



## **SEND INFORMATION REPORT 2024 – 2025**

At Blessed Dominic Catholic school we believe in education for all. We are a two-form entry; Catholic primary school, which admits children from age 3 – 11, (Nursery to Y6). Currently we have a Nursery provision. Our Ofsted rating is Outstanding. We are an inclusive mainstream Primary school providing for the following areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional Mental Health Needs and Physical and Sensory Impairment. We want adults and children to participate in learning and we celebrate all members of our community. We recognise that every pupil should be treated as an individual and respected and valued regardless of any difficulties they may have. All pupils within our school share equal rights to a broad and balanced curriculum and to be treated with an equal degree of concern for their educational development irrespective of their gender, ethnicity, ability, social circumstances or any physical disability. We work hard to ensure that children and \*parents are involved in every step of the decision making, below are examples of how we do this.

All applications for admission to the school are dealt with initially by the school office and online at [www.eadmissions.org.uk](http://www.eadmissions.org.uk)

If you require any further information please contact the school Inclusion Lead Mrs Dora Sowa on 020 8205 3790

### **SEND Provision at Blessed Dominic Primary School**

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

- Cognition and Learning - Primarily class teachers, who are responsible for all the children in their class, provide excellent (Quality First) teaching. The teacher then identifies needs using on-going (day to day) assessment for learning and co-ordinates how any additional classroom support is used.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome and speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia
- Moderate/severe/profound and multiple learning difficulties



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## The support available for children with special educational needs

- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support



### Whole School Provision Map 2024-2025

Cognition and Learning		Communication and Interaction	SEMH	Sensory and Physical Needs	Referrals and Adaptations	
Literacy	Maths	Language and Communication	Social, Emotional and Behavioural	Physical Development	Inclusion Support	Classroom Adaptations
Additional Support Intervention HLTA/ SEN TA.	Additional Support Intervention HLTA/ SEN TA.	Individual Speech and Language Therapy with Barnet/Harrow SLT	Social Skills Group	Gross/Fine motor group (Funky Fingers)	EP Assessment Referral to SLT/OT/Physio Service	Workstation
Year 6 - 1:3 Class Split English	Pre Teaching	Speech and Language follow up with TA	Lego Therapy	Access to borough Vi/Hi Advisory teacher support	Referral to CAMHS	Individual Timetable
Additional 1:1 reading daily (lowest 20%)	Precision Teaching	Speech and Language Group (Class TA)	Friendship Group	Access to Barnet Autism Advisory Team	Referral to BICS	Now and Next
Precision teaching HF words	Year 6 - 3 Class Split Maths	Lego Therapy	CAMHS	Sensory Room	Art Therapist	Noise cancelling headphones
Additional phonics	Additional SENCO support	Talk Boost	BICS	Outside Space	Grief Encounter	Safe Place
Specific Reading interventions	Basic skills (number bonds)	Early Talk Boost	Transition Books	Sensory Room	Specialist Dyslexia Teacher	Coloured Overlays
Paired Reading	Basic skills (x tables)	Pre-teaching of Key Vocabulary	Art Therapy	Sensory Room	Specialist Language Teacher	Move n Sit cushion
Whole Class guided reading	5 minute box	Differentiate Questioning	Grief Encounter		Referral to paediatrics	Pencil grip
Little Wandle	White Rose Maths		Sensory Room		EWO/Attendance	Adaptive scissors
Fine motor skills group					IAT Support	Laptop
Reading Eggs						IPad
						Sound buttons
						HI adaptations
						VI adaptations

- We support our teachers and teaching assistants in developing classroom based support
- We implement specific learning/social skills interventions as appropriate according to specific need
- Adapted resources e.g. practical resources, displays, table top reminders, visual timetables
- Support sought from Outside Agencies (direct working and advice for staff)
- Peer support e.g. Playground friends/buddies
- Personalised support, based on the child’s needs
- Monitored the progress of all children receiving additional support to ensure that the provision in place is having the desired outcomes/impact
- Specialist Dyslexia and Speech and Language teacher who works with the children providing support where necessary

### Policies and Processes in place to identify the particular Special Educational Needs and Disabilities (SEND) of a child:

Children with SEND are identified in the first instance through pupil progress meetings and teachers’ reports/referrals. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is *significantly* slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress

\*Throughout this report the words “parent or parents” will be used and also represents “carers or guardians

\*\*Speech & Language Therapy, Dysphagia, Physiotherapy, Occupational Therapy, Pre-School Teaching Team, BEAM, Specialist Team Advisory Teachers, children’s Continuing Care Team, Specialist children’s Nursing, Neurodevelopmental Paediatrics, Paediatric Audiology



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- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We also;

- Ensure thorough and individual assessment of children, including observation, termly class based assessment and diagnostic assessment
- Communicate and consult with effectively with all stakeholders through pupil progress meetings, Parents' meetings, target setting with children, home visits, Pupil Profile meetings and involvement with external agencies
- Monitor the progress of all pupils regularly by the class teachers and senior leadership team so that when a pupil is not making progress in a particular area, the school can quickly identify the need and plan any necessary support or intervention

Parents are encouraged to discuss any concerns they may have about the progress of their child and can make an appointment with the class teacher. The class teacher will then liaise with the Inclusion Lead as appropriate.

Referrals can also be made to the Inclusion Lead by using an SEN Referral form (see SEND POLICY)

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Children who have fallen behind will initially be supported with interventions at Wave 2 (see Waves of Intervention in the SEND POLICY). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Arrangements for consulting parents of children with SEND and involving them in their child's education**

- The school encourages and enables parents to contact teachers with ease
- We acknowledge and draw on the parents' knowledge and expertise in relation to their own child
- The school uses Individual Support Plans (ISPs). These plans detail the support that is in place for each child with SEND and is agreed with parents, who sign the document, at three points throughout the academic year
- Reviews of these plans will be an indicator of the child's progress towards agreed outcomes and will indicate whether the child needs further intervention to enable them to make the required progress
- The plans give parents an opportunity to support their children at home
- When a plan is first drawn up it will be explained to parents that this is because the child needs extra support at Wave Three and will now be placed on the school's SEND Register
- A review of the plans may indicate that a referral to an \*\*external agency, is the next step, in which case parents will be fully involved in this decision and in all future meetings and consultations
- Regular formal and/or informal meetings take place between parents and staff members (including the Inclusion Lead) all of whom are available throughout the year
- Where necessary, we also use Home/School communication books



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### **Arrangements for consulting young people with SEND and involving them in their education**

All children at Blessed Dominic's are actively involved in their own personal and academic development. Through target setting and 'ragging', children know their next steps in learning and how to achieve them. At the end of each lesson, all children are encouraged to reflect on their achievement and assess their own learning. In addition to this the school is;

- Developing 'child friendly' Individual Support Plans with the children
- Ensuring that each child with an Individual Support Plan has an easily accessible copy of their targets in a format which they can access.
- We regularly ask all children their views through means of a pupil questionnaire

### **Arrangements in place for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

The school follows the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the needs of each pupil. This will draw on;

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where relevant
- members of the Leadership Team conduct regular observations and Learning Walks to review effectiveness and monitor progress of provision

The class teacher will then use this assessment to write and review Individual Support Plans which will be reviewed three times a year with parents. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

### **The arrangements which have been in place for supporting children and young people in moving between phases of education**

#### **Pre-School to Foundation Stage**

- All children joining the school at Foundation Stage level have had the opportunity to visit the school and their new classroom
- All children new to the Foundation Stage received home school visits
- Pre-school settings of the children are contacted or visited
- Going forward, in preparation for the new academic year, children already identified as having an EHCP will have the support of transition meetings between key adults and photos and routines will be given to the setting to help prepare them for their change



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### Key Stage 2 to Secondary School

- All Year 6 children have PSHE sessions about changing schools.
- All Year 6 children have access to worry boxes and prayer boxes in class.
- Children moving to secondary school visit and have visits from their new setting.
- Some children will work with support staff to undertake additional transition activities.
- Children's records of SEND are sent to secondary schools.
- The Year 6 teachers, leadership team and SENDCo liaises with the SENDCo and year leaders at the relevant secondary schools to ensure that the school has a full picture of the child and their strengths and needs in advance.

### **The approach to teaching children and young people with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching; Wave 1 is our first step in responding to pupils who have SEND and work will be scaffolded to enable access for individual pupils.

We will also provide the following interventions at Wave 2 and 3;

- Five Minute Box
- Number Box
- Little Wandle Phonics
- Lego Therapy\*
- White Rose Maths
- Precision Teaching
- Language Enrichment Programme
- Colourful Semantics
- Specific groups in conjunction with Specialist Dyslexia Teacher
- Specific groups in conjunction with Specialist Language Teacher
- Talk Boost
- Early Talk Boost
- Fine and Gross Motor Skills Activities

### **Adaptations are made to the Curriculum and the learning environment of young people with SEND**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable the children to access their learning as independently as possible. Teachers employ different grouping methods and activities are carefully matched to pupils' abilities. Marking supports next steps in learning. Class teachers have regular opportunities for pupil conferencing with pupils encouraged to reflect on their own learning and respond to teachers' comments.

We make the following adaptations to ensure all pupils' needs are met:

- At Wave One, work is scaffolded to ensure that all children can access the learning objective
- Using recommended aids, for example, laptops, coloured overlays, visual timetables, larger font.
- Use of work stations and other strategies to support pupils on the autistic spectrum
- Use of pre-teaching of key vocabulary
- Differentiated questioning



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- We have Learning Support Assistants who are trained to deliver interventions such as Five Minute Box and Number Box (see above). LSAs work with children on a one to one or small group basis, depending on need. They offer in class support (under the direction of the class teacher) and withdrawal when needed.
- There is a specialist Dyslexia Teacher on staff who also supports children with language strategies

### **The expertise and training of staff to support children and young people with SEND, including how specialist expertise is used**

- The school Inclusion Lead holds the recognised National Accreditation for SENDCo qualification
- We seek to develop our provision and practice through engagement with Barnet (BPSI).
- They also receive other training as required, for example training delivered by the Speech and Language
- Therapist (SLT) in the use of Communication Keys, Bucket Time etc.
- Teaching Assistants are directed by class teachers to deliver specific interventions, in consultation with the Inclusion Lead. These are delivered according to need and are specified in children's Individual Support Plans.
- Speech and language interventions are regularly delivered by TAs, under the direction of the Speech and Language Therapist (SLT)
- Recommendations made by \*\*other professional are incorporated into Individual Support Plans
- We are committed to investing and developing the knowledge and skills of all staff to manage the Challenges of the range of needs in the school, and to ensure that all support is of high quality
- We invite outside agencies to deliver whole staff training
- We hold regular Learning support assistants meetings and training sessions
- We ensure our liaison with Inclusion coordinator, and Learning support assistants is effective

### **How the effectiveness of the provision made for children and young people with SEND is evaluated**

- Regular reviews of pupils' progress towards the individual targets in the children's Individual Support Plans
- Feedback on progress is obtained from parents and pupils at Individual Support Plan reviews
- All interventions are baseline assessed and are reviewed for impact after a minimum of six weeks
- Monitoring progress by the Inclusion Lead, Leadership Team, Key stage Leaders and class teachers
- Holding annual reviews for pupils with SEND or EHC plans
- Members of the SLT hold regular Learning Walks/Observations to review effectiveness of provision
- Parents' and Pupils' views are sought verbally and through surveys
- We hold multi-agency meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings



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### **How children and young people with SEND are consulted and enabled to engage in activities available to children and young people in school who do not have SEND**

We believe that the wellbeing of all our children is paramount and as such, provide support for pupils to improve their emotional and social development in the following ways;

- Pupils with SEND are encouraged to be part of the School Council and Mini Vinnies (Pupil Voice)
- We have a zero tolerance approach to bullying
- Pupils are able to seek support from Barnet Health & Emotional Well-being Services (HEWS) through CAMHS
- Pupils also access counselling from Grief Encounter where required
- We support our children with their social and emotional development throughout the school day, through the curriculum, a wide range of extra-curricular activities and social groups where necessary.
- Our Inclusion coordinator facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented
- Our children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration
- We have Foundation Stage Early Years Key workers who provide access to 1-1 emotional support throughout the day
- We arrange additional support from specialist staff as needed for individual pupils

Blessed Dominic is an inclusive school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. In some cases a risk assessment will be completed before a pupil with SEND participates in an extracurricular activity. This is to ensure that the right level of support can be put in place.

- All pupils are encouraged to go on our day and residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops
- We encourage visitors who can, to contribute to a rich and varied extra-curricular offering and no pupil is ever excluded from taking part in these activities because of their SEN or disability

### **How the school has involved external services and other organisations, in meeting the needs of children and young people's SEN and supporting their families**

The school works closely with a range of services in Barnet including Educational Psychology, BEAM, IAT and SLT. We have an attached Educational Psychologist and Speech & Language Therapist. The Inclusion Lead holds termly planning meetings with them to identify and prioritise cases. We pride ourselves on recognising the valued support and contribution that other professionals make and seek to work in collaboration with the multi-disciplinary team whenever possible.

We work with the following agencies to provide support for pupils with SEND:

- The Educational Psychologist
- Speech and Language Therapy services (SLT)
- Occupational Therapy (OT)
- Pre-School Teaching Team



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- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Advisory Team (IAT)
- Barnet Early Autism Model (BEAM)
- Paediatricians
- Social Care
- Children's Continuing Care Team
- Specialist Children's Nursing
- Neurodevelopmental Paediatrics
- Paediatric Audiology
- Hearing Impaired Team
- Vision Impaired team

### **The additional learning support available to children with special educational needs;**

- Class-based teaching assistants work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN
- Differentiated resources to support children with SEN to become more independent
- Support from outside agencies when necessary
- Access to evidence based SEN interventions in very small groups or 1-1
- Access to specialist Dyslexia teacher where necessary

### **Activities are available for children with special educational needs in addition to the curriculum;**

- Our Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents are consulted and involved in planning.
- We seek to ensure other extra-curricular afterschool activities e.g. football or dance are accessible to all

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

- We expect all staff to deliver Quality First Inclusive Practice and this is clearly defined in our setting
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary
- We monitor all interventions for impact and outcomes are defined at the start of any intervention

### **Facilities that are available for children with SEND in addition to the curriculum**

- Our Inclusion Lead oversees all additional support and regularly shares updates with the SEN Governor
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.





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- We have a medical policy in place and clear procedures
- We have a Health and Emotional wellbeing member of staff who support children and families when necessary.

### **How facilities that are available are accessed by children with SEND**

- We meet the requirements of the DDA Act, 1995
- We meet the requirements of the Equalities Act (2010)
- We have a number of toilets with disabled access
- We have a toilet and shower room that can be accessed easily
- We have a school where all our classrooms have wheelchair access
- We have a ramp at the entrance to allow access
- Although dogs are exempt from school, Guide Dogs are welcomed.
- We carefully consider the accommodating of children with needs each year when children move classes

### **How the schools resources allocated and matched to the children's special educational needs**

- Where children have an Education, Health and Care Plan (EHCP) we allocate resources appropriately and carefully. If your child does have an EHCP, the school will ensure support to meet your child's needs. This will include the allocation of support and allocation of specialist support (External Agencies such as Speech Therapy etc.).
- We also fund specialist equipment and resources and work carefully with external agencies
- We fund extra-curricular activities where appropriate
- We send our teaching assistants and teachers on courses to support their work with pupils
- We employ extra staff with relevant expertise where necessary.
- Staff have in house training and access to borough led training on SEND and Inclusion

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

We actively encourage parents in the first instance to talk to their child's class teacher.

For children with SEND, further information and support can be obtained from the Inclusion Lead

**Mrs Dora Sowa**

who can be contacted through the school office on 020 8205 3790.

### **Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

The class teacher is the first port of call if a parent has a complaint about SEND provision, but concerns about SEND can also be directed to the Inclusion Lead. The head teacher should then be approached, before having recourse to the Complaints Policy. The Complaints policy is available on the website.

Parents of pupils with disabilities have the right to make disability discrimination claims to a first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding;

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



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If you have any concerns that you feel have not been dealt with in school the SEND Governor is;

**Mr Steven Frayne**

who can also be contacted through the school office.

### **Where to obtain further Support**

A list of what support can be found in school is available on;

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer/SEN-Support.htm>

The London Borough of Barnet have developed a “Local Offer” of the facilities that are available in Barnet - <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

### **Useful contact information**

#### **Barnet Local Authority – Local Offer – [Barnet Local Offer](#)**

Barnet Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers –

Phone: 020 8359 7637 email: [enquiries@barnetparents.org.uk](mailto:enquiries@barnetparents.org.uk)

Community Parent Support Service – available to all families living in Barnet. Works with parents of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem.

Phone: 0800 389 8312 for Barnet residents email: [family.focus@barnet.gov.uk](mailto:family.focus@barnet.gov.uk)

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This document will be reviewed in September 2025