



ST. BENEDICT'S CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report  
Important Information for Parents and Carers

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**Brief overview of St Benedict's**

At St Benedict's, our aim is to promote the values of Catholic faith throughout our daily life. Through the work of the school we aim to engender values which are relevant to all the aspects of our life both now and in the future. All children are accepted and respected within our school and we aim to provide a fully inclusive school community. We provide our children with a broad, balanced and high-quality curriculum which we review and evaluate regularly

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**The Local Offer**

The Local Offer sets out in each local authority all services available to support children with SEND and their families.

The Local Offer Steering Group has developed 14 key questions for schools about how individual schools aim to support both the pupils and their parents, in order for parents to make informed decisions about how to best support their child's needs.

See also the Local Authority webpage for St Benedict's:

<https://warrington.fsd.org.uk/kb5/warrington/fsd/organisation.page?id=3nn5nWQq1Yg>

Below are St. Benedict's responses to these questions.

**1. How does St Benedict's know if children need extra help?**

We receive information from our parents and carers, nurseries and other school settings that children attend before they enter our school. Your child's class teacher along with teaching assistants, continually monitor the progress of all children. This is reviewed every term at meetings between the assessment coordinator, Special Educational Needs Coordinator (SENCO) and class teacher. In addition, the Special Needs Co-ordinator liaises closely with all Staff. This includes:

- Discussions with staff when concerns arise
- Additional one to one assessment when the need arises

- Observation of children in class

Your child's teacher and/or the SENCO, Mrs Roberts, will discuss each stage of this process with you.

## **2. What do I do if I think my child has special educational needs?**

We meet regularly with parents and carers and actively encourage you to share any concerns you might have as early as possible. Class teachers are available at the end of most school days to discuss any concerns you might have.

In addition, you can always discuss any concerns you might have with Mrs Roberts (SENCO) or our Head Teacher.

## **3. How will St Benedict's staff support my child?**

The class teacher will support your child. Where appropriate there will also be support from the SENCO and/or teaching assistants.

The class teacher ensures access to good quality teaching and makes adjustments to the curriculum to meet your child's individual needs.

The class teacher will check on the progress of your child and put in place any additional help your child may need, for example targeted work, additional support, adapting resources. Where appropriate these arrangements are discussed with the SENCO.

If necessary the class teacher will plan and monitor personalised targets in SEN Support Plans for your child and will share these plans with you regularly.

All classes have teaching assistant support. Where appropriate a teaching assistant may work with your child individually or in a small group on personalised targets.

The SENCO, over sees the support for children with special educational needs. She will make sure that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Part of planning ahead for them.

The SENCO, liaises with other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.

Mrs Roberts provides specialist support for teachers and support staff in the school so they can help your child achieve the best possible progress in school.

The SEN Governor is Lisa Ng. She works with the school to understand and monitor the support given to children with special educational needs and disabilities.

## **4. How will the curriculum at St Benedict's be matched to my child / young**

## **person's needs?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Teaching assistants may be allocated to work with your child in a small group or one-to-one, to target more specific needs.

If your child has been identified with special needs they will have a plan which outlines specific outcomes. There is on-going monitoring of this plan and it is reviewed three times per year. You and your child are involved in this process.

If appropriate, specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis to meet your child's learning needs.

## **5. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

You are invited to a Parents' Evening twice a year where your child's progress and future steps are discussed and can include personalised targets. The SENCO, Mrs Roberts, attends these evenings.

If your child has personalised targets or a Support Plan, you are encouraged to participate in reviewing progress and planning new targets.

You can arrange to talk about your child's needs with the teacher or Mrs Roberts, as required.

You are invited to 'knowledge fairs' throughout the school year where you can see your child in a class situation.

The progress of all children is assessed every half term and discussed with the assessment coordinator and SENCO.

## **6. What support will there be for my child's overall emotional health and wellbeing?**

Your child's class teacher knows all class members well, tunes into each child's emotional needs and provides pastoral guidance where it is needed.

If you have concerns about your child's emotional well-being this is best discussed in the first place with your child's teacher.

All classes have support from teaching assistants who also know the children well and can mentor and advise as appropriate. Together these adults can spot quickly individuals who are vulnerable and act swiftly and sensitively to support their needs.

If appropriate small group interventions are put in place, for example, to develop social skills or self-esteem.

Children with specific needs such as autism may have support tailored to their needs, for example using social stories which can help them communicate more effectively.

The school has a team of staff who have a special focus to support the emotional

health and well-being of all our pupils. This includes Mrs Abbott who is on the playground every morning and happy to chat about any well-being concerns. If your child has physical or medical needs a care plan can be set up to outline the provision required so your child can access all aspects of school life as fully as possible.

We have clear procedures and policies for administering medicines and dealing with accidents.

Our behaviour policy; which includes guidance on expectations, rewards and sanctions is in place and fully understood by all staff.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

## **7. What specialist services and expertise are available at or accessed by St Benedict's**

We can access some services and professionals that are centrally provided by the local authority or health service.

The school has access to the local authority Integrated Services which includes support from the Educational Psychologist who has regular contact with school. The School Health Advisor is available to discuss matters informally and as the way to access other services and professionals. Speech Therapists, Occupational Therapists, Physiotherapists and Community Pediatricians are some of the people we can access via referral. There are also nurses who specialise in some conditions, for example autism or diabetes and can help us and your family in dealing with them.

If we want another service or professional to be involved with your child we will usually need to complete a form and will need permission from you. We will discuss these processes with you.

## **8. What training have the staff supporting children and young people with SEND had or are having?**

The SENCO, Mrs Roberts, has the SENCO qualifications and also has many years' experience working with children who have special educational needs or disability.

Where there is a need, Mrs Roberts, trains staff. This can be training a teaching assistant supporting an individual child, as well as training for larger groups of staff.

Teachers and support staff attend training courses out of school that are relevant to the needs of specific children in their class.

## **9. How will my child be included in activities outside the classroom including school trips and provision for access to After school clubs?**

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We promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; if there is an issue around safety due to behaviour we would act in accordance with our behaviour policy; where applicable parents/carers are consulted and involved in planning.

#### **10. How accessible is St Benedict's environment?**

Where there is a need, the school makes reasonable adjustments so that the physical and learning environments are accessible.

We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

#### **11. How will St Benedict's prepare and support my child to join the education setting, transfer to a new education setting or the next stage of education and life?**

Many of our children move into the Reception class from our Nursery. Transition support can include familiar staff supporting the transfer. The children from the Nursery and Reception classes share many activities.

The children in key stage one spend time on a range of activities in the key stage two areas. Our teaching assistants, in particular, work across the school and so, are familiar to all children. Our teaching assistants very often support children who find the move to year three more challenging.

Our approach to supporting children who come to us from another school is flexible as we respond to the needs as they arise. Some children need more support than others at these times and we put in the appropriate resources and strategies to meet each child's needs.

We have well established systems to help children in the move to secondary school. We have strong links with our partner schools. Our SENCO, year six teacher and teaching assistant work closely with the special needs department of the secondary school to make sure children with special educational needs or disabilities have the smoothest transition possible. This may include separate meetings with appropriate people and/or additional visits to the secondary school.

#### **12. How are the St Benedict's resources allocated and matched to children's/young people's special educational needs?**

Each year the school receives a delegated budget. The Governing Body then sets a budget based on the school's needs and priorities for the year. As part of the priorities Special Educational Needs resources and staffing are considered and Governors ensure that an appropriate level of funding is designated to SEN to ensure that all children with additional needs are supported and enabled to make progress both academically and socially.

The Head Teacher decides on the budget for Special Educational Needs and

Disabilities in consultation with the school governors, on the basis of need of the children currently in the school.

The Head Teacher and Senior Leadership Team discuss all the information they have about SEND in the school, including children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

It is then decided what resources/training and support is needed.

Resources/training and support are reviewed regularly and changes made as needed.

### **13. How is the decision made about what type and how much support my child will receive?**

Decisions about the support your child may receive are based on discussions between class teacher and SENCO, Mrs Roberts, for example when planning personal targets and also as the result of involvement with outside agencies.

The assessment coordinator, SENCO, and class teacher consult about what additional provision to put in place following pupil progress meetings.

Interventions are tracked for impact and outcomes evaluated.

The SENCO oversees all additional support and regularly shares updates with the SEN Governor.

### **14. How are parents involved in the school? How can I be involved?**

You can talk to your child's class teacher, that way we know what is happening at home and we can tell you about what we are doing in school.

The SENCO, Mrs Roberts, is available to meet with you to discuss your child's progress or any concerns or worries you may have.

All information from outside professionals will be discussed with you. Mrs Roberts, will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Personal targets in Individual Support Plans are reviewed with your involvement three times a year.

### **Who can I contact for further information?**

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

For further information you can speak to the SENCO, Mrs Roberts. Please get in touch with the school office so a suitable time can be arranged.

Parent Partnership also offers help and advice to parents. They can be contacted on 01925 442978.

The Local Authority's offer can be found on Warrington Borough Council website.

