

Special educational needs (SEN) information report

St Nicholas of Tolentine RC Primary school



Approved by:	Natalie Barker Rachael James	Date: 11.2.26
Last reviewed on:	11.2.26	
Next review due by:	February 2027	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website –

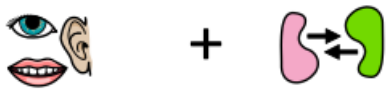
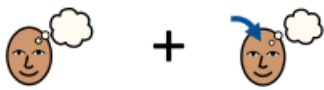


<https://www.stnicholas.bristol.sch.uk/page/?title=Special+Educational+Needs+and+Disabilities+%28SEND%29&pid=75>

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction 	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning 	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health 	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical 	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Specific needs at St Nicholas:

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Physical Disability	2	3.17%	1.59%
Other Difficulty/Disability	4	6.35%	3.17%
Moderate Learning Difficulty	6	9.52%	4.76%

Specific Learning Difficulty	6	9.52%	4.76%
Speech, Language and Communication Needs	25	39.68%	19.84%
Social, Emotional & Mental Health	36	57.14%	28.57%
SEN Support, No Specialist Assessment	1	1.59%	0.79%
Autistic Spectrum Disorder	2	3.17%	1.59%

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Our SENDCO is Natalie Barker. Our SENDCO works 3 days a week on Mondays, Tuesdays and Wednesdays. Our SENDCO is a qualified teacher and holds the NASENCO qualification.

The SENDCO is responsible for:

- overseeing SEND provision
- advising teachers
- working with parents and professionals
- reviewing support and progress
- coordinating EHCPs and SEN Support

Please speak to the school office or the SENDCO directly to arrange a meeting.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 10 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as phonics interventions, colourful semantics, precision teaching, thrive, speech and language and forest nurture.

SEND-related training includes:

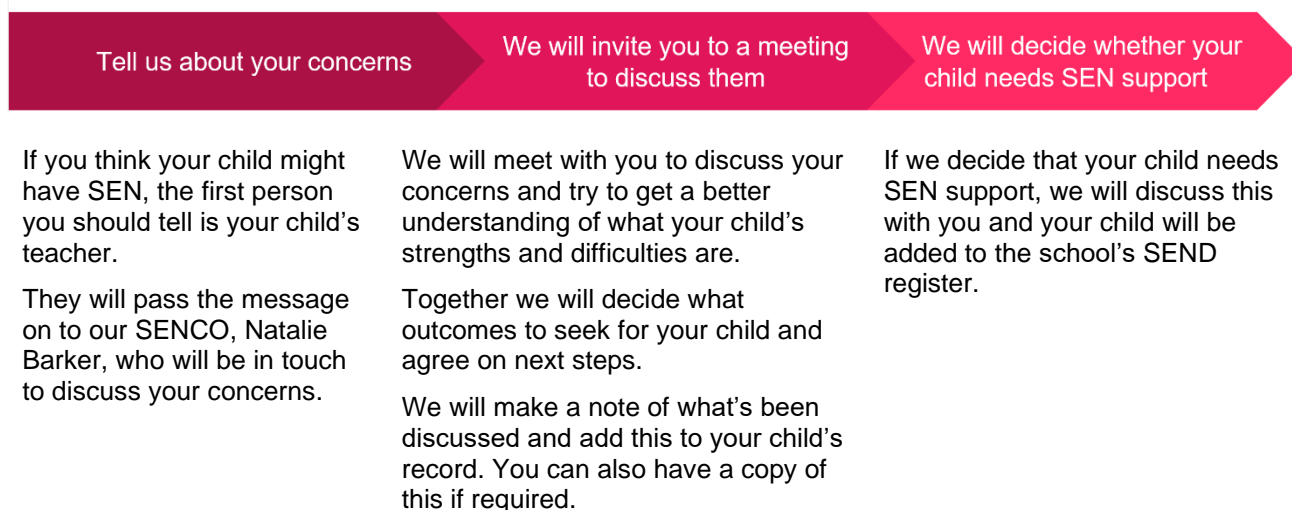
- At least two SEND training sessions per year
- Regular SENDCO updates through SEND cluster meetings
- Trauma informed training delivered by external professionals
- Specific health condition training eg. Diabetes, EpiPen, first aid
- Specialist speech and language training
- Specific intervention training eg. Lego therapy, colourful semantics

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Mental Health Practitioners (EHMP's)
- Primary Mental Health Specialists (PMHS)
- Play therapist
- Sports mentors
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Inclusive learning service (BCC)
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and continually monitor any children who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work etc.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

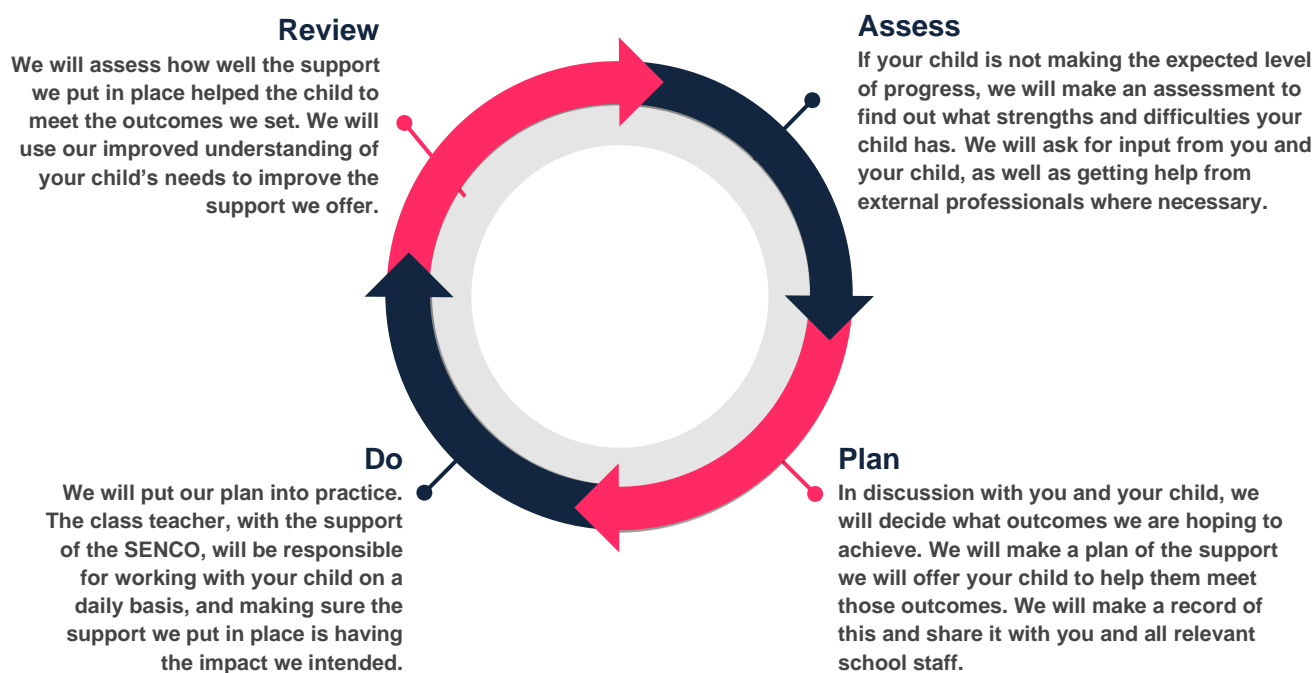
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide bi-annual reports on your child's progress.

For children with SEND, your child's class teacher will meet you at a minimum, 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or speak to the SENDCo.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Be part of the review process when it comes to reviewing targets on learning plans/EHCP's

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

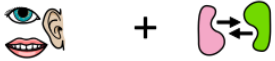
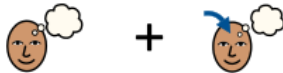

These adaptations include:


- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants can support pupils on a 1-to-1 basis
- Teaching assistants can support pupils in small groups when needed
-

We also have an accessibility plan which is available to read on the school website which can be found here: <https://www.stnicholas.bristol.sch.uk/key-information/policies>

We may also provide the following interventions/provision:

These vary across the year based on the needs of the children

AREA OF NEED	CONDITION	SOME OF THE WAYS WE SUPPORT THESE PUPILS
Communication and interaction 	Autism spectrum disorder (ASD)	Visual timetables Social stories Support with transition Sensory circuits/movement breaks Lego therapy
	Speech and language difficulties	Speech and language interventions Colourful semantics
Cognition and learning 	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Writing pen Nessy Spelling resources
	Moderate learning difficulties	Learning interventions – maths, reading, phonics, writing Nessy
	Severe learning difficulties	Learning interventions – maths, reading, phonics, writing Nessy
Social, emotional and mental health 	ADHD, ADD	Quiet workstation Sensory circuits Movement breaks Wobble cushions

	Adverse childhood experiences and/or mental health issues	Thrive Play therapy Forest nurture Mentoring
Sensory and/or physical 	Hearing impairment	Environmental support
	Visual impairment	Limiting classroom displays Environmental support
	Multi-sensory impairment	Support from sensory team Sensory circuits
	Physical impairment	Environmental adaptations Sensory circuits

These interventions are part of our contribution to Bristol's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions after a set number of weeks, dependent on the intervention
- Using pupil questionnaires
- Listening to parental feedback
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is required to support your child, we will consult with Bristol City Council.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6. Some may need additional support, but this is something that we discuss with parents prior to the trip.

All pupils are encouraged to take part in extra-curricular activities. Some children may need additional support to manage specific events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

St Nicholas is an inclusive school. We welcome all applications, including from children with SEND.

For children with EHCPs, admission is managed through the Local Authority. If St Nicholas is named in the EHCP, we must offer a place.

Families of children with complex needs are encouraged to visit the school and meet the Principal and SENDCo to discuss provision available.

13. How does the school support pupils with disabilities?

At St Nicholas, we want all pupils to be able to access our school, regardless of need.

Our school environment includes:

- Wheelchair access – some access will require ramps eg. Getting to the outdoor area
- Accessible toilet
- Adapted learning environments
- Communication-friendly displays and resources

14. How will the school support my child’s mental health, and emotional and social development?

At St Nicholas, we recognise that children need to feel safe and happy to be ready to learn. We pride ourselves on the pastoral support we offer to support the children’s mental health, emotional and social development. We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school community as much as possible, this includes being on the school council, chaplains, green team etc.
- Pupils with SEN are also encouraged to be part of any extra-curricular clubs
- We provide extra pastoral support for listening to the views of pupils with SEN by regularly engaging in pupil voice
- We have a wide offer of interventions to support with children’s social, emotional and mental health needs. These are delivered in school and by outside agencies

In school SEMH interventions	SEMH interventions delivered by external providers
Thrive Forest nurture Regular check ins with trusted adults	SPARKS Play therapy Sports mentoring 1:1 music

We have a 'zero tolerance' approach to bullying and deal with incidents as promptly as possible.

15. What support will be available for my child as they transition between classes or settings?

At St Nicholas, we recognise that transitions can create anxiety for children. To enable them to be as successful as possible, we ensure that transitions are well planned throughout the school. As we are a small school, children often know all members of staff.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Additional visits to new classroom
- Ensure that relationships start to build before children move up to the next class

Between key stages

To help pupils with SEN be prepared for a new key stage (EYFS to KS1 and KS1 to KS2), we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Ensure that relationships start to build before children move up to the next class
- Additional visits to new classroom
- Support by a staggered change to playtimes and lunchtimes, particularly for the move from KS1 to KS2

Between schools

To support children moving to a new school, we communicate with the new school about:

- Support in place for your child
- Things they may find challenging in school
- The child's strengths and how they learn
- Any support from external agencies

We may also support with arranging additional visits to a new setting.

Between phases – Moving to secondary school

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having additional visits to their next setting
- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENDCo and designated teacher, Natalie Barker, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher / SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Here is a link to our complaints policy:

<https://www.stnicholas.bristol.sch.uk/key-information/policies>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Details of the local offers are on their website:

Bristol - <https://www.bristol.gov.uk/bristol-local-offer>

South Glos - <https://life.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Bristol - <https://www.bristol.gov.uk/bristol-local-offer/professionals/all-ages/special-educational-needs-and-disability-information-advice-and-support-service>

South Glos -

<https://life.southglos.gov.uk/kb5/southglos/directory/site.page?id=8MolHaFvnrk&channel=localoffer>

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages