



St Brendan's RC Primary School

SEN Information Report

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

This SEN Information Report has been written in accordance with the requirements set out in the Special Educational Needs and Disability Regulations 2014.

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.

How we plan and teach pupils with SEN	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. If our staff think that your child has an 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). 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.
Classroom Support	All our staff are trained in a variety of approaches which means we are able to adapt to a range of needs:- Specific Learning Difficulties; Autistic Spectrum Condition; Speech, Language and Communication Needs and Behavioural, Social and Emotional difficulties. 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. 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. Pupil progress meetings with teachers enable the Senior Leadership Team (SLT) 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.

Individual/Group Provision	Pupil progress meetings with teachers enable the SLT 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 an individual child or small groups.								
Involving Parents	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. Where appropriate, we will write and review Support Plans with children and parents/carers and we may also open an Early Help Assessment with parents/carers, if outside agency involvement is required. For children with SEN, teachers discuss progress with parents every term or more often, if we believe this will help.								
Involving Children	All children with SEN are involved in the target-setting process and hold discussions with their class teacher. The child and class teacher work collaboratively to write the Support Plan, therefore the child has an input into their targets. The Special Educational Needs co-ordinator (SENCo) will also speak to the children about their targets and how they are supported in school.								
Supporting Pupils and Families	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: <table><tr><th>Agency</th><th>Type of support offered</th><th>Contact details</th></tr><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></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/
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 school admissions.	01204 332143
	School Nurse: Taslim Ahmed 0-19 Public Health Nurse, Turton Team	Offer in-school support and advice for a child's health and well-being.	01204 463050
	For further information about the wide range of support agencies available to you, please refer to the Bolton Local Authority offer Home – SEND Local Offer (bolton.gov.uk)		
Training and Resources	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. We have teachers and support staff with training related to specific learning and or medical issues. e.g. 'Dyslexia' and 'Autism'. Teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support our children. We use additional schemes/materials so that we have something at the right level for children with SEN. We use a wide range of resources to support children with SEN, these include: workstations; visual timetables; mind maps; countdown timers, coloured overlays, writing slopes, pen/pencil grips and IT equipment and programmes. We are also working towards achieving the 'Dyslexia Friendly Quality Mark', where we are on route to creating a more inclusive environment with an emphasis on adapting learning and removing barriers for pupils, which can lead to more engagement and accelerated progress.		
Role and Responsibilities	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.		

	The class teacher will write a Support Plan for children with SEN and encourage parental involvement with this. The class teacher will differentiate and put specific programmes of support in place for your child.
Storing and Managing Information	All information will be kept confidential. Copies of Support 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 – main advice line/ 07467943495 – text for call back)
Special Educational Needs Policy and SEN Information Report	A copy of the Special Educational Needs Policy and Special Educational Needs Information Report is posted on the school website or alternatively a copy can be requested from the school office.
Special Educational Needs Co-ordinator	Mrs Jenny Lucas office@st-brendan.bolton.sch.uk 01204-333133
Reviewing Policy	The Special Educational Needs Policy and SEN Information Report 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 Advice and intervention from Bloom-Wellbeing
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 Targeted work on Reading Domains	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 Monster Multiplication Purple Mash		
Social, mental and emotional health	Whole-school behaviour policy Whole-school rules Whole-school reward and sanctions system Circle time In-class assembly/Prayer and Liturgy Whole-school assembly/ Prayer and Liturgy Achievement assembly PHSCE focused work Caritas Social Teaching of RE Extra-curricular clubs Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities Maple (well-being dog)	Support during lunchtime In-class support for supporting behaviour targets, access, safety Nurture Group sessions – including Lego Therapy Buddy systems in place Ted's buddy benches	Small group or 1:1 support for social skills Individual support or mentoring Individual reward system Time out Advice from Education Psychologist/Specialist teacher Advice/support from Ladywood Outreach CAHMS attendance with parents Involvement from Aspire Outreach Service: 1:1 and group sessions Sessions provided by Bloom-Wellbeing
Sensory and/or physical	Flexible teaching arrangements Staff aware of implications of physical impairment Physical activity – variety of equipment EYFS outdoor provision area Adventure playground, including climbing wall 2 hours of PE per week Improved accessibility of building Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities Whole-school handwriting scheme – letter-join Fine-motor activities in classroom, particularly EYFS/KS1	Additional fine-motor skills practices In-class support for supporting access, safety Writing slopes Pencil grips/Rocket writers Writing/reading overlays Regulation stations Sensory Circuit Additional SEND P.E sessions	Individual support in class for appropriate subject e.g. Science, PE Occupational Therapy programme Use of appropriate resources e.g. radio aids Advice from Educational Psychologist/Specialist teacher Advice/support from Ladywood Outreach Advice/support from Speech and Language Advice from Occupational Health Team

Document history

Date	Amendments
September 2017	Original document updated to contain more detail.
October 2018	Updated with contact details.
November 2019	Reviewed and updated with new outside agency information.
November 2022	Reviewed and updated with new outside agency information and updates to waves of intervention
October 2024	Reviewed and updated with change in supporting document name and information regarding Dyslexia Awareness Quality Mark