



St Brendan's RC Primary School

School Offer

**Love life,
Love learning,
Achieve together in God's love.**

At St Brendan's, each child is special and it is our mission to provide the highest quality of education for every child entrusted to our care. Your child's overall well-being is paramount and at the centre of all we do. All pupils in school receive quality first teaching, this means that a range of teaching and learning styles and that appropriate learning objectives are set for all children with a curriculum matched to their needs. By adhering to the Code of Practice, the Governing Body endeavours to provide the necessary opportunities for all pupils with Special Educational Needs (SEND) to enable them as well as others to make progress appropriate to their ability, to achieve success and to fulfil their potential. Such an education should enable them all to live enriched, happy lives, have a measure of independence, enjoy a positive self-esteem and derive satisfaction from their own efforts. At St Brendan's, we believe that supporting disabilities and difficulties in learning is part of our high quality mainstream education service.

This booklet is to inform you of the types of support available for your child at St Brendan's RC Primary School. It will help you to understand who can help and how this support can be accessed.

<p>How we plan and teach pupils with SEN</p>	<p>When children have identified Special Educational Needs and Disability (SEND) before they start here, we work with the people who already know them and use the information already available to identify what their Special Educational Needs (SEN) will be in our school setting. If you tell us you think your child has a SEN we will discuss this with you and investigate this– we will share with you what we find and agree with you what we will do next and what you can do to help your child.</p> <p>If our staff think that your child has a SEN this may be because they are not making the same progress as other children; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (What is happening and why).</p> <p>All our staff are trained to make materials and ‘work’ easier or more challenging so that every child is able to learn at their level.</p>
<p>Classroom Support</p>	<p>All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEN:- Specific Learning Difficulties; Autistic Spectrum Condition; Speech, Language and Communication Needs and Behavioural, Social and Emotional difficulties.</p> <p>We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers’ planning and the delivery of lessons and may take the form of whole class, group or individual teaching.</p> <p>We check how well a child understands and makes progress in each lesson. This is done throughout lessons, through the school’s marking system and ongoing assessments.</p> <p>Pupil progress meetings with teachers enable the Senior Leadership Team to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.</p>
<p>Individual/Group Provision</p>	<p>Pupil progress meetings with teachers enable the Senior Leadership Team to check the progress of all children each term .These meetings help identify children who are not making expected progress and identify strategies/interventions to help. Support programmes are then put into place for</p>

	individual child or small groups.									
Involving Parents	<p>We are a child and family-centred school. We will always discuss your child's difficulties with you. When we assess SEN we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.</p> <p>Where appropriate, we will write and review Education Plans with children and parents/carers.</p> <p>We use homework to repeat and practise activities that are new and maybe presenting a challenge to a child.</p> <p>For children with SEN, teachers discuss progress with parents every term or more often if we believe this will help.</p>									
Involving Children	<p>All children with Special Educational Needs are involved in the target setting process and hold discussions with their class teacher. The child and class teacher work collaboratively to write the education plan, therefore the child has an input into their targets.</p> <p>The Special Educational Needs co-ordinator will also speak to the children about the targets and how they are supported in school.</p>									
Supporting Pupils and Families	<p>If you want advice from professionals outside school, your local GP is a good first point of contact. There are many agencies that can provide you support, some of which are listed below:</p> <table border="1"> <thead> <tr> <th>Agency</th> <th>Type of support offered</th> <th>Contact details</th> </tr> </thead> <tbody> <tr> <td>Information and Advisory Service Bolton</td> <td>Information and Advisory Service (IAS) offer advice and support to parents and carers of children and young people with special educational needs.</td> <td>01204 848722 https://iasbolton.com/</td> </tr> <tr> <td>Pupil and Student Services</td> <td>Offer support and advice on</td> <td>01204 332143</td> </tr> </tbody> </table>	Agency	Type of support offered	Contact details	Information and Advisory Service Bolton	Information and Advisory Service (IAS) offer advice and support to parents and carers of children and young people with special educational needs.	01204 848722 https://iasbolton.com/	Pupil and Student Services	Offer support and advice on	01204 332143
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	<p>School Nurse: Trish Bond Specialist Community Public Health Nurse North School Nursing Team</p>	<p>school admissions. Offer in-school support and advice for a child's health and well-being.</p>	<p>01204 463560</p>
<p>For further information about the wide range of support agencies available to you, please refer to the Bolton Local Authority offer http://www.localdirectory.bolton.gov.uk/send.aspx</p>			
<p>Training and Resources</p>	<p>All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level.</p> <p>We have teachers and support staff with training related to specific learning and or medical issues. e.g. 'Dyslexia', 'Autism', 'Hearing impairments', and 'Selective Mutism.' Teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support our children. e.g. 'ELKLAN'</p> <p>We use additional schemes/materials so that we have something at the right level for children with SEN.</p> <p>We use a wide range of resources to support children with Special Educational Needs these include: workstations; visual timetables; mind maps; countdown timers, coloured overlays, writing slopes, pen/pencil grips and IT equipment and programmes.</p>		
<p>Role and Responsibilities</p>	<p>Your views are important and it is important that people listen to them and that you are satisfied with what happens. In school, the Special Needs Co-ordinator (SENCO) is our designated pupil advocate. They will follow up your concern and make sure something happens that you agree with.</p> <p>The class teacher will write an Education Plan for children with Special Educational Needs and encourage parental involvement with this. The class teacher will differentiate and put specific</p>		

	programmes of support in place for your child.
Storing and Managing Information	All information will be kept confidential. Copies of Education Plans and educational reports from outside agencies will be kept in a secure place in school with access for designated personnel.
Dealing with Complaints	Your first point of contact is always the person responsible – this may be the class teacher; the SENCO or the Head Teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head Teacher then ask for the school governors representative. If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child. If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: The Head Teacher or SENCO. The Information and Advisory Service in Bolton provide independent information and advice. www.iasbolton.com (01204 848722)
Special Educational Needs Policy and School Offer	A copy of the Special Educational Needs Policy and School Offer is posted on the school website or alternatively a copy can be requested from the school office.
Special Educational Needs Co-ordinator	Mrs J Lucas office@st-brendan.bolton.sch.uk 01204-333133
Reviewing Policy	The Special Educational Needs Policy and School Offer will be reviewed on an annual basis as part of the schools approach to quality assurance ensuring that school provision is effective and address the needs of pupils.



**St Brendan's RC Primary School
School Offer – Waves of Intervention**

Area of Need	Wave 1 Whole Class Teaching	Wave 2 Targeted Group Interventions	Wave 3 Targeted 1:1/Small Group Interventions
Communication and interaction	Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words, visual aids and modelling Visual timetables Use of symbols Structures school and class routines Access to ICT Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities	In class support with focus on supporting speech and language Nurture groups including Lego Therapy	Small group or 1:1 support for language skills Social skills group Advice/support from Speech and Language Advice from Educational Psychologist/Specialist teacher Advice/support from Ladywood Outreach Ladywood schemes of work linked to P Scales
Cognition and learning	Differentiated curriculum planning, activities, delivery and outcomes In-class TA support In-class targeted teacher support Teacher/TA modelling Increased visual aids/modelling Visual timetables Use of writing frames Access to ICT Read Write Inc Guided reading within lessons Risk assessment undertaken to identify and remove barriers for	Catch up programmes – English and Mathematics Progress units Booster lessons In class support from TA Guided reading within lessons Reciprocal Reading Skills	Small group or 1:1 for English and Mathematics support Mathematic learning challenges Life skills Advice from Educational Psychologist/Specialist teacher Advice/support from Ladywood Outreach Ladywood schemes of work linked to P Scales

	participation in school trips and extra-curricular activities		
Social, mental and emotional health	<p>Whole school behaviour policy</p> <p>Whole school rules</p> <p>Whole school reward and sanctions system</p> <p>Circle time</p> <p>In-class assembly/worship</p> <p>Whole-school assembly/worship</p> <p>Achievement assembly</p> <p>PHSCE focused work</p> <p>Peer mediation</p> <p>Social and Emotional Aspects of Learning (SEAL)</p> <p>Extra-curricular clubs</p> <p>Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities</p>	<p>Support during lunchtime</p> <p>In class support for supporting behaviour targets, access, safety</p> <p>Nurture Group sessions – including Lego Therapy</p> <p>Peer Mediators</p> <p>Buddy systems in place</p>	<p>Small group or 1:1 support for social skills</p> <p>Individual support or mentoring</p> <p>Individual reward system</p> <p>Time out</p> <p>Advice from Education Psychologist/Specialist teacher</p> <p>Advice/support from Ladywood Outreach</p> <p>CAHMS attendance with parents</p> <p>Involvement from Bolton Behaviour Support Service: 1:1 sessions</p>
Sensory and/or physical	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Physical activity – variety of equipment</p> <p>EYFS outdoor provision area</p> <p>Adventure playground</p> <p>2 hours of PE per week</p> <p>Improved accessibility of building</p> <p>Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities</p> <p>Whole-school handwriting scheme – letter-join</p>	<p>Additional fine motor skills practices</p> <p>In class support for supporting access, safety</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Writing/reading overlays</p>	<p>Individual support in class for appropriate subject e.g. Science, PE</p> <p>Occupational therapy programme</p> <p>Use of appropriate resources e.g. radio aids</p> <p>Advice from Educational Psychologist/Specialist teacher</p> <p>Advice/support from Ladywood Outreach</p> <p>Advice/support from Speech and Language</p> <p>Advice from Occupational Health Team</p>