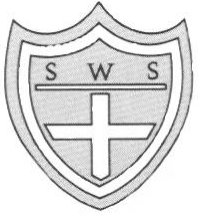
	<p>As St. Walburga's school family we walk in the footsteps of Jesus by ...</p> <ul style="list-style-type: none"> • welcoming all • learning to be the best we can • joining together in prayer • serving God and one another. 	
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Special Educational Needs & Disability (SEND) Information Report

	<p>About St Walburga's School</p>	<p>St. Walburga's School is a two form entry Catholic Voluntary Aided Primary School situated in the area of Moordown in Bournemouth. At present there are 419 children in the school, in fourteen classes - 6 infant and 8 junior. Classes are grouped according to age and are of mixed ability.</p> <p>St Walburga's Catholic Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.</p> <p>We recognise that many of our pupils will have special needs at some point in their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.</p> <p>The SENCo at St Walburga's is Sarah McKinley. The SEN Governor is Mrs Marie McManus.</p>
<p>1</p>	<p>What kinds of special educational needs is provision made for at our school?</p>	<p>The SEN Code of Practice 2014 states that there are four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and /or Physical needs.</p> <p>In 2025/26, the SEN profile of St Walburga's Catholic Primary School shows that 12% of our children have been identified as having SEN. This percentage is made up of the following groups:</p> <p>Communication and Interaction: 34% (includes Speech and Language difficulties, Social Communication, and ASD)</p> <p>Cognition and Learning: 36% (difficulties with reading, writing, maths, spelling etc)</p> <p>Social, Emotional and Mental Health Difficulties: 26% (anxiety, ADHD, ADD, attachment difficulties, etc)</p> <p>Sensory and Physical needs: 4% (difficulties affecting vision, hearing or mobility)</p> <p>Special educational provision is that which is additional to or different from that which is made generally available for most children in school.</p> <p>The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The Senior Leadership Team, including the SENCo, identify patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching, and organise training in accordance with the needs of the students and the SEN profile of the school.</p> <p>Our school's Accessibility Plan, which is incorporated in the school's Equality Policy and is available on the school website, outlines adaptations made to the building to meet particular needs and enhance learning.</p>

2	<p>What are the school's policies with regard to the identification and assessment of children with SEND?</p>	<p>At St Walburga's, the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We promote a graduated approach to assessing, identifying, and providing for pupils' special educational needs. This approach follows a model of assess-plan-do-review to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.</p> <p>We recognise the benefits of early identification– identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.</p> <p>Throughout a child's school life, they are assessed against nationally set criteria to check their progress across all areas of learning. This is one way of highlighting a child who is not making expected progress. The first response is high quality teaching targeted at the areas of need. Where progress continues to be less than expected, the class teacher, working with the SENCo, assess whether the child has SEN and appropriate, rigorous intervention is put in place; the child's response to such support can help identify their particular needs.</p> <p>We recognise that slow progress and low attainment do not necessarily mean that a child has SEN; however, they may be an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, or emotional or behavioural difficulties. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social, and emotional matters.</p> <p>If school staff have any concerns about your child's learning, they will contact you to discuss this. This discussion may take place at a Parents' Evening, or you may be asked to come in to meet with the class teacher and/or SENCo at another time. At this point, they will share any concerns that they may have about your child's progress, and ask you about any concerns you may have. You will be able to discuss the best way to help your child. This might involve putting some additional support in place for a short time and meeting again to review progress, or writing a more formal plan together, or seeking advice from an external agency such as Speech and Language Therapy Service or the Educational Psychology Service.</p> <p>You will always be informed before your child is seen by any external agency. Following assessment and staff consultation, a child's special educational needs are identified and the needs are recorded on the SEND register.</p> <p>An information leaflet highlighting the graduated approach for intervention and support is available from the School Office. You can also find our SEN Policy on the school website.</p> <p>How can I let the school know I am concerned about my child's progress in school?</p> <p>If you have any concerns at all about your child's progress, do not hesitate to contact your child's teacher or the school SENCo, Miss McKinley. You can arrange a meeting or telephone conversation with them via the School Office.</p>
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3	How will members of staff support my child/young person?	<p><u>Class Teacher</u></p> <p>The class teacher will ensure that all children have access to quality first teaching and that the curriculum is adapted to meet your child’s individual needs.</p> <p>They will check on the progress of your child and discuss with the SENCo and yourself any concerns they may have.</p> <p>They will ensure that all staff working with your child in school are supported in delivering planned work for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>They will ensure that the school’s SEN Policy is followed in the classroom and for all pupils they teach with SEN.</p> <p><u>Pastoral Support Worker</u></p> <p>Our Pastoral Support Worker is Mrs Penny Symes and can be contacted via the School Office. She can offer advice for you in supporting your child and your family on a range of topics including emotional issues, sleep difficulties and challenging behaviour. She can also discuss referrals to outside agencies through brokerage, such as Parenting Courses.</p> <p><u>SENCo</u></p> <p>The SENCo is responsible for co-ordinating all the support for children with SEN and developing the school’s SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school. The SENCo is Miss Sarah McKinley.</p> <p>The SENCo will:</p> <ul style="list-style-type: none"> • Oversee the education programme for your child, and ensure that it is clear who is providing additional support and how frequently this will take place. • Liaise with all the other people who may be coming into school to help support your child’s learning e.g. Speech & Language Therapy Service. • Update the school’s SEN register and make sure that there are up to date records of your child’s progress and needs. • Provide specialist support for teachers and support staff in school so they can help your child to achieve their potential. • Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Liaise with the staff at your child’s chosen Secondary School to support transition. <p><u>Teaching Assistants</u></p> <p>Teaching Assistants may support a pupil through the provision of intervention either in a small group or on an individual basis. Records of interventions are kept in each class, and these are monitored and reviewed by the class teacher and the SENCo.</p> <p><u>Headteacher</u></p> <p>The Headteacher is responsible for the day to day management of all aspects of the school; this includes the support for children with SEN.</p> <p><u>SEN Governor</u></p>
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4	How do you assess and review pupil's progress towards outcomes?	<p>Your child's progress is closely monitored and reviewed by the staff working in his/her class throughout the year. In addition to this, the progress of every child is reviewed by the Headteacher and SENCo on a termly basis.</p> <p>The school has a robust system of monitoring and referrals, which ensures that any concerns about your child's progress will be assessed and reviewed. Children's progress in learning is measured against national expectations and age related expectations, as well as individual progress within a time frame.</p> <p>Baseline assessments are carried out when children start school in Reception and they sit Standard Assessment Tests (SATs) at the end of Key Stage 2 (Year 6). Internal assessments are carried out at the end of each year to aid Teacher Assessment.</p> <p>The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education invited to attend.</p> <p>A range of ways will be used to keep you informed, which may include:</p> <ol style="list-style-type: none"> 1. Parental consultations 2. Reports 3. Additional meetings as required
5	What is the school's approach to teaching pupils with SEND?	<p>The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for all pupils, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The SEND Governor has a remit to be a critical friend to the school.</p> <p>Our School aims to be a learning community, enabling all individuals to realise their full potential. The school provides a broad and balanced curriculum for all children. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).</p>

		<p>All children have an entitlement to a broad and balanced curriculum, which is differentiated and adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives, and staff differentiate work and adapt learning experiences appropriately, removing barriers to learning wherever possible, and use assessment to inform the next stage of learning. Support Plans, which highlight necessary provision to overcome barriers to learning, feature significantly in the provision that we make in the school. By providing high quality resources that promote independence and intervention programmes that address specific need, we ensure that children experience success.</p> <p>Our Learning Values incorporate our inclusive approach to teaching and learning, enabling children to access a personalised curriculum that is both broad and balanced.</p>
6	How do you adapt the curriculum and learning environment?	<p>The support that your child is offered could take a variety of different forms. For most children, the adaptive learning and teaching within the classroom is sufficient to ensure that they are getting the support that they need. Some children may need extra help on a ‘one off’ basis to help them with a particular area of learning that they are finding hard to grasp. For some children, support may take place more regularly – either as part of a short term block of intervention, or longer term provision.</p> <p>Support may involve a specific intervention to target an area of learning, such as memory, reading, writing or phonics, or may take the form of pre-teaching where your child will work on a topic before it is covered in class.</p> <p>When appropriate, school staff may deliver a programme devised by an external agency such as Speech and Language Therapy Service, or the Occupational Therapy team. The school always acts upon advice received from external agencies (e.g. enlarging print for visually impaired children; use of coloured overlays for children with Meares-Irlen syndrome; use of sensory cushions/ weighted blankets for children with sensory issues). All interventions and provisions are recorded, monitored and reviewed regularly.</p> <p>For some children whose additional needs are severe, complex and lifelong, support may be provided via an Education, Health and Care plan.</p> <p>The school (or parents) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority based Local Offer.</p> <p>An information leaflet highlighting the graduated approach for intervention and support is available from the School Office. Our aim is to ensure that all children have access to a broad and balanced curriculum, and class teachers plan and adapt lessons accordingly so that all children can participate.</p> <p>In addition to adapting the curriculum where necessary, we endeavour to ensure that all classrooms are dyslexia and communication friendly, including use of labelled resources, word walls, prompt mats, pale-coloured interactive whiteboards, modelled and shared writing opportunities. We also aim to ensure all classrooms are ASD friendly, including use of visual timetables, quiet work stations, and prompt/sequence cards as necessary. We endeavour to ensure that all classrooms are speech and language friendly, including use of visual feedback, ‘chunking’ of instructions, and use of the 10 second rule to allow processing time.</p>

7	What additional support for learning is available for children with SEND?	<p>There are currently 419 children on roll. We have 26 supporting staff employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children. Most of our TAs are trained to deliver a number of intervention programmes. Some TAs are deployed in classes to support children on a one-to-one or small group basis. There are 6 teaching assistants that are specifically trained and work closely with the SENCo to provide targeted interventions in areas such as maths, speech and language, handwriting, spelling/writing and motor skills.</p> <p>In Year 6, both the Headteacher and Deputy Headteacher provide additional support in the delivery of the literacy and maths curriculum, allowing for smaller groups; these groups are flexible and adapt according to the needs of the children.</p> <p>We teach a differentiated curriculum to ensure that the needs of all children are met and there are a large number of intervention programmes in place for children who require additional support.</p> <p>For children with specific identified or diagnosed needs, we work closely with external agencies to ensure that the best possible support is in place.</p>
8	What support is available for improving the emotional and social development of children?	<p>Our behaviour policy and ethos promote the wellbeing and inclusion of every child within our school community.</p> <p>We work closely with children and parents to promote good, safe behaviour and, where necessary, we will seek the support of external agencies to help us with this.</p> <p>We have a Pastoral Support Worker who works closely with the School Office to monitor attendance and support those for whom this may be an issue. In addition, our office staff meet regularly with the Education Welfare Officer to discuss those children whose attendance is causing concern.</p> <p>We have two Emotional Literacy Support Assistants (ELSA) who may undertake work on a regular or one-off basis with those children who are experiencing emotional difficulties, either inside or outside of school. If it is felt appropriate, we can refer a child to the Child and Adolescent Mental Health Service (CAHMS) for more specialist support.</p> <p>The school also deliver the RAINBOWS 12-week programme to support children who have experienced separation and bereavement.</p> <p>If you feel that your child would benefit from any additional support, please speak to their class teacher, the SENCo, or the Pastoral Care Worker.</p> <p>How does the school manage the administration of medicines during the school day?</p> <p>The school has a policy regarding the administration and management of medicines on the school website.</p> <p>For any child requiring medication, a form must be completed at the school office indicating the frequency, dosage and duration of the administration of medicine. When appropriate, staff undertake training and updates of conditions and medication affecting individual children so that all staff are able to manage medical conditions.</p>
9	What is the level of expertise and training of staff in relation to children	<p>The SENCo supports class teachers in planning for children with SEN.</p>

	<p>with SEN and how will specialist expertise be secured?</p>	<p>Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school’s approach for children with SEN. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or who they are supporting on a one-to-one basis.</p> <p>In addition to class-based TAs who support children throughout the school day, we also have several TAs who provide additional support and interventions throughout the school. These include staff working on Speech and Language Programmes, staff running sensory and fine motor groups, and additional work with children experiencing difficulties with literacy and maths.</p> <p>We work closely with a range of external agencies, including: Speech and Language therapy service (SALT); Outreach Teachers; Educational Psychology Service; Community Paediatrician; Child and Adolescent Mental Health Services (CAMHS); Occupational and Physiotherapy team; and Vision and Hearing Support Services.</p> <p>The SENCo attends half-termly ‘SEN Networks’, organised to support SENCos in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school. In addition to this, the SENCo attends a termly ‘SENCo Circle’ which is led by the school’s link Educational Psychologist. The SENCo attends local SEND forums, designed to keep SENCos and schools up to date with national and local information in addition to courses to further knowledge and skills.</p>
<p>10</p>	<p>How is equipment and facilities to support children with SEND secured?</p>	<p>Equipment and facilities are secured through discussion with specialist agencies involved, parents and our Headteacher.</p> <p>The school is fully accessible via ramps and handles and we have an accessible toilet.</p> <p>When appropriate, we work on the advice of the Vision and Hearing Support Services to modify the classroom environment for those children and adults with additional needs.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs.</p> <p>Our school’s Accessibility Plan, which is incorporated in the school’s Equality Policy and is available on the school website, outlines adaptations made to the building to meet particular needs and enhance learning.</p>
<p>11</p>	<p>How will my child/young person be included in activities outside the setting including trips out?</p>	<p>All children should be offered access to the curriculum, and whenever possible we will make any reasonable adjustment necessary to ensure that every child has access to any class activities outside the classroom.</p> <p>A risk assessment is undertaken as part of the planning of any off-site visit, and any additional support that is required will be identified at this time. The class teacher or SENCo may contact you to discuss how your child’s additional needs can be supported.</p> <p>Additional support could take many forms, including a higher ratio of adults to children, modification of activities and mobility aids if required.</p>

12	<p>How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?</p>	<p>We work closely with parents and Early Years placements to support the transition of children into our Foundation Stage classes. Information is passed on via an online portal but meetings between the Foundation Stage teachers and nursery staff are planned as necessary to specific children. If appropriate, further meetings take place between our SENCo and the SENCo of the EY setting. This is sometimes attended by a member of staff from the Local Authority if they have been involved in the provision of additional support.</p> <p>How will we support your child when they are leaving this school or moving on to another class?</p> <p>We recognise that ‘moving on’ can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school: We will contact the new school’s SENCo and ensure they are aware of any special arrangements of support that need to be made for your child. We will make sure that all records are passed on as soon as possible.</p> <p>When moving classes in the school: Class teachers and Teaching Assistants meet during the summer term to discuss the learning and pastoral needs of every child. A reviewed Support Plan is passed up to the new class teacher to ensure continuity of provision.</p> <p>In year 6: Staff from our school will work closely with your child’s new school to make their transition as smooth as possible. This will include passing up Support Plans and records of actions taken to support your child during their time with us. When appropriate, the school may make arrangements for your child to make extra visits to the new setting.</p>
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13	<p>What are the arrangements for consulting parents of children with SEN and involving such parents in the education of their child?</p>	<p>Throughout the year, there are two Parents' Evenings and there is an end of year annual report to parents; in addition to this, interim report cards are sent to parents in the Autumn and Spring terms.</p> <p>We have an 'open door' policy whereby the class teacher and the SENCo are easily contactable via the school office/telephone/email.</p> <p>Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best so that it can be shared with those people who teach the child</p> <p>Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.</p> <p>Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.</p> <p>The progress of children with an 'Education, Health and Care Plan' is discussed at their Phase Review (interim reviews may also be called if necessary); this takes place during the summer of Year 5 or Autumn of Year 6. Here, transition to secondary school is considered with discussions involving parents and the Local Authority. For Year 6 annual reviews, the SENCo of the receiving secondary school is usually invited to attend.</p>
14	<p>What are the arrangements for consulting children with SEN and involving them in their education?</p>	<p>Areas of needs for children are reviewed with them. Children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development</p> <p>Pupil voice is always gathered at annual reviews and throughout the year to obtain children's views about their SEN.</p> <p>Through the use of our 'Learning Values' children are encouraged to be reflective of their own learning.</p>
15	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. If the pupil meets the criteria for special educational needs or disabilities (SEND), a Support Plan (SP) will be created, detailing the exact support or intervention the pupil will receive. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support. If your child has been identified as needing more specialist input in addition to quality first classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. When referrals are made, you will be asked to discuss your child's progress and help plan possible ways forward.</p> <p>If it is agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school to refer your child to the specialist professional. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with</p>

		your child to understand their needs and make recommendations, which in turn will support the school to provide the best learning experience for your child.
16	How can I be involved?	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. The SENCo is available to meet with you to discuss your child's progress or any concerns / worries you may have.</p> <p>All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.</p> <p>If your child is undergoing statutory assessment you will be supported by the Local Authority's SEN team.</p>
17	What are the contact details of support services for parents of pupils with SEND?	<p>SENDIASS help children and young people up to 25 years old, and their families. They can offer general help, impartial advice and information, and education.</p> <p>Tel: 01202 128181 E-mail: help@sendiass4bcp.org Website: https://www.bcpCouncil.gov.uk/Schools-and-learning/At-school/SENDiass4BCP.aspx</p>

There is more information available in the school's policy for Inclusion and SEN, available on the school website.

The Local Offer for the BCP Local Authority can be found at <https://fid.bcpCouncil.gov.uk/send-local-offer>

We hope that concerns and complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints Policy should be followed. This can be found on the school website.

Written and reviewed: September 2025

By: Sarah McKinley (SENCo)

Approved by governing body on: