

St. Bridget's Catholic Primary School

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require our school to publish certain information regarding our provision for pupils with SEND. We hope parents find the following information helpful and we encourage all interested parents to contact the school to arrange a visit or for a chat to find out more.

We provide for the following kinds of special educational needs (SEND):

Our dedicated team of teachers and teaching assistants are trained to provide support for children with:

- Communication and Interaction needs
- Cognition and learning difficulties
- Social, Emotional and mental health difficulties
- Sensory/Physical needs

We identify and assess pupils with SEND using the following methods:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age.

A child's class teacher will recognise if a child is not able to access the curriculum or other aspects of school life in the usual way and a School Support Plan specifically tailored to that child's area of need will be put in place. The school would always involve and inform parents in this process. All children with specific needs are also given a Pupil Passport which is bespoke to them and their own specific needs. We involve the children when writing these passports and use it as a working document to promote their qualities and strengths. Their passports give details of how they like to be supported and refer to routines and practices in school which work for them.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

The school uses nationally recognised methods of tracking academic progress to ensure SEND children are making progress termly and yearly. This progress will be assessed against children's own specific individual targets identified in their School Support Plan. Targets for children with SEND will always be personal to them and measurable and achievable. These targets will be regularly reviewed and new ones put in place as progress is made. The school will always consult with parents to discuss a pupil's individual targets.

Our approach to teaching pupils with SEND includes:

No child at our school who has Special Educational Needs will be "singled out." We are an inclusive school and every child will participate fully in the life of the school. Children

identified as having SEND will be taught and supported in small groups by either the teacher or experienced TA. On occasions, these children will be offered 1:1 specialist teaching and support as and when necessary, depending on the individual needs of the child.

The following emotional, mental and social support is available for pupils with SEND:

All our teaching staff are experienced at dealing with children with a range of special educational needs. We have a dedicated Pastoral Support Mentor (Mrs Nicholson) who is an experienced Senior teaching assistant specifically trained to support the emotional well-being of our children. All children in our school are treated with love, care and respect. Children who are identified as needing extra support are offered relaxation and reflection sessions in our cosy, specialist nurture room. Children participate in weekly nurture groups run by experienced Teaching Assistants.

Our SEND Co-ordinator (SENDCO):

Mrs Georgina Taylor is a qualified teacher and currently teaches in Year 6.

All of our teachers and teaching assistants are qualified to Level 2 in Autism training. All hold the Team Teach qualification. This is a nationally recognised qualification to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Two of our Teaching Assistants are also qualified to deliver the Reading Intervention program to pupils who have been identified as needing further support in this area of the curriculum.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

We have an open door policy whereby parents are welcome in school to chat about concerns or queries about their child. A quick, informal chat with a teacher can take place at the start or end of the school day. But we ask that parents make an appointment if they wish to discuss matters in privacy and more detail. We offer twice yearly parent's evenings. Parents of pupils with SEND will always be invited into school when outside agencies are working with a child. For example, if a child is being assessed by an Educational Psychologist, we invite parents in to meet with the specialist to discuss their child's specific difficulties or needs.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

School Nurse, Family Support Workers, Social Workers, Health Visitors, Specialist Advisory Teachers, Educational Psychologists; and health personnel such as Community Paediatricians, Speech and Language Therapist, Physiotherapist, Occupational Therapist.

Further information for parents regarding SEND support in Cumbria can be found on their Local Offer website: (see link below)

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>