

## SEND INFORMATION REPORT

### (Special Educational Needs and Disabilities)

St Philomena's Catholic Primary School is an inclusive school. All pupils, regardless of their specific needs, will be offered teaching and learning experiences which will enable them to make the best possible progress and to feel that they are a valued member of the school community. The support provided will be tailored to individual need following thorough assessment by staff at the school and where appropriate external agencies and specialists. Support is designed to promote pupils working towards becoming independent and resilient learners.

#### Who should I contact for information about special educational needs and disabilities (SEND) at St Philomena's?

The special educational needs coordinator (SENCo) at St Philomena's is Mrs Eves.

Mrs Eves is responsible for coordinating provision for children with special educational needs and disabilities. If you are concerned that your child may have a special educational need or disability, you should first speak to the class teacher. The class teacher can then discuss concerns with the SENCo. To arrange to speak with a class teacher or the SENCo, you can ask at the office to make an appointment, call the school (01689 826550) and ask to be put through the SENCo or email [admin@st-philomenas.bromley.sch.uk](mailto:admin@st-philomenas.bromley.sch.uk)

The headteacher, Miss Maher, is responsible for overseeing the coordination of provision for children with special educational needs. Our SEND Governor is responsible for supporting the school to evaluate and develop provision for pupils with SEND.

#### What types of Special Educational Needs and Disabilities (SEND) do we cater for at St Philomena's?

**Cognition and Learning** including difficulties with:

Reading, writing or spelling including dyslexia; maths including dyscalculia; working memory and processing speed, non-verbal reasoning, general learning difficulties.

**Communication and Interaction** including difficulties with:

Speech and language - difficulties with using and understanding language and difficulties pronouncing speech sounds; difficulties using language socially including Autistic Spectrum Disorder

**Social, Emotional and Mental Health** including difficulties with:

Low self-esteem and resilience, high levels of anxiety and stress, difficulties forming relationships including attachment difficulties; difficulties with attention and focus including attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD)

**Sensory and Physical** including difficulties with: Hearing and vision, fine and gross motor skills, dyspraxia

#### How do we identify special educational needs and disabilities?

We use the following information to identify if a child may have special educational needs:

- Class teacher's formal assessment of children's progress which is completed at least termly
- Assessments that can indicate particular areas of difficulty, usually carried out by the SENCo
- Observations and checklists completed by school staff
- Discussions with parents and children
- Information from previous schools or nurseries
- Assessments by specialists outside of the school, for example the Educational Psychologist, Speech and Language Therapist or Paediatrician. Referrals will only be made to specialists if parents agree to this being done.

#### How do we support children with special educational needs and disabilities?

## **Graduated response**

We use a graduated response approach which means that we have different levels of support. All children with special educational needs and disabilities receive Wave 1 level support and are likely to also receive Wave 2 and Wave 3 level support. The type of support provided for each child is reviewed at least termly following an Assess, Plan, Do, Review cycle.

### **Wave 1 support**

Strategies used in class to support children. For example, placing children who are likely to need support with understanding or focus during class teaching close to an adult or providing some extra resources to help with work such as checklists or lists of vocabulary. Many of these strategies can be useful for many children, not just those with special educational needs and disabilities and form part of our quality first teaching.

### **Wave 2 support**

Interventions provided in school where children work with an adult in a small group or one to one. For example, children may be following a speech and language programme, a social skills programme, a reading programme or taking extra time to secure their learning in Maths and English.

### **Wave 3 support**

Support provided by specialists who are usually external to the school, for example assessment by a paediatrician, speech and language therapist or Educational Psychologist. In some cases we are able to provide ongoing support from specialists in school, for example buying in speech and language therapist time to run sessions for children.

### **Deciding on the support to be given**

At the beginning of every term, class teachers work together with the SENCo to decide on the support to be provided for children in their class that term. Children with an identified special educational need or disability also have an Individual Provision Plan (reviewed every term by the class teacher and SENCo) which gives more details of recommended support, including Wave 1 strategies to use in class. We consider carefully how to provide an effective level of support for all children while at the same time ensuring they spend as much time as possible participating in whole class teaching, are able to access a broad curriculum and are developing skills to work independently. Targets are also set each term for children on the SEN register.

### **If a child requires a high level of support**

If a child is likely to require a high level of support over a long period of time, we may be able to receive additional funding from the Local Authority to help provide this. We have to make an application to the Local Authority for a Pupil Resource Agreement or Education Health Care Plan, telling them what we believe to be the child's needs, how these affect their progress, what we have done so far and what we think is the support that is likely to be needed in the future.

## **How do we monitor progress and check that what we are doing is effective?**

### **Monitoring of progress**

#### **Formal termly monitoring**

- Data on children's progress in academic subjects is analysed at the end of every term and discussed at pupil progress meetings
- Additional assessments may be used to monitor the progress of children taking part in interventions that target particular skills, for example a more detailed spelling assessment
- Social, emotional and mental health is monitored through the use of assessment linked to interventions, for example social skills checklists
- Staff running interventions provide written feedback on progress seen during these sessions

#### **Ongoing monitoring during the term**

- Teachers and teaching assistants are constantly observing and assessing children more informally during lessons and less structured times. They liaise regularly with the SENCo to update on progress and challenges and where appropriate we adapt the support being provided during the term.

## **How do we work in partnership with parents and carers?**

- If we think that a child may have special educational needs, this will be discussed with parents and their views sought.
- Consent will always be obtained from parents before referrals are made to specialists outside the school such as the Paediatrician, Speech and Language Therapist or Educational Psychologist.

- School staff, including the SENCo and class teachers can provide ideas for activities and approaches that can be used at home to support children with special educational needs.
- Targets are set and reviewed each term for children on the SEN register and parents are involved in discussions about the targets
- Copies of the reviewed Individual Provision Plan (IPP) and the new IPP for the next term are sent home to parents each term, parents are invited to respond with any comments on the IPP

#### **How do we promote student voice for children with Special Educational Needs and Disabilities?**

- The SENCo asks the child's views about their experiences at school as part of assessment looking at whether a child may have special educational needs
- Class teachers and teaching assistants check in with children on a regular basis to get the child's views of how they are getting on
- Discussions with parents include consideration of the child's views as reported to parents or shown in their behaviour eg. whether they seem to enjoy school, areas they seem to find a challenge

#### **How do we support children's social and emotional development?**

As a Catholic school, part of our mission statement is that we share the love of God every day, in everything we learn, do and say. We are a warm and welcoming school, following the teachings of Jesus in all we do. We aim to foster self-esteem and pride by celebrating the achievements of our children and to empower children to participate fully in society and embrace their personal responsibility to care for our world.

Our rules and routines are clear and consistent and we aim to use the Golden Ratio of at least five positive comments to any one negative comment which research has found to promote positive behaviour. Children are regularly given time to use 'Think Pads' to note down anything that is on their mind, if they wish to share this with their teacher they leave the Think Pad on the teacher's desk.

For children who need some extra support with their social and emotional development we use various strategies including: programmes working on social skills, self-esteem, managing emotions and reducing anxiety; social stories to explain social situations to children who find this difficult (particularly those with autistic spectrum type difficulties) and opportunities for regular checking in with a key adult to discuss feelings and concerns. We have a mental health first aider in school as well as an Emotional Literacy Support Assistant. These members of staff have had additional training in working with children with social, emotional and mental health needs and run one to one sessions with children.

#### **What is the expertise of staff and what training is provided to staff?**

Our SENCo, Mrs Eves attends ongoing training and provides continuing advice to staff about special educational needs. Staff working at St Philomena's have attended various training in working with children with Special Educational Needs. Members of staff also work together with specialists who come to the school to give advice on how best to support children with various special educational needs and disabilities and particularly closely with the speech and language therapist who attends the school most weeks. Many of our staff have worked at this or other schools for several years and have gained a large amount of experience in working with children with various special educational needs and disabilities.

#### **What do we do to support transition to the next phases of education and preparation for adulthood?**

Before children start at our school, we visit Nurseries and Pre School settings to find out information that can support the transition to Reception at St Philomena's. When children leave our school, we pass on information about any special educational needs and disabilities to the SENCo of their next school. For children in Year 6,

we work on preparing all children for secondary school and provide individual or small group programmes for children who benefit from extra support with this.

**How do we enable students with Special Educational Needs and Disabilities to engage in activities that are available to all students?**

St Philomena's is committed to ensuring that children with special educational needs and disabilities are enabled to join in with all the activities of the school. School clubs, educational visits and residential trips are available to all children. When necessary the school will make reasonable adjustments to ensure that children with special educational needs and disabilities are included in all activities.

**What other bodies and agencies do we work with?**

We work with various bodies and agencies including: Educational Psychology, Paediatricians, Speech and Language Therapists, Bromley Wellbeing, CAMHS (Child and Adolescent Mental Health Service), Occupational Therapy and the School Nurse Service.

**Who can I contact for further information?**

The **Bromley Local Offer** provides information about local services that can support children with special educational needs and disabilities.

<https://www.bromley.gov.uk/LocalOffer>

**Bromley Parent Voice** supports families of children with special educational needs and disabilities, providing information about services available.

<https://www.bromleyparentvoice.org.uk/>

This youtube video provides more information about Bromley Parent Voice

<https://www.youtube.com/watch?v=VJ1K5IyE2Rc>

**Bromley Information, Advice and Support Service** provides advice, information and support to parents of children with special educational needs and disabilities about a range of topics and to all Bromley residents regarding transitions from pre-school to primary school and onto secondary school

<https://bromleyiass.org.uk>

**There are many organisations that provide information about different special educational needs and disabilities including:**

Mencap

National Autistic Society

British Dyslexia Association

**Two websites that provide general information** about special educational needs and disabilities are:

<https://www.understood.org/en>

(useful general information but some systems described are those used in the USA and not the UK)

<https://www.specialneedsjungle.com/>

**What should I do if I have a complaint?**

If you have spoken to your child's class teacher and to the SENCo, Mrs Eves and are not happy with the information they provide regarding special educational needs and disabilities and the support being provided, you should speak to the headteacher, Miss Maher.

If you are not happy with the information provided by Miss Maher, please follow our complaints procedure.

**Date of last review of SEND report:** September 23