St. Bridget's Catholic Primary School

SEND Information Report 2025-2026

We hope parents find the following information helpful and we warmly encourage you to contact the school for more information.

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

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

How do we identify pupils with SEND?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).
This states:

• Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

• A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

• Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

• Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer.

How will the school let parents know if they have any concerns about their child's learning in school?

• When a teacher or a parent has raised concerns about their child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO.

• At St Bridget's this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupil's to the SENDCO.

• Our school holds regular pupil progress meetings between the Head and class teachers to ensure all children are making good progress. This is another way a pupil may be identified as not making as much progress as they could be.

• Our class teachers have responsibility for monitoring their own class data to ensure good progress is being made by all pupils. Again, this could be a way a child is identified as needing further support.
• The SENDco also analyses data each term to identify pupils who may have SEND or are not making enough progress and talk to teachers about possible interventions.
• If a child is then identified as not making progress the school will set up a meeting to discuss this with parents in more detail:

- To listen to any concerns that they may have too.
- To plan any additional support a child may receive.
- To discuss with parents any referrals to outside professionals to support a child's learning.

How can parents let the school know they are concerned about their child's progress in school?

If parents have concerns about their child's progress they should initially speak to their child's teacher. These concerns may need referring to the SENDCO - Mrs Natalie Palmer.
If parents continue to feel that their child is not making progress, then they should speak to the Head teacher or the school SEND Governor who will liaise with the appropriate staff members.

What is the criteria for admitting children with SEND to our school?

Children and young people with Special Educational Needs and/or Disabilities have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

• For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

1. it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
2. the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

• Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

• Parents of a child with an EHCP also have the right to seek a place at a specialist school or setting if it they consider that their child's needs can be better met in specialist provision.

How do we assess and review the progress of pupils with SEND?

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 Plans. Targets for children with SEND will always be personal to them 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.

How do we teach and support pupils with SEND?

Every child at our school who has Special Educational Needs and/or Disabilities will participate fully in the life of the school. We will always make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. Children identified as having SEND will be taught by a qualified teacher 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 if and when necessary, depending on the individual needs of the child.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. Our school has been adapted so it is wheelchair friendly and has full disabled access in line with our Accessibility Plan which can be found by clicking on the link below:

https://st-bridgets-pri.cumbria.sch.uk/about-us/school-policies

How have we made St Bridget's Catholic Primary School and Nursery accessible to children with SEND?

We will ensure that pupils with special educational needs and disabilities can participate in the school's curriculum. We will endeavour to:

- ensure that equipment used is accessible to all children regardless of their needs.
- We provide emotional support through 'Time to Talk', 'Volcano in my Tummy' and regular sessions with our trained ELSA.
- We will use larger fonts for visually impaired pupils. The use of dyslexic friendly fonts will benefit all of our pupils.
- We will endeavour to provide labelled pens/pencils for children who are colour blind and have an awareness of which colours are difficult to read on boards and displays amending them accordingly.
- Technology is available to assist pupils with their learning as appropriate to individual needs i.e. iPads, modified keyboards.
- Learning spaces are adapted to suit the needs of the child if necessary or appropriate.

- Our school is all on one ground-floor level. Wheelchair users can access the school through the double doors at the main entrance and the ramp at the rear entrance to the KS2 corridor.
- We have a disabled toilet at the front of the school building.
- We will take reasonable steps to ensure disabled pupils are not at a substantial disadvantage to their non-disabled peers. We will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage to which the pupil faces in comparison to his/her non-disabled peers.

How do we support the emotional, mental and social development of pupils with SEND?

All our teaching staff are experienced at working with children with a range of special educational needs and disabilities. The children in our school are all treated with love, care and respect. Children who are identified as needing extra support emotionally are offered relaxation and reflection sessions with trained staff. Children can participate in weekly nurture groups run by our trained ELSA (Emotional Literacy Support Assistant.)

Who is responsible for SEND in our school?

Our SEND Coordinator (SENDCO):
Mrs Natalie Palmer is a qualified teacher and our Deputy Headteacher, who currently teaches in Nursery. You can contact her via the school email: admin@st-bridgets-pri.cumbria.sch.uk or by phone on 01946 820320.

All of our teachers and the majority of our teaching assistants hold a Level 2 qualification in Understanding Autism. 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 positive relationships. One of our Senior Leaders and Year 5 teacher: Mrs Vivian Newby and two of our Senior Teaching Assistants: Mrs Josephine Nicholson and Mrs Sharon Price are fully trained ELSAs. Mrs Nicholson and Mrs Price are available to provide emotional support to pupils in school.

Mrs Smith (Headteacher) and Mrs Robson (Y1 teacher) all hold a Level 2 qualification in Supporting Children and Young People with Mental Health Difficulties.

How do we ensure the involvement of parents of children with SEND?

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 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.
If you wish to discuss your child's special educational needs further or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEND: Mr Mark Newby, he can be contacted via the school office.

Who else do we work with to ensure the best possible provision for our pupils with SEND?

Family Support Workers, Specialist Advisory Teachers, Family Social Workers, Educational Psychologists; health personnel such as Community Paediatricians, Speech Therapists, Disability Nurses, Physiotherapists and Occupational Therapists.

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

https://cumberlandsend.co.uk/cumberland-send