



## SEN Information Report

January 2025

### St Patrick's Catholic Primary School Mission Statement:

#### Mission Statement

"God knows me and calls me by my name" - Cardinal John Henry Newman

St Patrick's School aims to create a Catholic Christian environment, which is inspired by the life and teachings of Jesus. Following His example, we have built our school community up on the Gospel values of love, equality and inclusion.

At our school, we recognise that God has a unique plan for us all and so celebrate the individual. We know that each member of our school community brings their own special gifts and talents.

We wish to provide all members of our school family with a chance to experience and respect Catholic values and put them into practice at home, in the parish and in the wider community. We also try to respect, understand and value those of other faiths and none and appreciate the diversity that is provided for our school community.

#### Commitment to equality:

**We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.**

#### Ethos

St Patrick's Catholic Primary School  
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Email:

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[www.stpatricksbristol.org.uk](http://www.stpatricksbristol.org.uk)

Principal: Mrs Michele Marshall

## **Aims of St Patrick's School**

**We aspire to teach the children to have respect for religious and moral values and to have tolerance of other races, religions and ways of life**

St Patrick's Catholic Primary School aims to provide the highest possible standard of education across the curriculum.

We wish to foster our pupils' relationship with God and with others in order to be capable of reaching their full potential as responsible caring adults.

### **We aspire:**

- To foster in our children a reverence for God; a sense of love and respect for one another, and a true understanding of the Catholic Faith.
- To provide a safe, caring, stimulating environment for our children.
- To see the values of God's kingdom, prayer, truth, holiness, justice, love, forgiveness and peace at work in our school community.
- To deepen the relationship between the home, school and the Parish of St Patrick's.
- To use the school's Mission Statement as a basis for ensuring personal growth and professional development within our community.
- To help the children acquire the knowledge, skills and attitudes that will help them to live a full and interesting adult life in the community.
- To teach the children to have respect for religious and moral values and to have tolerance of other races, religions and ways of life.

Principal – Mrs Michele Marshall

SENCO – Mrs Nicola Smith

SEN Governor – Ms Elisha O'Connor

If you wish to make an appointment with Mrs Smith, please phone the school office on 0117 377 2387

## **Introduction**

Welcome to St Patrick's Catholic Primary School

This is our SEN information report which is part of Bristol City Council Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools, maintained nursery schools and academy schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEN.

The Children and Families Act 2004 has transformed the system for children and young people with Special Educational needs (SEN). The Act extends the SEN system from birth – 25 years, giving the young person and their parents/carers greater control and choice in decisions and ensuring needs are properly met. Bristol City Council requests that all school settings give

parents/carers information about the school's approach to SEN provision by answering 14 questions. Our response is listed below.

We are committed to working together with all members of our school community and parish. This local offer has been produced with parents/carers, governors, and members of staff. We would welcome your feedback.

### What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *“a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”*

Bristol City Council's Local offer can be found at: [Bristol's SEND local offer](#)

### School Context

St Patrick's Primary School is situated in Redfield, Bristol. Currently we have an average number of children with SEND and/or learning difficulties.

We were awarded the Bristol Inclusion Standard in 2006.

The school has a part-time SENCO – Mrs Nicola Smith. Please make an appointment with Nicola via the school office if you wish to discuss anything.

### The kinds of SEN that are provided for

Our school currently provided additional and / or different provision for a range of needs, including:

- Communications and interaction, for example, autism spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and / or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Multiple learning difficulties.

### How does the education setting know if children need extra help and what should I do if I think my child may have special educational needs?

The well-being, sociability and progress of every child from their starting point is of paramount importance. Individual children are continually assessed and tracked through formative and summative assessment.

This includes teacher assessment, KPI (Key Performance Indicator) data, NFER (National Foundations Education Research) and other Standardised Tests, and National average comparisons, ensuring data acted upon is comparable with other children of the same age, nationally, as well as regionally and within their own peer group.

Children who are seen to be 'falling behind' or not achieving the expected attainment in their learning journey will be highlighted. Class teachers discuss interventions and additional provision which has been already provided. If a child continues to be seen as under-achieving, parents will be consulted, along with the SENCO, and targets and strategies put in place.

If you have any concerns about your child, then talk to your child's teacher, who will then discuss your concerns with the SENCO and invite you to a meeting, if this is necessary.

### **How will the education support my child?**

Provision is in place for support groups in both English and Maths, speech and communication, and social skills, bereavement and separation anxieties. If provision is 'additional to or different from the standard classroom tasks, then an IEP (Individual Education Plan) will be drawn up with the class teacher, parents and SENCO. The school has good links with local Educational Psychologists, Speech and Language Therapists, Learning Support, and Behaviour specialists and The Bristol Autism Team, and will establish links with other outside agencies if the need arises.

### **How will the curriculum be matched to my child's needs?**

Work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there will be three different levels of tasks set for the class, however, on occasions this will be differentiated individually.

Again, if the needs are such that the curriculum needs to be modified and is 'additional to or different from' the standard classroom tasks, then an IEP (Individual Education Plan) will be drawn up with the class teacher, parents and SENCO.

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

We welcome parents to make an appointment to speak with the class teacher or SENCO, through the school office, if there are any concerns or worries.

There are two Parents' Evenings a year where you will be allocated a time to discuss your child's progress with the class teacher. A final end of year report will include progress made and next steps for learning for all children.

If your child does have an IEP, or PP (Pastoral Programme), you will be fully involved in discussion of the writing and reviewing of the targets set. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

If an outside agency is attending school to visit your child, you will be fully informed and invited in to discuss the visit and findings.

### **What support will there be for my child's overall wellbeing?**

All staff have safe-guarding training and we have very strong safe-guarding procedures in place. The Anti-bullying and Behaviour Policy is reviewed regularly, and the children are given Anti-bullying awareness through PSHCE, assembly, RE and class discussion times. If a child feels lonely at playtime, we are ready to intervene and help them to find a playmate. We encourage caring for one another, good manners, and polite behaviour.

### **What specialist services and expertise are available at or accessed by the education setting?**

The school has strong links with outside agencies. We have a link Educational Psychologist, School Nurse, Speech and Language Therapists, and Bristol Autistic Team workers, who are familiar with our school and who visit school regularly to assess, and on occasion, work with children.

### **What training have the staff supporting children with SEND had or are having?**

Appropriate staff have been trained in Autism awareness, safe handling of children and all staff have had Child Protection training. SEN is discussed in monthly meetings with senior members of staff and SENCO. Class teachers and LSA's have regular updates and meetings throughout the term.

### **How will my child be included in activities outside the classroom, including school trips?**

All educational opportunities are made available to all children. Support staff will be available to assist children during curriculum activities which may raise access issues. All children are included on all trips. We will provide the necessary support to ensure that the trip is successful for all children.

### **How accessible is the education setting?**

The school site is built on two levels, with stairways leading up and down at each end of the school. There are disabled toilet facilities on the ground floor, but access in a wheelchair is restricted to some parts of the site. The school also has a shower room. Our school is vision impairment ready.

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

We encourage all new children to visit school prior to starting their learning journey with us. There is an Induction Programme for all Reception pupils and their families. New Reception children are invited into school prior to starting, for a story time and a play session. Support staff visit the children in their pre-school setting, and if necessary the SENCO will attend pre-school for IEP meetings and transition handover sessions. The Reception class teacher and support staff may visit children in their own home to get to know the whole family.

If a child leaves or arrives part way through the year, the school will ensure all paperwork is received or sent to the next school.

### **How are the education settings resources allocated and matched to children's special educational needs?**

The school has an SEN budget, which is distributed according to needs. Some of this budget is set aside to provide equipment or resources for a specific child if there is a need. If a child has a specific SEND it may be the case that school applies for an EHCP (EDUCATION, HEALTH CARE PLAN) which may require extra funding to implement and meet the child's needs. Extra funding is obtained through an application for Top Up, which is separate from an EHCP request.

At present we provide additional support for children in English and Maths in the lessons through LSA's. This is in the form of an additional adult/s in the classroom, working with a specific group/s of children who have been targeted for this support by the class teacher. Some children may receive more individual interventions which could be either within, or outside of the classroom setting.

If an outside agency is required to make an assessment or observation, then school will provide this out of the SEN budget.

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

If additional OUTSIDE AGENCY support is required, the school will arrange a meeting with the Principal, parents, class teacher and SENCO as appropriate to discuss the options. In-class support is available through our LSAs, but if it is felt that further support is required, then this can be discussed at a meeting and a plan put in place.

### **How are parents involved in the education setting? How can I be involved?**

We actively encourage parents to get involved with school life. This may be by joining the PTA, volunteering in school or by being a Governor. You may have a special skill or expertise which you could share with the whole school in an assembly.

All parents/carers are invited to attend two parents' evenings a year to discuss their child's progress.

If your child has an IEP you will be invited to help set and review targets for this document along with the class teacher, support staff, outside agencies and the SENCO, when this is required. We like the parent/carers to have a target of their own, in addition to any discussed for implementation in school.

You may also be asked to attend an Annual Review Meeting where your expertise about your own child's progress will be extremely important. We value your input.

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

You can contact the school office on 0117 377 2387 ([school@stp.newmancatholictrust.com](mailto:school@stp.newmancatholictrust.com)) with any enquiries.

Bristol Supportive Parents can be contacted at [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) or by phoning 0117 989 7725

### **Links with our other policies and documents**

This SEN Information Report links to the following documents

- Inclusion policy
- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Equalities policy
- Supporting pupils with medical conditions policy.