

REPORT



MAT Policy to adopted in full across all schools	
Information Report to be reviewed and approved locally	✓

Approval Date:	2026/27 – AUTUMN TERM
Review Date:	2027/28 – AUTUMN TERM

*"Share the Love of God,
every day in everything
we learn, do and say"*

ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

SEND INFORMATION REPORT

Introduction

This information report is shaped by our school Mission, Vision and Values, which guide all that we do:

With Christ at the centre,
We strive for excellence,
Acting with respect and
serve our community.

Our Vision is:

To share our love of God every day in everything we learn, do and say.

At St Philomena's Catholic Primary School, we are committed to providing an inclusive, caring and ambitious learning environment where every child is valued as a unique individual, created in the image and likeness of God. We believe that all children should have the opportunity to achieve their full potential, regardless of their starting points, abilities or additional needs. Our Catholic faith underpins everything we do. We believe that every child is a unique gift from God and deserves to be treated with dignity, compassion and respect.

This SEND Information Report explains how we identify, support and make provision for children with Special Educational Needs and Disabilities (SEND). It also outlines how we work in partnership with parents, carers and external agencies to ensure that every child receives the support they need to thrive both academically and personally.

At St Philomena's, high-quality teaching is the foundation of learning for every child. Where additional support is required, provision is carefully planned, regularly reviewed and tailored to meet individual needs. We work closely with families to ensure that children feel happy, safe, included and successful throughout their time at our school.

Legislation and Guidance

This report has been prepared in accordance with:

- The Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

Our Aims

Our aim is to ensure that every child receives the support they need to participate fully in school life and make the best possible progress.

We achieve this by:

- Providing high-quality teaching that meets the needs of all learners.
- Identifying additional needs as early as possible.
- Working in close partnership with parents, carers and external professionals.
- Delivering appropriate interventions and support matched to individual needs.

- Promoting independence, confidence and resilience.
- Ensuring children with SEND are fully included in all aspects of school life.
- Celebrating each child's achievements and recognising their unique gifts and talents within our Catholic community.

Key Contacts

If you have concerns about your child's learning, your first point of contact must be **your child's class teacher**. If further support is required, meetings can be arranged with the SENCO or a member of the Senior Leadership Team.

SENCO – Mrs Armstrong

Contact: SENCO@st-philomenas.bromley.sch.uk

Responsible for:

- Coordinating SEND provision across the school.
- Supporting teachers in meeting the needs of pupils with SEND.
- Liaising with parents and carers.
- Working with external agencies and professionals.
- Monitoring the progress and effectiveness of SEND provision.
- Supporting statutory assessment processes where appropriate.
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Designated Safeguarding Lead (DSL) – Mrs Anderson

Responsible for safeguarding and promoting the welfare of all pupils. Qualified SENCO.

Deputy Designated Safeguarding Lead – Mrs Williams

Supports the Designated Safeguarding Lead in all aspects of safeguarding.

SEND Link Governor – Mrs Blyde

Responsible for supporting and monitoring the strategic development of SEND provision alongside school leaders and governors.

What is SEND?

A child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. This means they require support that is additional to, or different from, that provided for most children of the same age.

In line with the SEND Code of Practice, children may have needs in one or more of the following four broad areas:

Communication and Interaction

Some children experience difficulties with speech, language and communication, including understanding language, expressing themselves or interacting socially. This includes children with Autism Spectrum Condition (ASC).

Cognition and Learning

Some children learn at a different pace from their peers and may require additional support to access the curriculum. This includes children with specific learning difficulties such as

dyslexia, dyscalculia or dyspraxia, as well as those with more general learning difficulties.

Social, Emotional and Mental Health (SEMH)

Some children experience social or emotional difficulties that affect their learning and wellbeing. These may include anxiety, attachment needs, attention difficulties or other emotional or behavioural challenges.

Sensory and/or Physical Needs

Some children require specialist support because of a physical disability or sensory impairment, such as hearing or vision impairment, or a medical condition that affects their access to learning.

How do we identify children with SEND?

At St Philomena's, every child's progress and wellbeing are carefully monitored by class teachers and school leaders.

A child may be identified as needing additional support through:

- Ongoing teacher assessment and classroom observation.
- Regular pupil progress meetings.
- Discussions with parents or carers.
- Information shared by previous schools or early years settings.
- Advice from health professionals or external agencies.
- Concerns raised by the child themselves, where appropriate.
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Where concerns are identified, appropriate support may be introduced and monitored. If further assessment is required, the SENCO will work closely with parents, staff and external professionals to identify the most effective provision.

The aim is always to remove barriers to learning, enabling every child to participate fully in school life and achieve their potential.

The Graduated Approach

At St Philomena's we follow the graduated approach outlined in the SEND Code of Practice:

Assess – We identify a child's strengths, needs and any barriers to learning using teacher assessments, discussions with parents, pupil voice and, where appropriate, advice from external professionals.

Plan – Together with parents and the child, we agree appropriate outcomes and decide what support will be provided.

Do – The agreed provision is implemented by the class teacher, with guidance from the SENCO and support staff where appropriate. High-quality classroom teaching remains the foundation of learning.

Review – Progress is reviewed regularly with parents, staff and the child. Provision is adapted where necessary to ensure it continues to meet the child's needs.

Working in Partnership with Parents and Children

We believe that parents and carers are the experts on their own children and value the contribution they make to their child's education.

We work closely with families by:

- Sharing concerns at the earliest opportunity.
- Involving parents in planning and reviewing support.
- Providing regular updates on progress.
- Inviting parents to review meetings where appropriate.
- Seeking parental consent before involving external agencies.

Children are encouraged to share their views about their learning and are supported to contribute to decisions about the provision they receive wherever appropriate. Their voice is an important part of the graduated approach and helps us ensure that support is personalised and effective.

Teaching and Learning

At St Philomena's Catholic Primary School, all teachers are responsible for the progress and achievement of every child in their class, including those with SEND. High-quality, inclusive teaching is the first step in meeting the needs of all learners.

Lessons are carefully planned and adapted to ensure that children can access learning while being appropriately challenged. Teachers use a range of strategies and resources to remove barriers to learning and enable every child to achieve success.

Where additional support is needed, this may include:

- Targeted small-group or individual interventions.
- Adapted teaching approaches and resources.
- Additional adult support where appropriate.
- Assistive technology or specialist equipment.
- Advice and programmes recommended by external professionals.
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The level and type of support provided will always be based on a child's individual needs and will be reviewed regularly.

Where specialist equipment, facilities or expertise are required, the SENCO works with parents, the local authority and relevant external professionals to secure appropriate provision.

Reviewing Progress and Evaluating Provision

The progress of all pupils is monitored throughout the academic year.

Children receiving SEND support have their provision reviewed regularly through discussions involving class teachers, the SENCO, parents and, where appropriate, the child. These reviews consider:

- Progress towards agreed outcomes.
- The effectiveness of interventions.
- Changes in learning needs.
- Recommendations from external professionals.

Provision is adapted whenever necessary to ensure children continue to make good

progress and receive the most appropriate support.

For pupils with an Education, Health and Care (EHC) Plan, Annual Review meetings are held in accordance with statutory guidance.

Supporting Children Through Transition

We recognise that periods of transition can be challenging for some children and aim to ensure these are carefully planned.

This may include:

- Liaison with nurseries and schools.
- Meetings with parents and carers.
- Visits to new classrooms.
- Opportunities to meet new staff.
- Additional transition visits where appropriate.
- Sharing information with receiving schools to support continuity of provision.

When pupils transfer to secondary school, we work closely with receiving schools and other professionals to ensure that information is shared promptly and appropriate support is in place before transition.

Inclusion, Disability and Accessibility

We are committed to ensuring that pupils with SEND and disabilities can participate fully in school life. Disabled pupils are not treated less favourably in admissions or access to education, and reasonable adjustments are made in accordance with the Equality Act 2010.

Where appropriate, reasonable adjustments are made to ensure access to:

- The curriculum.
- Educational visits.
- Extra-curricular activities.
- School events.
- Assessment arrangements.
- The physical environment and information provided by the school.

Individual risk assessments or access plans may be developed where necessary. Further information about admissions, accessibility and improvements to the physical environment, curriculum and information is available in the school's policies.

Staff Expertise

Our staff receive regular professional development to ensure they have the knowledge and skills needed to support children with SEND effectively.

Training is planned in response to the needs of pupils within the school. Where further expertise is required, advice and support are secured from appropriate external professionals and specialist services.

Pastoral Care and Wellbeing

Children's emotional wellbeing is fundamental to successful learning.

At St Philomena's we provide a caring environment with Christ at the centre where children feel safe, valued and respected. We work closely with families and relevant professionals to support pupils' emotional, social and medical needs.

Children with SEND are supported to share concerns and are included in the school's pastoral and anti-bullying procedures. Any bullying concerns are addressed in accordance with the school's Behaviour and Anti-Bullying policies.

Where appropriate, individual healthcare plans or pastoral support plans are developed to ensure children can access school confidently and successfully.

Children Looked After

Children who are looked after by the local authority and have SEND receive coordinated support from the SENCO, Designated Teacher and relevant professionals to ensure that their educational and wider needs are met.

Working with External Agencies

Where specialist advice is required, we work in partnership with professionals and services, which may include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Health Services
- Hearing and Vision Support Services
- CAMHS
- Social Care
- Bromley Inclusion Support Services
- Other specialist professionals as appropriate

Parents are fully involved before referrals are made and throughout any assessment or intervention process.

Further Information and Support

Information about services available for children and young people with SEND can be found through the Bromley Local Offer which can be found on our website.

This service provides information, advice and support for families and can help parents understand the support available both in school and within the local community.

Complaints

We hope that any concerns can be resolved through open discussion with your child's class teacher or the SENCO.

If concerns remain, parents should follow the school's Complaints Policy which can be found on our website. Where appropriate, advice can also be sought from Bromley Information, Advice and Support Service (IASS).

Review of this Report

This SEND Information Report is reviewed annually and updated during the year where necessary to ensure it continues to reflect current legislation, guidance and the needs of our school community.

The report should be read alongside the school's:

- SEND Policy
- Inclusion Plan
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policies