Holy Innocents' Catholic Primary School

Special Education Needs Information Report 2026 - 2027

'Learning & Loving Through God'

School Vision Statement

Our vision is to foster an enthusiasm for learning, enabling pupils to be creative, independent and resilient, whilst celebrating their unique talents and gifts, within a Catholic environment that creates committed young disciples understanding their role in the local and global community.

School Mission Statement

We will show God's love through our faith and actions.

We will ask God to help us through challenges we encounter.

We will celebrate and respect the diversity within our community.

Welcome to Holy Innocents' SEN Information Report

This report is designed to meet the legislative requirements for SEN Information Reports, which are set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Holy Innocents' Catholic Primary School is an inclusive school and may offer the following range of provision to support children with needs including:

- communication and interaction differences
- cognition and learning difficulties
- social, mental and emotional health problems, and
- sensory or physical needs

including those with an Education Health Care Plan (EHCP).

We cater for the needs of pupils requiring additional support due to:

- specific learning difficulties (SPLD)
- moderate learning difficulties (MLD)
- speech, language and communication needs (SLCN)
- autism
- social, emotional and mental health difficulties (SEMH)
- vision impairment (VI)
- hearing impairment (HI), and
- physical disabilities (PD)

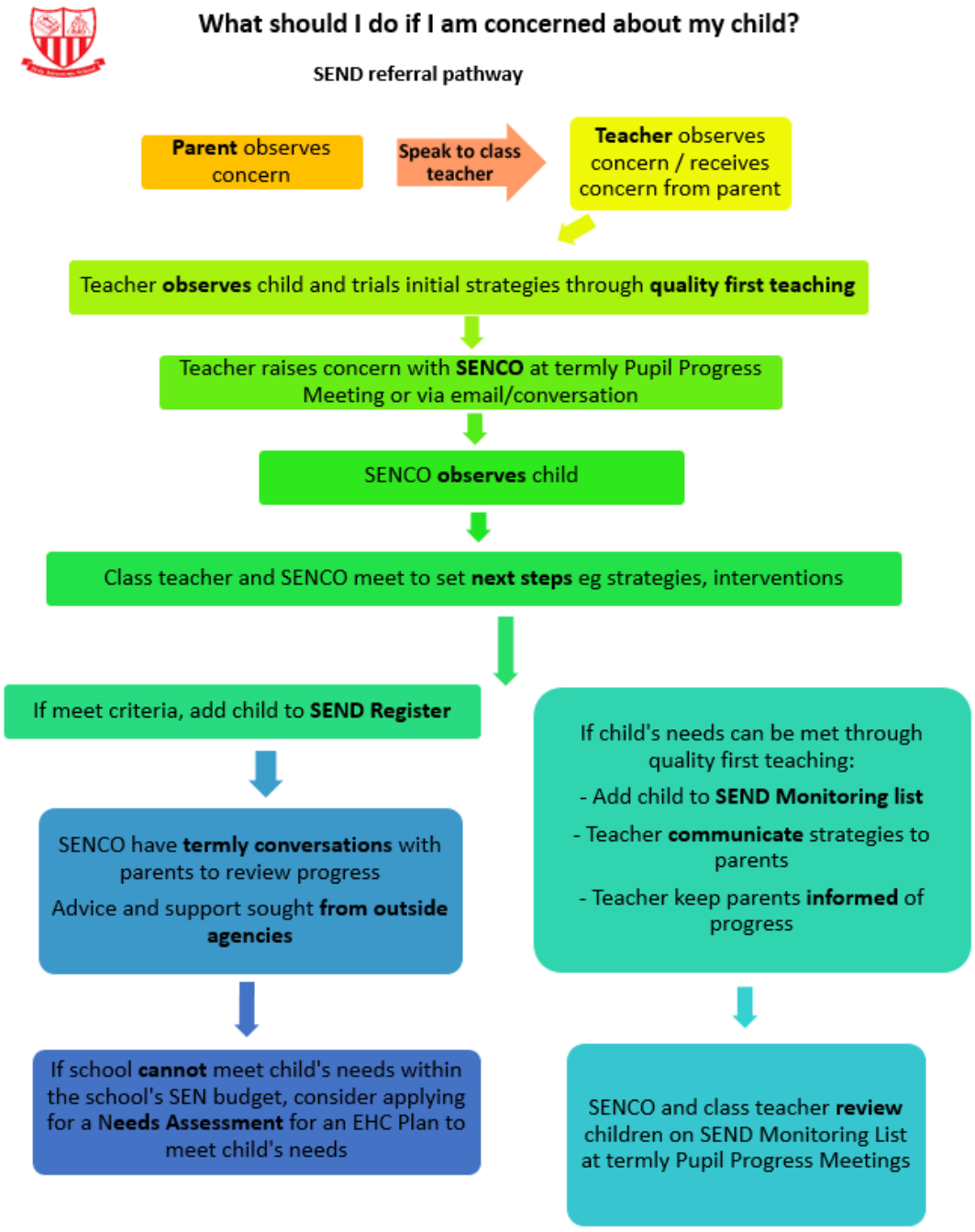
All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered **inclusive teaching** which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The range of support deployed at Holy Innocents' will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

More information about SEN provision at our school can be found in our SEN policy on our website.

What should I do if I want to discuss a concern or needs of my child?

The SENCO is Catherine Salter
catherine.salter@holyinnocents.bromley.sch.uk

The school follows the graduated approach to identifying children and young people with SEN and assessing their needs.



Parental involvement

- The Headteacher and SENCO are available to meet parents; parents can contact the SENCO directly via the school office or via the email address above
- Class teachers have regular meetings with parents
- The SENCO offers appointments at Parents' Evenings
- **Individual Support Plans** are used to support assessment, planning, reviewing progress and evaluating provision for pupils with SEN. Parents and children contribute towards these.
- Children with an EHCP are invited to share their view at Annual Review meetings

Access to learning and the curriculum

Access to learning support staff

- Pupils are carefully monitored and support is put in place where there is the greatest need
- Regular intervention programmes in class
- Intensive programmes for key skills
- Support staff work closely with Class teachers in order to support children most effectively
- Interventions and their effectiveness are carefully monitored on a regular basis
- Some pupils may be assigned additional adult support depending on the level of need

Strategies/programmes to support speech and language

- All Reception children are screened in the Autumn term to ascertain if there are any underlying Speech and language difficulties
- Some pupils will receive blocks of Speech and Language therapy several times a week, delivered by school staff trained by Bromley Speech and Language Therapy Service
- Key staff have been trained in Makaton and Makaton is used to support communication and language acquisition
- Children are referred into Bromley Speech and Language Therapy Service if they need further support after two blocks of sessions
- Brick therapy is run in various year groups to support social communication skills
- Pre-learning sessions for new concepts and topic words for pupils with speech and language difficulties
- Resources that are suggested and provided by Speech and Language therapists are used effectively by school staff for children with EHCPs or who have been referred into Bromley Speech and Language Therapy Service
- School staff deliver carry over sessions set by the Speech and Language therapists

Strategies to support/develop literacy inc. reading

- Additional reading/writing support where needed
- Appropriate grouping and adapted work
- Literacy intervention groups throughout KS1 and KS2
- A variety of teaching methods and approaches to suit all styles of learning

- Use of good quality practical and visual resources to support children
- In-lesson feedback delivered to children to reinforce learning and address misconceptions early
- Structured phonics programme
- Additional phonics activities and support programmes
- Resources such as coloured overlays, tinted paper/books and Dyslexia-friendly books are available
- An online dyslexia screening test available for all children presenting with dyslexic tendencies
- Dyslexia / Literacy specialist school staff work with dyslexic children or children who are presenting with dyslexic tendencies

Strategies to support/develop numeracy

- Additional support for pupils where needed
- Implementation of Maths Hub trust-wide programme to support inclusive teaching of Maths
- Adapted activities to support learning
- In-lesson feedback delivered to children to reinforce learning and address misconceptions early
- A variety of teaching methods and approaches to suit all styles of learning
- Use of good quality practical and visual resources to support children
- Maths investigations and problem-solving used in every class to deepen understanding and develop reasoning skills
- Pre-teaching key concepts and/or vocabulary

Provision to facilitate/support access to the curriculum

- TAs deliver interventions to support children's learning and wellbeing
- Personalised curriculum is implemented if necessary
- Pre-Key Stage standards used to plan for and assess learners working at a different level to their chronological age year group
- Cherry Garden branch maps used to plan for and assess learners not yet working at the National Curriculum
- In-lesson feedback delivered to children to reinforce learning and address misconceptions early
- Sensory circuits to support children's readiness to learn and access mainstream classroom learning

Strategies/support to develop independent learning

- Every class has a visual timetable to help with organisation
- Some pupils have an individual visual timetable which is broken down into more manageable sections
- Praise and rewards are used to reinforce positive attitudes to learning
- Targets are set for pupils and shared with pupils and parents
- In-lesson feedback delivered to children
- Quieter workstations available in every classroom to aid concentration. Children can independently request to use these.
- TEACCH workstations for children who benefit from structured support for independent learning

Assessing and reviewing children's progress

- Pupil progress reviews take place every term. Targets are discussed with teachers, SENCO and Head teacher and interventions put in place where necessary
- Monitoring list updated regularly to ensure monitoring and support
- SEN Register updated regularly to ensure monitoring and support
- Lessons and homework are adapted to take account of individual needs
- Class provision maps show interventions and strategies used for all pupils
- **Individual Support Plans** are used to support assessment, planning, reviewing progress and evaluating provision for pupils with SEN

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Social skills groups
- Celebration Assembly takes place every Friday to celebrate achievement and success of all types in the school

Mentoring activities

- Older children pair up with younger children for weekly reading activities

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support
- Well-being sessions (small group activities with a member of staff)
- Reduced or modified timetables
- Social stories used where needed
- Regular meetings with parents
- Listening Ear provision
- Zones of Regulation whole school approach to supporting children expressing emotions

Strategies to support / modify behaviour

- "Circle of Friends" approach
- Behaviour support plans if necessary
- Relational approach to understanding behaviour
- Restorative approach to supporting behaviour

Support/supervision at unstructured times of the day including personal care

- All lunchtime staff have received training in supporting pupils
- All lunchtime staff are given a briefing on the more vulnerable pupils who need more help during unstructured times
- Lunchtime clubs for pupils who require respite from the playground and a smaller environment to socialise

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of Occupational Therapists is disseminated and followed
- Use of any recommended equipment e.g. sloping boards, move'n'sit cushions and pencil grips
- Support staff to assist pupils with personal care as specified by clinical plans
- Some modified toilet facilities for individual needs

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Regular access to Chromebooks to support learning
- School has a slope in the main building and up onto the KS1 and KS2 playgrounds to facilitate wheelchairs

Pupils with disabilities

- Pupils with disabilities should apply through the normal arrangements for admissions
- A pupil with an EHC Plan may have the school named as the preferred choice on their plan
- The school must make **'reasonable adjustments'** to accommodate the needs and requirements of pupils with disabilities (See accessibility plan)
- Pupils with a disability should in all circumstances must not be discriminated against in accordance with the Equalities Act 2010 which the School Accessibility Plan adheres to
- Facilities are provided to help pupils with a disability access the school building and the school curriculum (See Accessibility plan)

Partnerships with External Agencies

The school works with a number of **external agencies** to seek advice and support to ensure that the needs of all children are fully understood and met.
These include:

- Liaison/communication with professionals/parents, attendance at meetings and preparation of reports
- SENCO meetings with parents
- Referrals to outside agencies as required
- Speech and Language yearly liaison meeting with SENCO
- Speech and language sessions attended by school staff where appropriate
- Sensory Support – help and advice
- Educational Psychologist – assessments, reports and advice
- School nurse – help and advice/care plans where required
- Social Communication Team – observations, reports, referrals and advice
- Behaviour support
- Occupational Therapy – help, advice and reports
- Specialist nurses as required

- Social services as required

Access to medical interventions:

- Use of individualised care plans
- Access to whole school training if required from the school nurse
- Referrals to a Paediatrician if required
- Referrals to CAMHS if required

Agency	Description of Support
Inclusion Support Service IASS 0208 3134168	
Educational Psychology Service	Our attached Educational Psychologist is: Eduardo de Freitas
Social Communication Team	Our attached specialist is Paul Cabb (Social Eyes)
SEN Team	Our attached specialist adviser for children with EHCPs is Sarah Stark
Sensory Support Service	Our attached hearing support teacher is Natalie Van Erp
Speech and Language Therapy **School Nurse** **Occupational / physiotherapy** **Paediatric Services** **CAMHS (Child and Adolescent Mental Health Service)**	School may refer as required and implement recommendations following specialist assessment. SENCO liaises with Community Paediatricians when appropriate. After consulting with the class teacher and SENCO, it may be necessary to refer to one of our outside agencies. We have built up strong relationships with these teams and they help us overcome any difficulties individual pupils may be facing.
Parent Partnership Service: **Tel:** **01689 881 024/023**	**Bromley Parent Partnership & Choice Service Local Offer** We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school**.**

http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet

Who can I contact for further information?

The Bromley Local Offer provides information about local services that can support children with special educational needs and disabilities. https://bromleysend.org/



Bromley Parent Voice supports families of children with special educational needs and disabilities, providing information about services available.
https://www.bromleyparentvoice.org.uk

Mobile: 07803 287838 (monitored daily)
Email: info@bromleyparentvoice.org.uk

This youtube video provides more information about Bromley Parent Voice
https://www.youtube.com/watch?v=VJ1K5IyE2Rc

Bromley Information, Advice and Support Service provides advice, information and support to parents of children with special educational needs and disabilities about a range of topics and to all Bromley residents regarding transitions from pre-school to primary school and onto secondary school
https://bromleyiass.org.uk/

Bromley Safeguarding Children Partnership
Stockwell Building, Civic Centre, Stockwell Close, Bromley, Kent. BR1 3UH
020 8461 7816
BSCP@bromley.gov.uk

The Bromley Children Project

https://www.bromley.gov.uk/bromleychildrenproject

Email:bcpadmin@bromley.gov.uk
Tel: 020 8461 7259

	Central Library, High Street, Bromley, BR1 1EX **Bromley Mencap** Rutland House 44 Masons Hill Bromley BR2 9JG 020 8466 0790 **Dyslexia Association of Bromley, Bexley, Greenwich and Lewisham** info@dyslexiawise.co.uk **Other useful contacts and information:** • **Do you know guide:** https://www.bromley.gov.uk/downloads/file/2299/do-you-know-social-communication-and-autism-guide • **CASPA resources in collaboration with LBB:** https://caspabromley.org.uk/autistic-voice-resources/ • **SCAN flipbook:** https://issuu.com/bromleychildrenproject/docs/asc_flipbook?fr=sZmY5NjYyOTgyMDU • **Bromley Autism Referral Pathway leaflet:** https://www.bromley.gov.uk/downloads/file/3393/bromley-autism-referral-pathway • **Bromley Children Project Parenting Courses:** https://issuu.com/bromleychildrenproject/docs/myname_5c13fd502a4ece?fr=xKAE9_zU1NQ • **SEND Programme Team (including Autism Project Officer):** SENDMatters@bromley.gov.uk • **SCAN service:** SocialCommunicationNeeds@bromley.gov.uk
Voluntary agencies • CASPA	CASPA is a charity providing support to autistic children and young people and their families: contactus@caspabromley.org.uk

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?
If you have concerns about your child you should speak to your **child's class teacher** first.
You may then be directed to the SENCO (Catherine Salter) or in her absence, the Head teacher.

Role	Responsibility
Class teacher	Responsible for: Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
Acting Head teacher: Katie O'Leary	Responsible for: ○ The day to day management of all aspects of the school, including the provision made for pupils with SEN
Special Educational Needs Coordinator (SENCO) Catherine Salter Email: catherine.salter@holyinnocents.bromley.sch.uk	Responsible for: ○ Coordinating provision for children with SEN and developing the school's SEN policy ○ Ensuring that parents are: ● Involved in supporting their child's learning and access ● Kept informed about the range and level of support offered to their child ● Included in reviewing how their child is doing ● Consulted about planning successful movement (transition) to a new class or school ● Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. ● liaising with and advising fellow teachers ● managing learning support assistants ● overseeing the records of all children with special educational needs
SEN Governor:	Responsible for:

Melvyn Chungath	• Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Assessment:
Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

Plan:
After discussions with key staff and parents, **additional support** may be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

Do:
This additional support is documented in an **Individual Support Plan**. In consultation with the SENCO and parents, short term-targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Review:
Formal review meetings are held regularly. Parents, relevant external agencies and when appropriate, pupils are invited to reviews and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Transition

How will the school help my child move to a new year group or different school?

Children and young people with SEN can become particularly anxious about moving on so we seek to support successful transition:

New Reception starters:
The school SENCO will visit preschools in the Summer term to ensure a smooth and well planned transition for children with SEND who will be starting school in September
Meetings with preschools and parents will be arranged if necessary
Pupils with SEND who are transitioning into Reception in September will be given additional transition days if necessary
The SENCO meets new children and parents at the New Reception Starters Day

When moving to another school:
We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
We will ensure that all records are passed on as soon as possible
Transitions meetings will be arranged if necessary

When moving classes in school:
An information sharing meeting will take place with the new teacher
Opportunities to visit the new class / teacher
Social stories for all children
More detailed social stories tailored to individual children's needs

In year 6-7 transition
The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss the specific need of your child and the nature and level of support which has had the most impact
The SENCO may visit the Secondary school or attend with parents who would like additional support and guidance
Secondary SENCOs will be invited to Year 6 Annual Reviews

In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

Our SENCO holds the NASENCO qualification and actively engages with opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

We also have staff with specialised expertise and qualifications in school including:
TAs trained to deliver speech and language therapy
Training for working with pupils with ADHD
Training for working with pupils with Autism
Specialist dyslexic teaching
Staff experienced in delivering brick therapy
Staff trained to implement a range of interventions

Who do I talk to if I am unhappy with my child's support or progress?

We have an "open door" policy. If you are unhappy, or an unsure about something, please liaise with the class teacher first and then with the SENCO, if you feel this is necessary. We aim to answer all your questions as clearly as we can. If follow-up meetings are required, this is also easily arranged.

What do I do if I wish to make a complaint concerning the SEND provision in school?

If you have spoken to your child's class teacher and to the SENCO and are not happy with the information they provide regarding special educational needs and disabilities and the support provided, you should speak to the Head teacher. If you are not happy with the information provided by the Head teacher, please follow our complaints procedure, which can be found on the school website in the 'Complaints Policy'.

Please refer to the school's SEND Policy for further information regarding provision for pupils with special educational needs.

This SEND Information report was reviewed and updated in November 2026 by the school SENCO Catherine Salter and the SEND Governor Melvyn Chungath.
Signed *C.Salter*
Signed *MChungath*