



SEN Information Report

This is in conjunction with the school's SEND Policy, Single Equality Policy, Behaviour Policy and Looked After Children's Policy.

The kinds of special educational needs that we can provide:

At St. Bridget's we endeavour to provide for children with SEND and are committed to integrating them into our school. Any application for entry from a parent or carer, where a child has SEND, will be assessed and wherever practical, arrangements will be made to accept the child. However, the school as of now, has not been specially adapted to cater for certain physical disabilities e.g. there is no wheelchair access in the school and there are multi-levels both in and outside of the building.

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to all pupils of the same age.' (Department for Education (DfE) SEND Code of Practice July 2014, section 6.15)

Special Educational Needs and Disabilities Co-ordinator (SENDCO): Mrs Ruth Colley. (Please visit or call school to make an appointment).

On entry into the school, all children are assessed using information from the parent or carer and from any previous settings, together with initial teacher observations. Where a special educational need is identified, procedures will be put in place to support that child.

Teachers and support staff monitor all children's progress throughout the year by doing both formative and summative assessments. If a child appears to be making little or no progress through the high quality teaching, including normal differentiation, other suitable interventions will be explored to support the child. This will be done in consultation with the SENDCO.

If these approaches are not allowing the child to make progress, then advice from relevant professionals will be sought in consultation with the parent or carer. These may include various outside agencies such as Educational Psychologists, Speech and Language Therapists and/or Occupational Therapists. This will enable the school to provide more specialised support for the child.

Arrangements for consulting parents of children with SEND and involving them in their child's education

Parents or carers are encouraged to communicate any concerns they may have about their child's progress. In the first instance, this should be discussed with their teacher either in a termly meeting or earlier through an appointment with them.

Should the teacher have identified possible areas where progress is not being made at a rate comparable with their age or capabilities, they will consult the parents or carers at a termly meeting or by requesting an earlier appointment with them.

At the meeting, an overall picture of the child's development can be discussed and decisions made on how best to intervene. Depending on the needs of the child, the SENDCO may also be present and can be requested by the parents and carers. Both staff and parents or carers can ask for additional advice to be sought from external professionals.

All children receive an annual written report on their achievements in different subjects together with suggested future targets. Parents or carers are encouraged to respond to these reports.

Arrangements for consulting young people with SEND and involving them in their education

It is routine, in our school, to ask all children about their opinions on their education and pupils with SEND are included in this. Where appropriate, they are given choices of topics to study and they are involved with challenges within the curriculum subjects. The children self and peer assess their work on a regular basis, both when working as a whole class and in small group and one-to-one activities and this is differentiated for children with SEND.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

High quality teaching provides all our pupils with opportunities to learn, however, sometimes this does not lead to all children making the expected progress.

At this point, if a child has not made the expected progress, they may need to be referred on to the graduated approach of Assess, Plan, Do and Review as required by the DfE SEND Code of Practice (2015).

ASSESS

Both formative and summative assessments that have been collated for a pupil, will be used to identify any gaps in learning or understanding and levels of progress will be gauged. This will form the basis of planned support. Both parents or carers and the child will be given the opportunity to express their opinions and concerns in a meeting with the class teacher (and SENDCO when required or requested). In the first instance this does not always mean that the pupil will be classed as having SEN, however on repetition of the cycle this may be the case.

PLAN

Using the assessment, suitable interventions and other support will be planned for within the classroom using resources from the school. These may include targeted short term programs to allow the child to then work effectively alongside their peers. The use of small group or one-to-one work within or out of the classroom may be appropriate. These decisions will be made on an individual basis.

DO

The planned actions will be carried out within the time frame that has been decided.

REVIEW

During and after the interventions are in place, the impact they are having on the child's learning and understanding will be reviewed. At the end of the intervention or after a given time period, the overall outcomes will be assessed and a joint decision made with both staff, parents and pupils as to how to proceed will be made. Adjustments can be made to the plans as required, if they are proving not to be having the desired impact or targets have been achieved. This process may be repeated using different or extended provisions to enable to the child to make significant progress.

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All children in the school are involved in setting and reviewing their targets (next steps). Should a child be assessed as having SEND, there may be an Individual Provision Map (IPM) put in place for them. In our school, this takes the form of long and short term targets and parents or carers and children are encouraged to be part of the target setting, make contributions to show the progress of the child and the reviewing of them once a term or more

frequently where required. Long- term targets are discussed with each child at the beginning of the school year. Some or all short-term targets may be taken from the PIVATS tracking where this is going to be the most effective way to track progress.

Where appropriate, the child is present when the IPM is drafted, and where appropriate, takes part in writing their own targets. The teacher discusses with them their achievements and the elements they would like to improve. These may cover different areas of need depending on the child. The child can have access to the IPM, where appropriate, and can add work or notes when they feel they have made progress.

Should the support and interventions put in place, be seen to not have the desired impact and it is thought that the child requires further help, the advice of outside professionals may be asked for. This can be requested both by parents or carers and staff, although the parent or carer's consent must be sought before this proceeds. In some instances, this may be done as part of the first assessment.

If, after the school has taken every relevant and purposeful action to support the child and the expected progress has not been made, an Education, Health and Care Plan (EHCP) needs assessment may be requested from the Local Authority (LA). Again, this can be done by either the parents or carers or by the staff, in consultation with the parents or carers. If the assessment is deemed necessary, the LA will ask the school, parents, where appropriate the pupil and all professionals involved, to write a report outlining the areas of need.

After the request has been made to the LA, they will decide whether they think the child's needs (as described in the paperwork provided) require an EHCP assessment. If the LA then agree to an EHCP, they will compile the plan, in conjunction with all parties, which will clearly outline the support the pupil must receive, and what strategies must be put in place, in line with the child's needs and desired outcomes. If they do not think the child would benefit from an EHCP, they will ask the school to continue with the current support. If parents or carers disagree with the LA's decision, they can appeal.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

As we are a small school, the children are familiar with all members of staff. When moving between phases within the school, all children are given the opportunity to spend some time in their new environment before the end of the academic year. For some children with SEND, this may need to be extended and this will be done on an individual or small group basis. It may involve spending short periods of time in the new classroom with a member of staff that they are most comfortable with.

All children leaving our school are encouraged to make use of visit days provided by the secondary schools or other settings. It may be necessary for children with SEND to make extra visits to give them time to orientate themselves both with the new building but also with the resources available there. The SENDCO, Learning Mentor and class teacher will liaise with the children, parents or carers and staff from the new setting in order to provide a smooth transition. Information regarding the needs of the child will be discussed prior to changing schools, so that suitable provision can be put in place immediately. For those children with an EHCP, a transition review meeting will be held which where possible will include the SENDCO from the secondary school.

The approach to teaching children and young people with SEND

High quality teaching with ambitious expectations are integral for all our children to make significant progress and we ensure this for all pupils, regardless of their abilities. Teaching is built on what a child already knows, can do and can understand, being differentiated for all abilities. The teaching staff carefully check on progress and will decide on any gaps in pupils understanding/learning which will need addressing. Different teaching methods are used so that the children are fully involved in their learning, for example using more practical activities. Specific strategies or interventions may be put in place where appropriate. Small group work and/or one-to-one activities either within the classroom or withdrawn may be used, but for some lessons we try to be inclusive and keep the child with their class, using scaffolding, resources and adult guidance to differentiate.

If an EHCP is in place, the specific provisions will be put in place for your child. Any additional adult assistance may be used to support the child with whole class learning, run individual programs or teach small groups including the child with SEND to allow for social interaction with their peers. The funding may also be used to source additional educational resources and staff training to aid the pupil's learning.

Children with SEND are encouraged to take part in all aspects of school life, including extra-curricular activities such as sport and visits.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

All children have access to a broad and balanced curriculum that is appropriate to their age and abilities. Activities are differentiated and resources are provided to allow all children to take part. If specialist equipment is required, the school will endeavour to provide this where possible. Support staff are deployed depending on their expertise and this may mean that a child works with a variety of adults.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Annually, teachers and support staff's development needs are identified and they are encouraged to attend LA or nationally recognised courses and conferences to enhance and update their knowledge. Should a particular need arise, staff are able to access appropriate training additional to this, where available.

As well as training taking place away from the setting, LA advisory services, such as educational psychologists, social services or other special needs practitioners, may give in house support to staff to meet specific needs.

A number of staff members are trained to Level 1 TEAM TEACH, which is a positive behaviour management course.

Evaluating the effectiveness of the provision made for children and young people with SEND

As already written, the effectiveness of provision is continually evaluated and either continued where appropriate or changed. This is done in consultation with parents or carers and where required, with other professionals. We want all children to be able to make progress and achieve to the best of their abilities.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

While in some instances, children with SEND may need to be withdrawn for one-to-one or small group support, the teachers will make sure that this is combined with activities in the classroom that are carried out with children who do not have SEND. This could include mixed-ability group work or in-class adult support. To allow children with SEND to access some activities alongside their peers, it may be necessary to give them pre or post-activity tutoring. Children who are withdrawn for interventions are given, where possible and appropriate, the chance to experience the class learning they have missed.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

All pupils receive Religious Education, Personal, Social and Health Education and Citizenship sessions as part of their weekly timetable.

Children and parents are encouraged to approach any member of staff if they have a particular concern and any issues are dealt with swiftly to avoid them escalating, this includes pupils with SEND. However, the school Learning Mentor, Mrs Tracy Poynton, is available to listen and support children should there be any more complex issues that need addressing. The children are all aware of her role and can speak to her at any time.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

As and when needs arise, the school can ask for advice and interventions from outside agencies. We have a good working relationship with educational psychologist service, various therapist services and other health and social care services. The requirement for these services will be assessed on an individual basis and they will then be contacted, in consultation with the parents or carers.

Cumbria LA have compiled a Local Offer which is designed to signpost parents or carers to the appropriate services for their child or young person. This report highlights our contribution to this. Please follow the link to access the Cumbria Local Offer:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children's special educational needs and disabilities (SEND), they can contact the Cumbria SEND Information, Advice and Support Service (SENDIASS) who can offer a range of support. They will help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. They can also signpost to other relevant support networks.

For more information on SENDIASS and how to find support, please use this link:
<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/default.asp>

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

The first point of contact should be the class teacher, to discuss any concerns. The SENDCO may be asked to attend this meeting or asked for their advice, so that the matter can be resolved promptly. If it is not satisfactorily dealt with, the complaint about the special educational provision should be directed to the head teacher. Should the issue remain unresolved after discussion with the head teacher, the Curriculum Committee of the governing body will respond to any written complaint within ten working days.

Review date:

January 2024