



St Silas

Church of England Primary Academy

A member of **CDARI**



Special Educational Needs and Disability Information Report 2024-2025

1. What types of SEN does the school provide for?

The SEND Code of practice lays out 4 different categories of need. Under these categories, there is more information given about a number of different learning needs. Our staff in school are well trained in supporting children under all four areas. We are aware that every child's needs are different and are dedicated to carrying out ongoing training so we can keep abreast of the latest research and developments in SEND education.

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder (ASD) |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactivity disorder (ADHD) |
| | Attention deficit disorder (ADD) |

| | |
|--------------------------------|--------------------------|
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

Laura Smith is our Inclusion Manager. She is a qualified teacher of over 20 years and has been awarded the National Award in Special Educational Needs Coordination. She has been carrying out the role of Inclusion Manager for 13 years.

More recently, St Silas were awarded the Send Inclusion Award by SENDIA. Laura's role is to coordinate provision for all our SEND children.

We are privileged to have a wonderfully skilled team of practitioners who all work tirelessly to provide excellent support for our SEND learners. As well as our specialist team, we all share the same value that all staff at St Silas are responsible for the teaching and learning of SEND pupils.

Miss Alison Morgan is an experienced SEND Teacher and is responsible for running our Beehive alongside a team of dedicated and enthusiastic support staff. Some of our SEND children spend time in the Beehive if they have learning needs which cannot always be catered for in the classroom, if they need specific support with an area of their learning or if they need to catch up missed learning so that they can then return back to their class. Children who spend time here, always remain an important member of their class where they return for registration and afternoon lessons as well as trips and other events.

Our Rainbow Room has been newly created this year as a space where some of our children with EHCPs can spend time working on their own individual targets in a quieter space. The children love engaging in the activities which are carefully planned by staff. This room is also planned and overseen by Miss Morgan.

Mrs Jhaara Undre is our specialist speech and language practitioner who carries out speech and language interventions throughout school working hard to close the gaps for some of our children who struggle with their talking. We are always mindful that unless a child can say a sentence, they cannot write a sentence and these key skills underpin other essential learning.

Mrs Susan Lawrence is a retired Speech and Language therapist who has a wealth of experience which many of our children benefit from. Mrs Lawrence is very skilled at early

identification of speech sound and vocabulary difficulties and supports our staff by putting in programmes to help our children quickly.

Mrs Victoria Leaver delivers phonics interventions to many of our SEND children to ensure they can be given the opportunity to keep up and catch up with their peers.

The well-being of SEND children is extremely important to us and we are lucky to have Mrs Rehana Patel who delivers Nurture and ELSA sessions to our children who need it. Mrs Patel also coordinates our early help offer in school for families who need extra support.

External agencies and experts

We have excellent working relationships with local agencies who work hard to support children with SEND.

Blackburn with Darwen schools are able to refer into the SEND Support Service who have advisory teachers able to support children with Developmental Language Disorder and other speech and language needs, Physical development, Autistic Spectrum Disorder support and Social Emotional and Mental Health Needs.

We have a NHS Link Speech and language therapist who comes into school regularly to work with children and parents.

We also work closely with Reachout ASC and have visits each half term from Alison Pettitt, a specialist advisory teacher.

We liaise with the school nursing team, Occupational therapy and Mental Health Support organisations such as ELCAS and the MHIST.

We have regular visits from our Educational Psychology team

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

3. What should I do if I think my child has SEN?

- The first step is to raise your concerns with your child's class teacher. They see your child everyday and know them best.
- Your child's class teacher will share your concerns with our Inclusion Manager, Laura Smith. Together, they will keep a close eye on your child and ensure they receive high quality teaching in class and any interventions which may be available should they help.
- After a short cycle of observing and assessing your child, we may decide that additional assessments may need to be carried out or referrals made to outside

agencies if your child is not closing the gap or making enough progress in line with their peers.

- Your child will continue to be monitored and if progress is not made, they may be added on to our school's SEND register and given a Learning Plan containing targets to work towards.
- Some children remain on the SEND register for a considerable amount of time. Other children may only need short term intervention.
- If school has used all resources possible in terms of supporting a SEND child, it may be necessary to apply for an Education Health and Care Plan from the Local Authority which would allocate top up funding for further support as well as outcomes to work towards.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are vigilant in terms of identifying pupils who aren't making the expected level of progress. All children are also discussed termly during pupil progress meetings to see how best their learning can be supported in school.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to Laura Smith, Inclusion Manager,, and will contact you to discuss the possibility that your child has SEN. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

Our Inclusion Manager will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

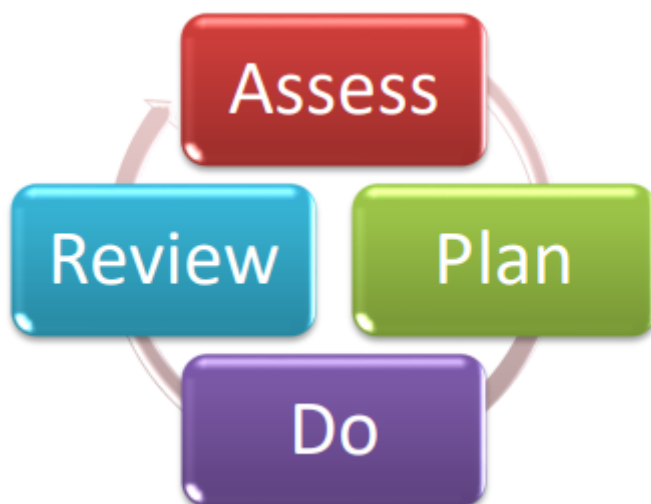
Based on all of this information, the SENCO will decide whether your child needs SEN support and if so, their name will be added to the school's SEND register, with parental consent, and the SENCO will work with you to create a Learning Plan for them.

5. How will the school measure my child's progress?

Explain your school's approach here. Insert details about how your school assesses and reviews pupils' progress. Please note, the below are suggestions only.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



This system follows four stages, often referred to as a 'cycle': Assess, Plan, Do, Review.

This cycle should not be considered a single process. It provides a continuous cycle of assessment as children's strengths and needs develop and change.

The four-stage approach is as follows:

- **Assess:** The class teacher (working with the Inclusion Manager) is responsible for carrying out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.
- **Plan:** Where it is decided to provide a pupil with SEN Support, the parents will be notified. All teachers and support staff who work with a pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.
- **Do:** The planned interventions are then put into place. The class teacher works closely with any teaching assistants or specialist staff involved and the Inclusion Manager will support the class teacher.
- **Review:** Reviews will take place and inform feedback into the analysis of the child's needs. The decision to involve specialists can be taken at any time and will always involve parents

If, despite support being provided in this way, a child or young person is not making expected progress, and requires more support than the notional SEND budgets within the school, then an EHCP may be required.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress and your child's class teacher will meet you at parents meetings throughout the year. We value the input of our parents and carers as you are the experts and know your child best.

Our SEND meetings will focus on:

- Setting clear outcomes for your child's progress
- Reviewing progress towards those outcomes
- Discussing the support we will put in place to help your child make that progress
- Keeping up to date with any changes in relation to your child and their education/homelife.

7. How will my child be involved in decisions made about their education?

How involved your child is will depend very much upon their age and understanding.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete an All About Me sheet to capture their thoughts, feelings, aspirations and how we can help them in school.
- Complete a survey
- We make regular opportunities in school to talk to our children and so views can also be captured more informally.
- Your child will communicate everyday with their class teacher who can also pass on how they feel to other staff.

8. How will the school adapt its teaching for my child?

Our teachers have a responsibility to provide high quality teaching which caters for all the needs in their class. They continually assess the children to work out how best to adapt their teaching methods and use effective questioning techniques in order to ensure children are fully involved in their lessons.

Our teachers are having ongoing training on adaptive teaching which looks at how to ensure all learners can access lessons and make good progress without a reliance on adults in the classroom.

Our accessibility plan can be found on our website which explains in more detail how we cater for SEND needs at St Silas and ensure that disabled pupils can participate in the curriculum.

Some of the adaptations we use at St Silas are:

- Differentiated questioning so that all children can take part in and reflect on the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual resources such as timetables, larger fonts, etc.
- Use of adults, where possible to help break instructions down and to check in with children.
- Delivery of high quality, research-based interventions including Read Write Inc 1:1 phonics and Wellcomm to support language.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the targets on their Learning Plan each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires and other methods of gathering pupil voice.
- Monitoring by the Inclusion Manager
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

We work alongside a number of external agencies who specialise in different areas and will liaise with you in terms of the best referrals to make.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips

All pupils are encouraged to take part in special events such as sports days, celebration assemblies, church worship and parental workshops/visits.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

You can apply for a place at our school via the Local Authority and our Admissions policy can be found on our website.

We welcome all children with SEND to our school and will do our utmost to adapt our practice to ensure children settle and learn.

Children with EHC plans are given priority over other children and school will be consulted by the Local Authority to see if they can meet the child's needs.

13. How does the school support pupils with disabilities?

At St Silas, we ensure that we take all steps possible to ensure that disabled pupils are not treated less favourably than those without disability.

Our school building is modern and spacious with lifts to all floors and disabled toilets.

Our accessibility plan can be found on our website.

We are committed to ensuring we make adaptations for visually impaired children for example enlarging prints and the use of technology such as screen casting. We use technology provided from the local authority for hearing impaired children such as radio aids and have had recent training on how to cater for children who are hard of hearing.

14. How will the school support my child's mental health, and emotional and social development?

At St Silas, we take the mental health and emotional development of our children very seriously. If your child is not happy, they will not be ready to learn.

Mrs Rehana Patel runs Nurture and ELSA sessions in school so that children can be supported with their mental health and resilience. Children love these sessions which allow them to relax, carry out fun and nurturing activities and make friends.

In addition, children with SEND are encouraged to:

- take on ambassador roles within school
- take part in Children's University clubs, trips and activities

We educate our children regularly on bullying and cover this through PSHE lessons. Our children are taught to care and respect each other. If you have any concerns regarding bullying, please raise it with school staff immediately so we know about it and it can be dealt with swiftly.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We have excellent relationships for local nurseries, children's centres and feeder high schools. We work closely with the local authority to ensure we attend transition events so that we can liaise with local schools to pass on and receive key information about new children to our school.

We take preparation for adulthood seriously as this starts at a young age at St Silas. Our children are taught to be independent and resilient citizens. We have visitors into school who speak about different career paths and money mentors who teach children important skills in how to manage finances.

We are passionate about teaching life skills to our children who need more support so that they leave our school as independent as possible.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Arrange as many transition visits as needed for children who will struggle with the move
- Develop transition bookers, photographs and social stories where needed

Between schools

When your child is moving on from our school we will liaise with the new school to ensure we pass on all key information to make the transition as smooth as possible.

When your child moves to Secondary school, The SENCO of the secondary school will come into our school for a meeting with our Inclusion Manager. They will discuss the needs of all the children who are receiving SEN support. They may also like to meet with parents too.

The local authority hold an annual transition event which allows SENCOs to meet and discuss children moving to high school.

16. What support is in place for looked-after and previously looked-after children with SEN?

Laura Smith, Inclusion Manager is also the Designated Teacher for Looked After Children at St Silas and so ensures all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance who may escalate this to our Inclusion Manager, Laura Smith or Headteacher, Mrs Michele Battersby. They will then be referred to the school's complaints policy. This can be found on our website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Blackburn with Darwen's Local Offer- <https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/home.page>

Mrs Rehana Patel, our Pupil and Family Well-being Coordinator is available to see you should you need support or signposting to additional help.

You can also contact SENDIASS who are a great source of help for parents of children with SEN:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=KhGzP74crd4>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages