



2024-25

St Kentigern's Catholic Primary School



SEND Information Report

Sarah Brooks

20/09/2024

St Kentigern's Catholic Primary School

Our Mission and Vision Statement

Mission Statement

At St. Kentigern's Catholic Primary School, our mission is to provide a nurturing, faith-filled environment where children grow in their relationship with God, inspired by the Gospel values of Jesus Christ. We are committed to guiding each child in their spiritual, academic, and personal development, empowering them to live lives of kindness, integrity, and service, as they follow the examples of St. Kentigern and Christ's love for all.



Vision Statement

We envision St. Kentigern's Catholic Primary School as a vibrant community where children flourish in faith, hope, and love. Rooted in the teachings of the Gospel and guided by St. Kentigern, we aim to nurture all our children to become compassionate individuals who make a positive impact on the world around them. Our vision is to be a place where every child is valued, and together, we strive to build a future of justice, peace, and love for all.

Special Educational Needs Information

At St Kentigern's, we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital; however, for some children there may be occasions when further additional support may be needed to help them achieve their targets.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health
- ❖ Sensory and/or physical needs

The roles and responsibilities of the Special Needs Co-ordinator (SENCO)

The SENCO is Mrs Sarah Brooks.

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

We liaise with staff to monitor pupils' progress and implement further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialist advice.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with low-level SEN as well as the options available to support families who need additional help for their child.

Please find the details of the Blackpool Local offer here:

[Blackpool Local Offer](#)

Frequently asked questions by parents and carers....

How does St Kentigern's Primary School know if children need extra help?

We know that pupils need help if:

- ❖ Concerns are raised by parents/carers, teachers or the child;
- ❖ Limited progress is being made;
- ❖ There is a change in the pupil's behaviour or progress;
- ❖ Pupil Progress Meetings are held termly. This is a meeting where the class teacher meets with a member of the Senior Management Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems and pupils who may benefit from additional support.

What should I do if I think my child may have special educational needs?

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ The SENCO is also available to respond to concerns raised.

What support will my child receive at St Kentigern's if they are identified as having a special educational need?

- ❖ Each pupil's needs will be assessed and a package of intervention and support strategies will be planned on an Assess-Plan-Do-Review cycle.
- ❖ Pupils are asked about their own aspirations and strengths. We encourage pupils to explain the kinds of support they most value and this is included in the planning. Parents/carers are also asked to contribute.
- ❖ Support may be given as additional help from the teacher or teaching assistant in the classroom.
- ❖ If a pupil has needs related to a more specific area of their education, then the pupil will have access to small, focused group work. The length of time for the intervention will vary according to the level of need. Review meetings are held to evaluate the pupil's progress and to inform future planning.
- ❖ On occasion, a pupil may need more expert support from an outside agency, such as: Communicate Speech and Language Therapy, the Blackpool Inclusion team, Educational Psychology, etc. A referral will be made with parental/carer consent. After a series of assessments, a programme of support is provided to the pupil.

How will the curriculum be matched to my child's needs?

- ❖ When a pupil has been identified with special educational needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily.
- ❖ A Learning Support Assistant may be allocated to work with the pupil in a small focus group to target more specific needs.
- ❖ If a child has a special need, they will be given an individual SEN Assess-Plan-Do-Review document (Action Plan). If a child has more complex needs which require a range of interventions and external agency support, then the plan will be formed through a joint review meeting with parents, school and the relevant agencies. A series of measurable targets will be agreed, alongside a plan of strategies, resources and actions to support the child in achieving them.

How will I know how my child is doing?

- ❖ You will be able to discuss your child's progress at Parent's Consultation Meetings.
- ❖ Review meetings for children with more complex or higher-level needs will be held more frequently.
- ❖ If you wish to discuss something in particular, your child's class teacher and/or the SENCO is available to meet upon request. Appointments can be made through the school office.
- ❖ School reports will explain pupils' current achievements and rates of progress. Children will also reflect upon their own progress and set personal targets.
- ❖ Any additional assessments/reports made by external agencies will be shared with parents/carers, usually in the form of a meeting in school.

What additional physical resources are available for my child?

- ❖ At St Kentigern's, we respond to the needs of our pupils and we purchase resources that have been suggested to be specific to the needs of individual children.
- ❖ If appropriate, specialist equipment may be provided for pupils, e.g. writing slopes, concentration cushions, easy-to-use scissors, use of a laptop device.

What support is available if my child displays exceptional, severe or very complex needs?

- ❖ If your child's needs are exceptional, severe or complex and require a higher level of resourcing and a co-ordinated approach then a Statutory Assessment of SEN can be commenced through the Blackpool Local Authority.
- ❖ An assessment of the level of resourcing the child currently receives from the school and evidence of a co-ordinated response over time will be made.
- ❖ Alongside this, evidence is required which shows that the child's needs are significantly greater than peers of the same age; are long term and require specialist resources or provision to achieve long term positive outcomes.

*What is an
Education Health
and Care Plan?*

- ❖ If the Statutory Assessment process finds evidence to match the criteria set, then an Education Health and Care Plan will be launched. This has replaced the use of Statements in the Special Educational Needs Code of Practice 2014.
- ❖ This is a very detailed plan which is led by the Blackpool Local Authority.
- ❖ The child, parents/carers, school, external professionals are all invited to add their views and aspirations to the plan.
- ❖ There is a statutory Yearly Review.

*What are the
specialist services
and expertise
available at or
accessed by St
Kentigern's?*

At times, it is necessary to consult with outside agencies to receive their more specialist expertise. The agencies used by St Kentigern's include:

- ❖ Educational Psychologist
- ❖ Social Services
- ❖ NHS Speech and Language Service
- ❖ Physical Difficulties Team
- ❖ Sensory Impairment Team
- ❖ Looked After Children Service
- ❖ MLD/ SpLD Outreach Support
- ❖ Primary Mental Health Workers
- ❖ CAMHS
- ❖ Behaviour Advisory Teachers
- ❖ Family Support Services
- ❖ School Nurse
- ❖ Paediatricians (Victoria Hospital)
- ❖ Communicate Speech and Language
- ❖ The Linden Centre (Bereavement support)
- ❖ The Den (Domestic Abuse Support)

How will the school prepare and support my child when joining St Kentigern's or transferring to a new school?

Pupils with special educational needs will be admitted to St Kentigern's Primary in line with the school's admissions policy.

Many strategies are in place to enable pupils' transition to be as smooth as possible.

- ❖ The school will use the induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having, special educational needs.
- ❖ A parent/carer meeting can be arranged with the class teacher and SENCO before a child starts.
- ❖ Discussion will be had with and relevant information gathered from previous nurseries/schools prior to the child joining St Kentigern's.
- ❖ Visits are arranged for pupils who need extra time in their new school.
- ❖ High School staff (including the SENCO for our feeder school St Mary's) visit St Kentigern's to ensure key information is passed on.
- ❖ Where a child has specialised needs, staff from the receiving school will be invited to a formal review.
- ❖ In-house transitions between year groups and key stages are well-managed. Pupils are able to visit their new classrooms and meet key members of staff. Meetings are arranged with parents/carers, the SENCO, current and future class teachers in order to ensure that good practice is shared.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

Facilities we have at present include a disabled toilet and ramps to provide easier access to the building.

How will my child be included in activities outside the classroom, including school trips?

- ❖ Activities and school trips are available to all.
- ❖ Risk assessments are carried out and procedures put in place to enable all children to participate.
- ❖ However, if it is deemed that an intensive level of 1-1 support is required, either a Learning Support Assistant or parent/carer may be asked to accompany the child.

How are the schools' resources allocated and matched to the children's Special Educational Needs?

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent upon individual needs.
- ❖ Resources may include deployment of staff depending upon individual circumstances.

What support will there be for my child's overall wellbeing?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- ❖ Members of staff are readily available for pupils who wish to discuss issues or concerns.
- ❖ The Learning Mentor/Family Support Worker offers short and long term support to pupils and families.
- ❖ St Kentigern's has a team of 'Buddies' who support their peers in establishing practices of fair play and anti-bullying.
- ❖ Intervention programmes are available to support pupil's emotional wellbeing and social skills.
- ❖ External Agencies provide support for counselling; these include the Linden Centre and The Den.
- ❖ For all pupils identified as having an additional special need, a 'One Page Profile' is created. This allows the pupils to express what they value and what they believe others admire about them. They also share their thoughts upon what support best helps and supports them in their learning.

Pupils with Medical Needs

If a pupil has a medical need, a Health Care Plan is compiled with the SENCO and support from the school nurse (where necessary), in consultation with parents/carers. These are then shared and discussed with the relevant staff.

Staff access the necessary medical training in response to pupils' needs including; epi-pen use, procedures to support pupils with a diagnosis of epilepsy and diabetes.

Contact us

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with your child's class teacher and/or the SENCO.

I hope that this has answered any queries you may have but do not hesitate to contact the school if you have further questions.

Glossary of terms and acronyms

| Term | Description |
|-------------|--|
| ADHD/ADD | <p>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder</p> <p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Students with ADD/ADHD may be:</p> <ul style="list-style-type: none"> - Inattentive, hyperactive, and impulsive (the most common form) - Inattentive, but not hyperactive or impulsive. - Hyperactive and impulsive, but able to pay attention. |
| ASD | <p>Autistic Spectrum Disorder</p> <p>Students with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none"> - Understand and use non-verbal and verbal communication - Understand social behaviour - Think and behave flexibly <p>These difficulties may affect the student's ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine.</p> |
| BESD | <p>Behaviour, Emotional and Social Difficulty</p> <p>Examples of difficulties falling into this category are ADHD, anxiety disorders, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Students who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category.</p> |
| CAMHS | <p>Child and Adolescent Mental Health Services</p> <p>Support services for students and families requiring support to cope with BESD or ASD.</p> |
| Dyscalculia | <p>Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p> |
| Dyslexia | <p>Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas.</p> <p>Areas of difficulty include:</p> <ul style="list-style-type: none"> - Working memory - Organisation - Reading comprehension - Handwriting - Punctuation - Concentration, - Sequencing words and numbers <p>Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is banded A-F: A - no signs of dyslexia, B/C – mild dyslexia, D/E – moderate, E/F – severe.</p> |
| CAMHS | <p>Child and Adolescent Mental Health Services</p> <p>Support services for students and families requiring support to cope with BESD or ASD.</p> |
| Dyspraxia | <p>Dyspraxia impairs the ability to coordinate and organise movement.</p> |

| | |
|------------------------|---|
| | <p>Areas of difficulty include:</p> <ul style="list-style-type: none"> - Development of gross and fine motor skills - Balance and coordination - Language development - Working memory - Handwriting - Organisation - Concentration - Sequencing words and numbers |
| EAL | English as an Additional Language |
| EHC plan/ EHCP | Education and Health Care Plan |
| EP | <p>Educational Psychologist</p> <p>An EP provides detailed assessments for student with complex needs. The assessments include recommendations for differentiating work to meet the student's needs. An EP may also provide on-going support in the form of one-one or groupwork with students or consultations with staff and parents.</p> |
| GDD | <p>Global Developmental Delay</p> <p>Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth- 18 yrs.</p> |
| HI | <p>Hearing Impairment</p> <p>Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.</p> |
| LAC | <p>Looked after Children Child in the care of Local Authority</p> |
| MLD | <p>Moderate Learning Difficulty</p> <p>Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self- esteem, low levels of concentration and under-developed social skills</p> |
| MSI | <p>Multi-Sensory Impairment</p> <p>Students with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf-blind but may have some residual sight and/or hearing.</p> |
| Multi-sensory learning | Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands – on) and saying (oral kinaesthetic). |
| OT | <p>Occupational Therapy/Therapists</p> <p>Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer.</p> |
| PD | <p>Physical Disability</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular</p> |

| | |
|----------------------|---|
| | dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support. |
| PEP | Personal Education Plan Plans for Looked After Children addressing education and welfare needs. |
| SALT | Speech and Language Therapy/Therapist Practitioner providing assessment and supporting students to develop language and social skills. SALT works with students with ASD or students with speech, language or communication difficulties presenting a barrier to learning. |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or Disabilities |
| SENCO | Special Educational Needs Coordinator |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| SLC | Speech, Language or Communication Need Students with SLC have difficulties using and understanding expressive, spoken or written language. Students may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. Difficulties understanding language usually persist into adolescence and adulthood. Areas of difficulty include: <ul style="list-style-type: none"> - Use of expressive language - Understanding of spoken language - Speech (stammers/ lisps) - Delayed language acquisition - Difficulties with appropriate social interaction |
| SLD | Severe Learning Difficulty (SLD) Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co- ordination, communication and perception and the acquisition of self-help skills. |
| SpLD | Specific Learning Difficulties E.g. Dyslexia, Dyscalculia and Dyspraxia. |
| TA | Teaching Assistant |
| VI | Visual Impairment (or vision impairment) Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments. |