/mood boxes
- Breaktime strategies (friendship groups)
- Worry box/eater
- Bands on chair
- Mental Health in schools team
- Seating plan
- Reward chart
- Peer support
- Consistent language
- Structured timetable
- Regular movement breaks
- Close liaison with home
- Calm corner/space in the room
- Step by step task board/Now and Next
- Makaton
- Well-being check-ins
- Calm voice
- Change of staff during crisis
- Counselling sessions
- Talk tins

### Cognition and Learning

- Word lists and phonics mats on tables
- Ipad/laptop to support writing
- Pairing with specific children to support needs
- Coloured overlays/books
- Number squares
- Group work
- Nessy
- Early Bird Maths pre-teach and retrieval
- Manipulatives/concrete resources/adaptive lessons
- Repetition
- Weekly targets
- Steps to success in lessons and day
- 1:1 to initially start task
- Spellings/task differentiated by level of ability
- Scribe
- Magpie Books

### Communication and interaction

- Communication cards/cubes
- Communication books
- Seating plans
- I pads for communicating thoughts and ideas
- Involve in decision making
- Time to Think/Pair/Share
- Now and Next boards/Step by step
- Photos/Makaton to communicate needs
- Mixed ability groups
- Open, positive relationships
- Open facial expressions
- 1:1 support at initial start of lesson
- Use of puppets/teddies to communicate needs
- Non-verbal cues
- I wish my teacher knew, cards/Worry box
- Stem sentences

### Physical and Sensory

- Mood boxes/Zones of regulation/Fiddle box
- Individual learning area/space
- Rainbow Room
- Visiting school pet
- Beanbags
- Fiddle toys
- Sensory chew figure lanyard
- Noise cancelling headphones
- Wobble Cushions
- Pencil grip/ergonomic pencils
- Chair bands
- Contingent touch