



# *St Bernadette's Catholic Primary School*

## Special Educational Needs and Disability (SEND)

### Information Report

At St Bernadette's Catholic Primary School we strive,

*“to ensure a happy and secure learning environment. We celebrate the dignity and worth of all in our school community. As a Catholic school we recognise that in loving others we love Jesus and we help each other to achieve our full potential.”*

Therefore this information report sets out how we aim to achieve our mission for Special Educational Needs and Disability (SEND) pupils and the provision we provide to support SEND children in our care.

### **Who is the Special Educational Needs Coordinator (SENCO) in our school and how can they be contacted?**

The SENCO is Mrs C Round and he can be contacted via the school office (T 01524 63934).

### **What kinds of special educational needs are provided for in our school?**

St Bernadette's is a mainstream primary school which caters for special educational needs and disability (SEND) pupils in the following areas.

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

At St Bernadettes we work with outside agencies, such as the Speech and Language Therapy Service, to ensure that the most appropriate provision is in place for children with communication and interaction needs.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

At St Bernadettes we work with a variety of outside agencies, such as SEND Inclusion Service, who provide specialist teaching, advice and support for children with cognitive and learning needs.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At St Bernadette's all staff have been trained as Rainbow Counsellors and we have received the Carnegie School Mental Health Award to support vulnerable children with social, emotional and mental health difficulties. Trained staff also provide individual programmes to support children with such difficulties.

### **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At St Bernadette's we have plenty of experience of supporting children with sensory/physical needs such as the provision of wheelchair access, hand rails and a disabled toilet.

### **What is the school approach to teaching children with SEND?**

At St Bernadette's we plan and teach all pupils to meet their different needs in order to work towards achieving their full potential. This includes a differentiated curriculum to suit the needs of SEND pupils which may include different activities, different resources and additional in class support.

This provision is regularly reviewed through teacher monitoring and evaluations, formative and summative assessments, advice and guidance from the school SENCO and outside agencies.

### **What adaptations are made to the curriculum and learning environment for SEND pupils?**

At St Bernadette's the curriculum and learning environment is adapted for SEND pupils through the early identification of specific needs (eg Individual Education Plan) and the appropriate teaching and learning provision, support and resources.

Information on the school curriculum can be found on our website

[www.st-bernadettes.org.uk](http://www.st-bernadettes.org.uk)

This is reviewed regularly in order to ensure that SEND pupils can continue to make the good progress to achieving their full potential.

### **How do we identify a child with SEND and how do we assess their needs?**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals such as the SEND Traded Service.

This information gathering will include an early discussion with the child and their parents. These early discussions with parents will consider the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents. This will then determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

However if support is provided, a clear date for reviewing progress will be agreed and the parent, child and teaching staff will each be clear about how they will help the child reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents will be formally informed that special educational provision is being made.

Where a child is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support is needed for the child to make good progress and good outcomes. This is known as the graduated approach.

## **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as other information such as behaviour. It will also draw on the child's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with us to help inform the assessments.

## **Plan**

Where it is decided to provide a child with SEND support, the parents will be formally notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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. This will be recorded on a support plan for the child known as an Individual Education Plan (IEP).

## **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher will still retain responsibility for the child. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date (eg at the end of each term).

The impact and quality of the support and interventions will also be evaluated, along with the views of the child and their parents. The class teacher, working with the SENCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Where a pupil has an Education Health Care (EHC) Plan, the local authority will review the plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

### **How do we support children in moving between phases of education?**

At St Bernadette's we are aware that children with SEND find it particularly stressful when moving between different phases of education such as moving to high school. Therefore, in cooperation with high schools, we ensure that this transition is made as smooth as possible through early liaison with the SENCO at an annual review and an extended induction programme.

### **How do we support pupils with medical conditions?**

We recognise that children with medical conditions should be properly supported so that they can have full access to the curriculum, including physical education and school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special education needs (SEND) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs as well as their special educational provision and therefore the SEND Code of Practice (2014) is followed.

Further information can be found in our Health and Safety Policy which is available on our website, [www.st-bernadettes.org.uk](http://www.st-bernadettes.org.uk)

### **How are pupils with SEND enabled to engage with all school activities?**

All activities, clubs and visits are inclusive to all children.

There is a Breakfast Club (7.45am-8.55am) and After School Club (3.15pm-6.00pm) available for children during term time.

Lunch time and After School Club Activities include Choir, Prayer Meetings, Art Club and Sports Clubs (Multi skills, Netball, Football, Cricket and Athletics)

There is no charge for after school clubs unless an outside provider runs the club for the children on behalf of the school.

All visits, including residential, are available to all pupils including pupils with SEND.

## **What measures are in place to support emotional and social development and to prevent bullying?**

At St Bernadette's we pride ourselves on providing a high standard of pastoral support for all our pupils. We have staff trained as Rainbow Counsellors, Kidscape and we have received the Carnegie School Mental Health Award to support vulnerable children. We have developed a Keeping Safe Charter with the children which is reviewed regularly and we hold Anti-Bullying activities to raise awareness about the strategies we use to prevent bullying. Our Anti-Bullying Policy is available on our website, [www.st-bernadettes.org.uk](http://www.st-bernadettes.org.uk)

## **What are the arrangements for handling complaints about the SEND provision in school for a pupil?**

If a parent has cause for complaint, they can express their concerns initially to the Class Teacher or the SENCO.

In the event of the initial meeting failing to resolve the issue, or if the concerns persist, they should be brought to the attention of the Headteacher.

In the event of continuing dissatisfaction, parents will be advised to take their complaints to the Governor with the responsibility for SEND.

Should an impasse arise between the parent and the school, assistance will be sought from the LEA (see School Complaints Policy available on our website

[www.st-bernadettes.org.uk](http://www.st-bernadettes.org.uk)

Parents are entitled to attend and be represented at each stage of the complaints procedure.

## **What training and expertise is in place to support SEND pupils?**

At St Bernadette's we constantly strive to develop the expertise and training of our staff to support SEND pupils. This has included Mental Health Training, Kidscape, Rainbows, Autistic Spectrum Disorder, Dyslexia and Dyscalculia. In addition to this we have access to outside agencies, such as SEND Inclusion Service, who provide diagnostic assessments, specialist teaching and advice to staff and parents.

## **How does the school evaluate the effectiveness of its provision for SEND pupils?**

At St Bernadette's we have a variety of strategies to monitor and evaluate the effectiveness of our provision for SEND pupils.

These include;

- Regular review of Individual Education Plans which evaluate the success of individual targets, invite parents input and set new achievable targets
- Regular discussion with the school SENCO
- Regular reporting of SEND provision to the school governors
- End of term assessment and evaluations of the progress and attainment of SEND pupils in comparison to peers

- Regular liaison with outside agencies re specialist teaching, advice, assessments and support to improve SEND provision
- Staff Meetings
- Staff Appraisals
- Children's views/concerns
- Parent Questionnaires
- Senior leadership monitoring of SEND provision
- Annual review meetings for SEND pupils with a statement or EHC Plan
- School Improvement Planning identifies areas for future improvement.

**How do we involve and work with other professionals, such as local authority support services, health and social care bodies and voluntary sector organisations, in meeting the needs of our SEND pupils and their families?**

At St Bernadette's we involve a number of outside agencies to work with staff to advise and support SEND pupils and families.

These include:

- School Nurse
- Speech and Language Therapy Service
- Educational Psychology Service
- Mental Health Services
- SEND Traded Service
- SEND Officers
- Social Services
- School Attendance team
- Ethnic Minority Service.

**Where can we find information on the school Special Needs and Disability (SEND) Policy and where the local authority Local Offer is published?**

School SEND Policy and Local Offer: [www.st-bernadettes.org.uk](http://www.st-bernadettes.org.uk)

Lancashire County Council's Local Offer: <http://www.lancashire.gov.uk/send>