



Saint Ambrose Barlow Catholic Primary School - SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

Our school's approach to supporting pupils with SEND

Saint Ambrose Barlow is an inclusive school. All our children are unique; they have their differences and we embrace them all. Saint Ambrose Barlow works alongside parents and outside agencies to help children overcome their difficulties and barriers. The core of our focus is on Quality First Teaching supported by a graduated response to SEND needs. Specific details can be found in our SEND policy.

We all work as a team believing that every teacher is a teacher of SEND; meaning all staff are responsible for meeting the needs of SEND pupils. The school's approach to SEND is underpinned by the 'Assess Plan Do Review' approach, ensuring that we are responsive to the needs of our pupils in a measured way, providing intervention at the earliest opportunity.

Provision for different SEND needs

At Saint Ambrose Barlow we have embedded a graduated response to each of the 4 broad areas of SEND. Assessment, identification and intervention for each area is key to ensuring effective provision for our pupils.

Cognition and learning

- Assessment: Teacher assessment, curriculum assessment, SEND observation, screening, Specialist teacher, Educational Psychologist,
- Intervention: modification of task, modification of resources (scaffolds, prompts etc), small group support, metacognitive support, breaking down the task, dyslexia-friendly environments, precision teaching, alongside any additional guidance from the Wigan Inclusion Team

Communication and interaction

- Assessment: Speech link, screening, SaLT
- Intervention: pre-teaching, small group support, 1:1 and small group intervention, SaLT plans delivered by TAs, SaLT plans delivered by specialist TA, direct work with SaLT, alongside any additional guidance from the Wigan Inclusion Team

Social, emotional and mental health

- Assessment: screening, teacher observation,
- Intervention: Social skills groups, Nurture provision, MHST, Drawing and Talking, talking partners, Lego Therapy, ROAR, Mindfulness sessions

Sensory and/or physical needs

- Assessment: screening, teacher observation, External Physio or OT
- Intervention: fine motor skills, gross motor skills, sensory diet, physio and OT programmes delivered by trained TAs as required, alongside any additional guidance from the Wigan Inclusion Team and outside agencies

Name of SENCo	Email address	Phone Number
C. Holden	c.holden@stambrose.uk	01942 883912

Securing and deploying expertise

Deployment of staff is based on a strategic assessment of need and in line with the priorities set out in the school's development plan.

Each class has a teacher and timetabled Teaching Assistant support. Programmes of evidence-based interventions are delivered across the school using an 'Assess, Plan, Do, Review' approach.

Equipment and facilities

Saint Ambrose Barlow has a range of equipment and facilities to support learners in mainstream environment in order to improve curriculum access and participation. This includes physical aids such as writing slopes and pencil grips, scaffolds and overlays to support independent learning, as well as communication aids such as communication boards. The school also has dedicated spaces for SEND small group interventions along with a dedicated calming sensory space.

Identifying and assessing pupils with SEND

Class teachers monitor and assess all children, on a daily basis, to identify potential difficulties or barriers to learning. Parents may also express a concern about their child and are encouraged to share these with the school. Should a concern be identified, class teachers, together with Teaching Assistants, will complete in-class monitoring forms for a minimum of six weeks. There is then an opportunity for review.

At this stage:

- The concern may be reduced.
- The monitoring process may need to be continued, perhaps with modifications.
- The Special Educational Needs Co-Ordinator (SENCo) may need to become involved regarding how to move forward.

Input and advice may be required from outside agencies and permission gained from parents. Outside Agencies include: Educational Psychology Service; Occupational Therapy and Physiotherapy, CAMHS (Child and Adolescent Mental Health Services), TESS, Speech & Language.

We monitor the progress of children through observation in class, analysis of work produced, in-class monitoring forms and performance data. Specific targets may need to be put in place. All children's progress will be monitored using the graduated approach set out in the 2014 Code of Practice: assess, plan, do, review.

Consulting with pupils and parents

Parents

Parents are kept informed at every stage in the SEND process. This can be via the class teacher and the SENCO. We believe it is very important that school and home work together collaboratively to achieve the best outcomes.

Where a child is on the SEND register, teachers will discuss the child's Individual Education Plan (IEP) targets with parents, considering targets and provision, before finalising the IEP and sending home a copy. In addition to this, there is a termly Open Evening offered to all parents and the SENCO is available as part of this to enable parents to discuss any queries or concerns. Outside of these meetings, the SENCO can be contacted by email or via the school office.

Pupils

Saint Ambrose Barlow understands the importance of the voice of the child. Adults in the classroom discuss individual targets with the children; children are given feedback (both verbal and written where appropriate) on their learning to allow them to move forward. Children with Statements/EHC plans are supported to share their views ready for Annual Reviews and they may attend Annual Reviews if appropriate. Pupil conferencing will be introduced for SEND pupils from January 2025 as part of the IEP process.

Involving key stakeholders

Saint Ambrose Barlow prides itself on its Graduated Response to SEND needs. We aim to ensure early and effective intervention, working collaboratively with parents to share information and ensure a consistent approach for the benefit of the child.

Class teachers monitor and assess all children, on a daily basis, to identify potential difficulties or barriers to learning. Parents may also express a concern about their child and are encouraged to share these with the school. Should a concern be identified, class teachers, together with Teaching Assistants, will complete in-class monitoring forms for a minimum of six weeks. There is then an opportunity for review.

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At every stage, Parents are kept informed and where appropriate there are discussions with the pupils too. Our aim is to ensure that all children are making progress, regardless of need, and recognise that bringing key people together around the child will ensure the best outcomes for the child. This can include referrals to professionals or signposting to local services and charities as appropriate.

Progressing towards outcomes

Teachers, Teaching Assistants and School leaders are constantly assessing the progress of the children, setting high expectations for all. This progress is formally reviewed in termly Pupil Progress Meetings and SENDCo class reviews to ensure all children are fulfilling their potential. Where there is a concern, monitoring will be put in place with the aim of quickly addressing the need and parents will be informed.

All children on the SEND register have an Individual Education Plan (IEP). These are written and reviewed termly. They detail small-step targets and record the provision in place to support the child in achieving their targets. These IEPs are shared with parents to gain their feedback and input.

Children who have an Education Health and Care Plan (EHCP) also have an annual review. This is a chance for parents and professionals (and the child where appropriate) to come together to review the last year and consider the progress towards the EHCP outcomes. It is a formal meeting that is recorded and shared with the Local Authority and as such it provides a means for increasing or decreasing provision and reflecting on the plans suitability for meeting the child's needs.

Transition support

- SEND pupils are supported with transition between year groups with additional visits, social stories and photo books. In addition to this, teachers ensure there is a thorough handover.
- When a child on the SEND register is joining Saint Ambrose Barlow we will ensure their SEND file is shared with the class teacher and the SENDCo will aim to contact parents within the first half term to introduce themselves and visit the child in class.
- Where a child with an EHCP is joining Saint Ambrose Barlow we aim to visit them in their current school and provide transition materials.
- When SEND pupils are transitioning to another school, the Saint Ambrose SENDCo will contact the SENDCo of the new school and share relevant information. Saint Ambrose works with the receiving school to accommodate additional visits and transition sessions where these are available.

Teaching approach

Each class has its class teacher with a TA to support timetabled across the day. These adults work together to provide an environment in which the child can feel safe, secure and happy, with learning activities differentiated to the needs of the child in order for the child to achieve their potential.

We provide:

- High-quality teaching with high aspirations for all
- Class teacher knowledge of the child.
- Data tracking.
- Internal Pupil progress meetings each term.
- Internal SENCo Surgery each term.
- Targets set in Maths and English which the child and teacher review together.
- Teaching Assistant support.
- Parents' evenings twice yearly.
- A calm learning environment which is conducive to learning.
- Working partnership between school, parents, parish and outside agencies.

Adaptations to the curriculum and learning environment

- The outcome/content of the lesson is adapted according to the need of the child.
- Small group teaching or 1:1 teaching where appropriate.
- Specific resources provided where appropriate, for example- coloured overlays for children with dyslexia or visual stress.
- Pre-teaching.
- Breaking down the task.
- Metacognitive support (helping children help themselves to learn through teaching them how to approach a task).
- Dyslexia-friendly environments.

Inclusivity in activities

Our aim at Saint Ambrose Barlow is to offer a wide variety of curricular and extracurricular opportunities to all pupils. Where a child's special needs could impact their ability to access and participate we work collaboratively to consider ways of overcoming any barriers or seek alternatives to allow the child to benefit from the experience. We encourage parents and carers to discuss any concerns or queries with us so that we can work together to find a solution.

Supporting emotional and social development

Our school offers a compassionate and caring environment. All adults in the school take time to listen to the children and to their parents. Children feel safe and secure in our school and are aware that they can talk to any member of staff if they have a problem. This is achieved through many factors including:

- Talking to the child (and parents if appropriate).
- Observation of behaviours in class, then discussions with other appropriate staff members.
- Activities are adapted to ensure that all children can take part in activities regardless of their needs. This can involve additional resources; additional staff; risk assessments for off-site activities and peer support. We will adapt to ensure all children are included.
- Pastoral Support Plan meetings.
- Team around the Child meetings.
- Termly SENCO Surgery.
- All staff have First Aid training.
- Pupil Leaders represent the voice of the child.
- Involvement of appropriate outside agencies according to the need.
- Staff are trained in Team Teach for safe handling.
- The behaviour policy is trauma-informed.

Evaluating effectiveness

- Class teachers and teaching assistants evaluate the effectiveness of teaching and learning regularly throughout the week, term and year to inform practice.
- Interventions used are evidence-based where possible and/or follow professional recommendations.
- Intervention records are kept for each session, detailing who is achieving the objective for each session.
- Each intervention is reviewed after 6 weeks, allowing staff to determine whether further or alternative intervention is required.
- Feedback on progress is included with the IEP reviews which are shared with parents termly.
- Teaching and learning are reviewed through Pupil Progress meetings and Interventions are reviewed by the SEND team to gain an overview of the provisions in place and consider the impact.

How to raise concerns and make complaints

The first port of call should always be the class teacher. If a discussion with the class teacher does not resolve the problem, then an appointment can be made to meet with the SENCO. The next step would be to contact the Headteacher or SEN team at the local authority. SENDIASS is the SEND Advice and Support Service that works as part of Wigan's Family Information Service, they can be contacted via email at sendiass@wigan.gov.uk

Local Offer

The Local Offer is published on the school website. It is updated at least once a year.

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Named contacts

Name of individual	Email address	Phone number
C. Holden SENDCO		
G. Doherty Headteacher & Designated Safeguarding Lead		