Our Lady and St. Brendan's Catholic Primary School

Following Jesus to discover joy, share faith and grow in love.

HALF TERM SPOTLIGHT ON INCLUSION

Spring 1 - Monday 5th January 2026

Mrs C Eagleton—Inclusion Lead Mrs S Wiblin—SENDCo

We hope that you and your families are all well and are looking forward to the half term ahead, following a peaceful festive break. Happy New Year and we hope this newsletter finds you better than the weather. This months Inclusion newsletter will be focussed on the Graduated Approach and external agencies support in school. As always, we are always happy to meet with at mutually convenient times to discuss any questions or concerns that you may have. Mrs Eagleton & Mrs Wiblin

Here at OLSB

Get in touch

senco@olsb.bcwcat.co.uk

Keep up to date with all things SEND/Inclusion by scanning the QR code!

External Agency Support

At OLSB we pride ourselves on our strong links with external agencies.

The agencies that we work with most frequently are:

· Speech and Language Therapy (SALT)

· Advisory Teaching Service (SCIL)

· Educational Psychologist (EP)

We have a small number of hours allocated by the Educational Psychologist over the year. The EP supports children with significant needs who may require an Education, Health and Care Plan.

The SCIL Team is split into 4 teams. - Cognition and learning - Social, Emotional and mental health, - Communication and Interaction - Sensory and/or physical The SENDCo completes a My Assessment with the family which outlines the child's history, needs and views of parents. The specialist teacher then comes into school to work with school staff and they provide a report that outlines additional recommendations and strategies to support each child. We currently work closely with Nicola Gaunt (Cog & Learning) & Rachel Pouncey (SEMH) who are providing support for pupils in school.

Due to increased waiting times of services and the need for a more thorough or a diagnostic assessment, the option of carrying out a private assessment is becoming more common and we carry out diagnostic SEND assessments linked to behaviour, SEMH, dyslexia, cognition & learning, sensory processing disorder within school.

The Graduated Approach

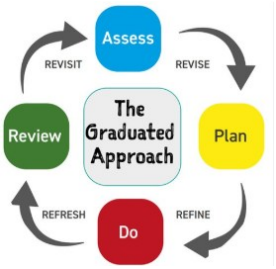
We thought that it would be useful to outline how special educational needs and/or disabilities are identified and supported here at OLSB. We follow the assess, plan, do, review cycle to support children's needs.

Assess Children's progress is monitored regularly by class teachers and senior leaders. This enables staff to quickly identify when a child is not making expected progress in an area of learning. Any concerns are then discussed with parents by the class teacher and the SENDCo.

Plan If it is agreed the difficulties are impacting on the child's progress and additional provision is deemed necessary, the child will be placed on the SEND Register and provided with an Individual Education Plan. This document identifies the area of need for each child and outlines targets and the support in place for the child. If a child's needs are such that it is deemed unnecessary to be placed on the SEND Register straight away, they will be added to the 'Cause for Concern Register.' They will receive additional support and will be monitored closely.

Do At this stage the targets, support and interventions that have been outlined in the IEP are implemented.

Review IEP's are working documents which are monitored by the class teachers as part of their normal planning and assessment. The parent/carer and child will be invited to a review meeting with the class teacher termly, so that the child's progress towards their targets can be discussed. A record of the agreed outcomes and further actions will be made and will feed into the next IEP, ensuring any continuing support closely matches the needs of the child. Following 2 cycles of Assess, Plan, Do, Review, if external guidance is required, the SENDco can complete this. The child may be then referred to external agencies for support. Further details about this process can be found in our school SEND information report on the school website.



As we navigate through the school year, we want to highlight the importance of managing emotions in children. It is normal for young learners to experience a range of emotions, especially during times of change or stress. We encourage our students to express their feelings and seek support from teachers and staff when needed.

By fostering a safe and supportive environment, we can help our children develop healthy coping mechanisms and emotional intelligence. No feeling is wrong, it is how we manage those feelings that matter.

At school we encourage children to share their feelings using our Feelings Boards.

Most children are able to point to the colour which is the first step to being able to think about how they manage their feeling.

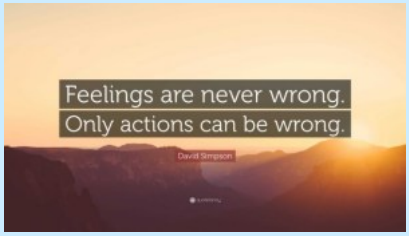
Some techniques shared with children include:

• Box breathing– breathing in and out for a count of 4 each tracing the sides of a box.

• Mindful thinking– 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, 1 thing you want to do…

• Moving– take a break from your feelings and change the scene

• Take a drink of cold water– reset your senses.



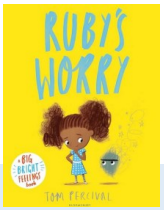
Safeguarding

In school one of our most significant responsibilities at is to s a f e g u a r d t h e children in our care. If you have concerns about a child please contact one of our DSL's . Do you know who our Designated Safeguarding Leads are in school?

Keeping children safe is everyone's responsibility

Book Recommendation

Reading is core across our whole school and that is no different when we think about our wellbeing and emotions. Books help us to see our own feelings– making us laugh, cry, worry and know that we are not alone. This recommendation is a book thatMrs Eagleton loves. Ruby's Worry by Tom Percival is an excellent book to share with children of all ages about how sharing your worries– no matter how big or small– with a trusted person will help them feel smaller and more manageable. Tom Percival has an excellent range of picture books looking at a number of feelings including anger and loneliness– check them out!



You said…….We did!

In response to parent enquiries regarding dyslexia, OLSB have purchased Dyslexia Portfolio screener and BPVS to strengthen our assessment and support for this process. Our lower KS2 staff have also been trained on Sensory Circuits within the classroom.
Thanks for the suggestions. Keep them coming!