



St. Herbert's SEN Information Report 2024-2025

Parental voice and discussions with pupils have taken place with the SENCo and school staff to enable our SEN Information Report to be co-produced. We would like this Information Report to reflect the collaborative way in which pupils, their families and school staff work closely together.

Our school's approach to supporting pupils with SEND

St Herbert's School is a Mainstream Roman Catholic Voluntary Aided School of the Oldham Local Authority. It serves the education and religious needs of children aged 3 to 11 years old. Our Nursery caters for children aged 3 and over. Everyone at St. Herbert's works together as a team to support and nurture all children. We form and maintain caring relationships with families, staff and external agencies to ensure the best support is available for children with any additional needs. We know that all parents want the best for their children, so we want to work in partnership with you so that every child will be provided with the best opportunities to gain their own success in all areas of their life. We have a responsibility to provide a broad and balanced curriculum for all pupils.

St Herbert's RC Primary School will:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment
- ensure readiness for adult life.

Catering for different kinds of SEND

The needs that children may present with in school, and are catered for are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health difficulties
- Sensory and/or Physical (including Vision & Hearing)

At St Herbert's we use a variety of interventions to support our children. An intervention is a carefully individually planned process which is aimed at improving the achievement of each child. This may include adapted teaching style, resources or curriculum; additional teaching of specific skills in small groups or individual programmes of teaching following professional guidance. Some interventions that we regularly use are:

- Communication and Interaction- BLAST, Can Do Music, Lego Therapy, Wellcomm, individual SaLT targets, therapy dog.
- Cognition and Learning- White Rose Hub, Pre and Post teaching, small booster groups, precision teaching.
- Sensory and Physical- Motor Skills United, Jungle Journey, Sensory Room.
- Social, Emotional and Mental Health Difficulties- Nurture groups, Meet and Greet, Social Stories, Lego Therapy, Narrative Therapy.

Key staff and expertise

The SENCO

Name	Email	Phone Number
Mrs Hollie Whale	SEND@stherberts.education	0161 633 1318

SEND Support Staff

Miss K Bienias
Mrs R Tierney
Mrs K Kemp
Ms A Murphy
Mr L McColgan
Mrs E Mellor
Mrs P McLoughlin
Mrs J Eade

Securing and deploying expertise

Safeguarding Training is undertaken annually by all staff. All our staff are trained in different elements of SEND so that we are able to adapt to a range of SEND teaching: Specific Learning Difficulties, including Dyslexia, Dyscalculia and Dyspraxia (SpLD), Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Social, Emotional and Mental Health (SEMH). We ensure the training for staff reflects the needs of our cohort of children. All SEND staff are employed by the governing body and when a supply is needed a specialist SEND agency is used.

Equipment and facilities

Some children benefit from the use of additional or specialist equipment and resources. This may include: a visual timetable, a separate workstation away from other distractions, the use of pictures and visuals to aid communication (TEACHH). In addition to this, school regularly use iPads and a range of computer-based resources with children throughout school. Some of these activities, games and apps are specifically designed for children with SEN.

Identifying and assessing pupils with SEND

Some children may join St Herbert's with an already identified special educational need or disability. When this happens, we work closely with the child's family and the professionals who know them best to help them to make a settled and happy start to their life at St Herbert's.

For other children, a special educational need or disability may arise at some point during their school life. When this happens, and a member of staff feels that a child may have SEN or a disability, school will follow a 'graduated approach' to meeting their needs, which will be explained in the next section. The most important people in any child or young person's life is their parents. You know your children best of all. At St Herbert's R.C. Primary School we recognise the importance of what you as parents think, feel and say. You should be listened to and you need to be fully involved in decisions that affect your children.

If you think that your child may have SEND, then your main point of contact at school should always be your child's class teacher. They will be happy to discuss your concerns. You may also wish to contact the school SENDCo, Mrs Hollie Whale. Other people you may wish to talk to are the Head Teacher, Mrs Susan Milligan and the SEND Governor, Mr Paul Devine.

Graduated Response

We follow the Assess; Plan; Do; Review graduated approach, as set out in the SEND Code of Practice 0-25 2015. Please click on the link below to find out more about the graduated response. https://www.oldham.gov.uk/homepage/1144/assess_plan_do_review_cycle

Consulting with pupils and parents

We believe in developing a strong partnership with parents and carers. Parents contribute to positive outcomes for their child by having good communication with the class teacher. There are termly opportunities for all parents to review their child's progress as part of the Assess, Plan, Do, Review process. We review SEND Support Plans with parents/carers, on a termly basis at Person Centred Review meetings, and set new targets based on a joint discussion. Pupil voice will be taken each time a PCP is completed to ensure their view and voice is heard.

Progressing towards outcomes

Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils, are part of this assessment and review. These arrangements include

- ❖ Data tracking for pupil progress
- ❖ Annual EHCP reviews
- ❖ Observations
- ❖ Access arrangements for testing
- ❖ Monitoring progress against other pupils
- ❖ Parents meetings
- ❖ Termly PCP Reviews

Admissions and transition support

The admissions policy and over subscription criteria are applied to all pupils at St Herbert's Primary School. We ensure that prior to starting at St Herbert's time is given to consider the needs and provision that each child will need to ensure we are the best setting for the child and their need.

Into Nursery/School: Where possible we try to gather as much information as possible from previous settings, parents/carers. We hold meetings with staff and parents/carers to discuss the needs of the child. If appropriate we may contact Health Visitors and other professionals after parental consent has been sought. We liaise closely with staff from previous settings and with staff from receiving settings to ensure that all relevant information and documents about the needs of the child and successful strategies are shared.

From school: We will provide the next school with the necessary information to assist them in meeting the needs of the child. Towards the end of Key Stage 2 we will work closely with Secondary Schools to enable smooth transition for our pupils. We hold meetings with SEND staff and arrange additional transition visits for our SEND pupils and their parents/carers. Past pupils report that this additional transition work really helps them to settle into their new school. It gives them more confidence as they have already begun to form new friendships and staff already know them.

Teaching approach

Our staff are trained in a variety of approaches which means that we are able to adapt our teaching to cater for a range of SEND: specific learning difficulties (including dyslexia), Autistic Spectrum Condition, speech, language and communication needs, and behavioural, social and emotional difficulties. We use a number of approaches to learning - visual, auditory and kinaesthetic, appealing to a variety of learning styles. Our staff are all involved in appropriate training for SEN and Disability. All children who receive SEN Support or who have an Education, Health and Care Plan have a One Page Profile which enables visiting staff or new teachers/teaching assistants to support them in the best possible way. Our pupils tell us that they like being involved in producing their One Page Profiles and they feel more confident that staff will know how they learn best and what the barriers are to their learning.

Adaptations to the curriculum and learning environment

At St Herbert's Primary School, we celebrate the uniqueness of each individual in all that we do. We offer and provide a broad and balanced curriculum to enable all pupils to show their talents. Sometimes we use additional schemes or materials that cater for the needs of our pupils with SEND. The curriculum/learning environment may be adapted by:

- ❖ groupings that target specific levels of progress;
- ❖ differentiated resources and teaching styles;
- ❖ appropriate choices of texts and topics to suit the learner;
- ❖ access arrangements for tests and or examinations;
- ❖ additional adult support;
- ❖ access to the Sensory Room;
- ❖ differentiated teaching to suit the developmental stage and academic grades of the children in a small and calming environment.

Inclusivity in activities

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements. As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore, provision for trips and activities will be adapted, wherever possible to meet individual needs. Any child needing specific help will have this discussed between school and home before any visit or activity. For example; all children attended the panto with parental consent and relevant adaptation as required to support the children were made to ensure this experience was inclusive for all.

Supporting emotional and social development

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, poor attendance and being uncommunicative.

“Pupils, staff and parents believe that pupils are safe. Pupils I spoke with said that they feel safe and they appreciated the many ways that teachers support them. The curriculum ensures that there are many opportunities for pupils to learn about staying safe” (Ofsted, April 2019)

St Herbert’s RC Primary School uses a house system, where all children from Year 1 upwards are placed in one of four houses: St Andrew, St David, St Patrick, St George. This vertical grouping system promotes community cohesion throughout the school, communication across age groups and opportunities for mentoring and leadership in Year 6 through the role of House Captain. This system also means that children are able to share their experiences and provide support for others experiencing the same changes and transitions that they have already faced.

When the whole school meets each Friday the house with the most Dojo’s wins the trophy for that week and another star is added to their shield. Dojo’s are given for positive behaviour, work, attitude, attendance, well presented, as well as trying healthy food and other achievements. Please refer to the school website for a copy of the behaviour policy which is our starting point for supporting behaviour and avoiding exclusions.

We also have a Pastoral Lead, Mrs Collins, who provides support for many emotional needs, including: social skills; friendships and relationships; anger management; loss and change; self-organisation. Mrs Collins also monitors all children’s attendance and if children are late, or their attendance is causing concern Mrs Collins will support the family in improving punctuality and attendance.

School Ambassador meetings are held in year Groups, so that all children are able to share their views with the school councillors. The ambassadors, who have been voted in by their peers, meet every half term with the Ambassador Leader; during these meetings they are able to share their views and the views of their peers, on issues affecting the whole school. Minutes from these meetings are then shared with the Head teacher.

Evaluating effectiveness

Impact tracking is completed termly through Pupil Progress Meetings, and half termly with Assessment Leader, SENDCo and Class Teacher, and adaptations to provision made in light of these findings. Progress and evaluation are reported to the Governor with responsibility for SEND.

Handling complaints

Your first point of contact should always be the school – this may be the class teacher, the SENCo or the Head teacher. Most concerns and questions can usually be dealt with in this way. If you are not satisfied that your concern has been addressed, please speak to the Head Teacher, Mrs S Milligan. If you would like to take your concerns further, you should then ask to speak to a member of the Governing Body. Named governor for SEND is Mr Paul Devine. We aim to work collaboratively with parents to ensure that any concerns or issues are dealt with quickly and harmoniously.

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer

Freepost - RRGY-TJSR-GHGZ

PO Box 40

Level 8, Civic Centre

West Street

Oldham,

OL1 1XJ

Tel: 0161 770 1129 c

ypf.complaints@oldham.gov.uk

The Parent Partnerships Service provides independent, individual information and advice for parents of children with special educational needs. Visit http://www.oldham.gov.uk/pps/info/12/about_the_service for more information.

Local Offer

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice, and therefore more control, over what support is right for your child.

The local offer provides information on a number of things, including: special educational provision, health provision, social care provision, other educational provision, training provision, travel arrangements for children and young people to schools, colleges and early years education, and preparing for adulthood, including housing, employment and leisure opportunities.

More information can be found on Oldham Council's website:

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities