



St. Hubert's Roman Catholic Primary School

Hallfield Road, Great Harwood, Blackburn Tel: 01254 885778

Headteacher: Mrs J. M. Brooks

School SEND Information Report 2024-2025



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Reviewed by: Governing Body

Adopted by Governors:

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Believe to Achieve: Love God, Love Learning, Love One Another

St Hubert's RC Primary School is a mainstream primary school committed to including the needs of pupils with identified special educational needs and disabilities and ensuring that they make progress. In keeping with the Catholic ethos of the school, we recognise that each child is a gift from God with his or her own abilities and needs.

This report reflects our Mission Statement. We aim to provide education to all pupils in the Roman Catholic faith as well as children of other faiths and backgrounds from our catchment area. As a school community we observe the rites, practices and doctrines of the Roman Catholic Church. We take Jesus Christ as our model and we live our daily lives following the principles of our mission statement **'Believe to Achieve: Love God, Love Learning, Love One Another'**.

All teachers have a responsibility for providing our children with a broad, balanced and relevant curriculum, which is adapted, as far as possible, to meet the needs of each child. We aim to ensure that every child develops to his or her full potential and that the school and parents do everything possible to ensure that each child is included fully in all aspects of school life and is happy, motivated and achieving.

Our SEN profile for the end of the academic year 2024-2025 shows that 20% of children in our school are identified as having SEN or receive SEN support with no specialist assessment. This percentage is made up of the following groups:

SEND Specific Needs		
	# Pupils	% Pupils
SEN support but no specialist assessment of type of need	14	10.0%
Moderate Learning Difficulty	11	7.9%
Speech, Language and Communication Needs	5	3.6%
Social, Emotional and Mental Health	3	2.1%
Severe Learning Difficulty	1	0.7%
Vision Impairment	1	0.7%

- **2.1% of our school population have an Education and Health Care Plan.**

Identification & Provision

It is important that in school we identify children who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all children. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCO liaises closely with Mrs Brooks to analyse data and individually track children who are experiencing difficulties.

Despite appropriate, high-quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need.
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed.
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school.
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, after additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Local Authority Educational Psychologist, Specialist Teacher or similar.

Additionally, some children may receive support from our National Health Service (NHS) colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Progress and attainment may be impacted on due to other factors which are not deemed to be SEN, such as;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

School's arrangements for consulting parents of children with SEND and involving them in their child's education

Parents have a very important role to play in their child's education. As parents, you will be involved in discussions about your child from the very first concerns raised by the class teacher.

- In consultation with you, and at times your child, plans will be formulated as to the best way to plan learning experiences so that your child can make progress. Achievable targets will be set and the strategies to achieve them will be agreed. A review date will also be set at this time.
- Reviews formally take place three times a year, but the plan is a working document and other meetings may need to take place to keep you fully informed. Parents/carers can also request a meeting at other times. A meeting can be arranged through the school office either with the class teacher or, if appropriate, with the school's SENDCo.
- If your child needs assessment by an external agency e.g. Educational Psychologist or with an SEND Traded Teaching and Learning Consultants (SEND Teacher), then a meeting will be arranged with you for you to discuss your concerns with them and then you will be fully informed of their findings through verbal feedback and / or a written report.
- Some children will require an Education Health Care Plan. These children will have multi-agencies contributing to their agreed targets and reviews.
- A local authority officer may attend a review once a year and will always receive a copy of their end of year review. The parents/carers are an important part of this process and will work in partnership with the other professionals involved.

Our approach to teaching children with SEND

For all children we provide 'High-Quality Teaching' in every classroom. This means that teachers are highly skilled and have access to a wide range of resources and support to deliver lessons and follow our Graduated Response.

As part of 'High Quality Teaching' teachers would adapt the curriculum and make reasonable adjustments for any child who is finding learning difficult and not making the expected progress. For example, the child may be given extra adult support, longer time to complete a task, broken down instructions, task ladders, writing aids, colour coded support etc. Children learn using a variety of learning styles and teachers are encouraged to provide experiences which will challenge and stimulate these different styles. For example, some children are visual learners and learn more easily when presented with images representing the learning objective.

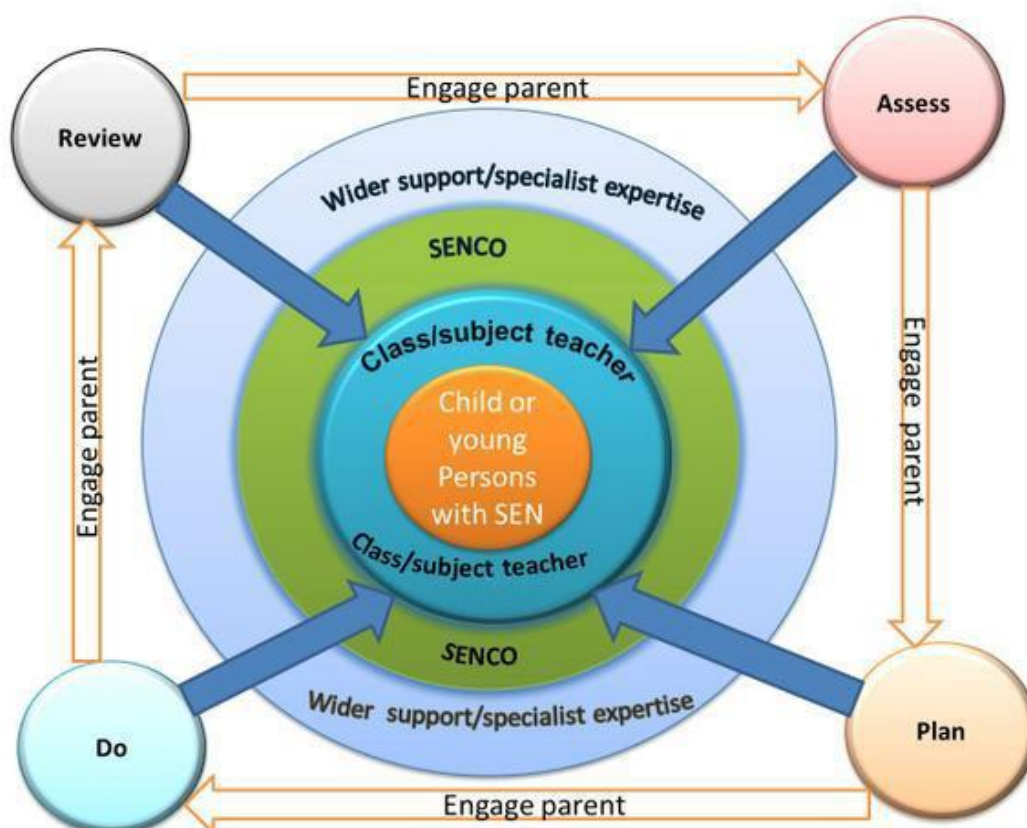
Other children are hands on learners, preferring to use tangible or 'concrete' resources to help solve the problems. Most children use a mix of all learning styles.

If it is felt that, despite the above, a child is not making expected progress then what is known as a 'Graduated Response' is adopted. This is a four-part cycle of assessing; planning; doing and reviewing. It draws on more detailed approaches, more frequent reviews, and more specialist expertise in successive cycles to match learning experiences and interventions to the specific need of the child.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to a child's learning. The school's Local Offer and SEN Information Report both outline details of the kinds of support and provision that is available our school.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Adaptations made to enable children with SEND and / or Disability to engage in all the curriculum activities

Pupils with medical needs –

- Detailed care plans are compiled with support from the school nurse/specialist nurse in consultation with parents or carers.
- On-going training is delivered by an appropriate health professional e.g. diabetic nurse, epilepsy nurse, specialist haemophilia nurse.
- Where necessary and in the agreement with parents/carers and health professionals' medicines can be administered in school. A signed medicine consent form is required to be signed.
- **ALL** members of staff have first aid training.

How accessible is the school environment?

We have an 'anticipatory' duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupil needs and ensure a smooth transition to our school.

The school has a range of ICT programmes for pupils with SEND in addition to newly purchased visualizers, headphones, modified computers / keyboards, and interactive whiteboards which are installed in every classroom.

St Hubert's Environment

The school is built over three levels and to ensure access for all pupils and parents with disabilities the top level is wheelchair accessible via the Reception entrance and a disabled toilet is situated on this floor. We have a Nurture room situated in a room off the hall which is used as a calming and nurturing environment for children who require an area to reflect and pastoral care. A stair lift is currently in place which allows access to and from the middle and lower floors. We have a disabled toilet with hoist facilities on this floor. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available if the need should arise.

Policies

School has all the required policies (single equalities, SEN and other policies which also relate to and repeat much of this information). They are available to view via our website or alternatively from the school office. Other information is provided on the school website, on the School Dojo Page, and in our newsletter.

Resources

The school has a range of physical resources and equipment specifically for use with SEN pupils. We use visual timetables when necessary and have a range of writing equipment including writing slopes and pencil/pen grips.

ICT programmes are available for pupils with SEN in addition to the I-pads, headphones, netbooks, computers and interactive whiteboards in every classroom.

Training of our staff to support children and young people with SEND

- A termly audit of children's needs is undertaken. This informs any training requirements for staff over the current year.
- We have skilled and experienced staff able to deliver a wide range of intervention programmes including; Precision Teaching, Rapid Reading, Rapid Spelling, Sunshine Writing, Fast Track Phonics, Bounce Back Phonics, Time to Talk, Lego Therapy, Fine and Gross motor programmes, Auditory / Visual memory programs and specific Speech and Language programmes.
- Interventions are targeted at specific individuals and monitored and evaluated regularly.
- We work closely with and undertake training from a range of other professionals as and when necessary throughout the year.

Evaluating the effectiveness of the provision made for children and young people with SEND

Although a child with SEND may not progress as quickly as children without SEND they should be making progress. This is then a clear indication that the provision is working. Your child's progress will be discussed at the termly meetings with your child's teacher as part of our graduated response. (See 'Our approach to teaching children with SEND'). Our efficient school data tracking systems enable us to analyse data quickly and we can monitor whether a child is making progress and the rate of progress.

Improving Social and Emotional Well being

Many children throughout their time in school need extra support for their emotional and social development. This may occur because of a child's SEND or because of circumstances outside of the school environment. Intensive support is always planned on an individual basis and we work closely with parents/carers and other professionals to offer the most appropriate pastoral support. School liaise and seek advice and support for individual children from Lancashire's Pupil Referral Unit and short stay school, Aspire Hub. We have staff identified to deliver pastoral support using structured programmes as advised by a specialist support teacher.

Spending

Money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas.

Money is allocated to provide support according to a child's additional needs and it may typically include the provision of:

- Additional teaching assistants (TAs) who provide support to access the curriculum aiming to develop pupil's independence as early as possible, as well as specific interventions and catch-up programmes.
- Release time from class for the SENDCO to meet with parents and advise staff and improve the range and quality of provision for identified children
- External specialists teachers for additional and more in-depth assessment and advice.
- Specialist equipment and resources.
- Training for staff as needed.

Specialist services and expertise in our school

We work closely with a wide range of health and educational professionals, including:

- Educational Psychologist
- Speech and Language Therapists
- Paediatrician
- SEND Traded Teaching and Learning Consultants (SEND Teacher)
- Occupational Therapist Physiotherapist
- Visual Impairment Team Hearing Impairment Team
- School Nurse
- Specialist Nurse
- Early Support and well-being Great Harwood Children's Centre
- ADhD North-West Team Young Carers Organisation
- Children, Family and Wellbeing Service

Arrangements for Complaints about SEN provision

We would encourage parents/carers who have any concerns with SEN provision or assessment at the school to approach staff at an informal level.

Informal complaints can be made by contacting the class teacher, SENDCO, or Head teacher. If parents/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's Class Teacher. If the parents/carers think that the child should be given more support, they should raise their concerns with the SENDCO and the Head teacher.

Most concerns will be resolved in this way.

Formal complaints.

If parents/carers still feel dissatisfied, they may choose to follow the procedures in our Complaints Procedures Policy.

Who can I contact for further information?

If you need any further information, you can contact the Head Teacher or the SENDCO by email or ring the school office to make an appointment.

School Office

bursar@sthuberts.org.uk

01254 885778

Transition to a new class or key stage within school

There are opportunities for all children to visit their new classroom and class teacher. Some children may require extra visits to familiarise themselves and ease any anxieties. Detailed information sharing between teachers takes place during these important transition times.

School Transfers

Transition between Preschool/nursery and EYFS

Our School receives many pupils from Our Lady and St. Hubert's Preschool and from local nurseries and particular attention is given to making sure that the school is aware of those pupils identified as having SEN. Meetings are held between the Parents, SENDCo and school prior to transition in the summer term. This ensures that appropriate provision and arrangements can be carried out and relevant documentation is discussed before it is transferred.

Transition between Year 6 and Year 7

Where pupil's transfer to high school relevant information gathered will be passed on and the SEND Co-ordinators at the high school kept fully informed of the needs of the individual pupils recorded on the SEN list. When appropriate, they will be invited to review / transition meetings of pupils in Year 6 in the summer term, along with parents.