



St Bede's Catholic Primary School



Special Educational Needs and Disability (SEND) Information Report

Spring 2024

As a Catholic school, we view each individual as a unique 'child of God', loved and valued in their own right. Pupils with SEND are not only welcomed into our school community, but valued for their contributions and the positive impact that they have on others. We endeavour to make every effort to achieve inclusion of all pupils whilst meeting their individual needs.

All children have a right to learn. For some children this may be more challenging than for others. At St. Bede's, we believe that all children should be provided with the opportunity to enjoy a full, enriching and enjoyable curriculum, irrespective of SEND. We aim to meet each child's requirements, by making necessary adaptations, providing appropriate support and taking into account their strengths, needs and aspirations. We will consult with children, parents, carers and outside agencies to help support our good practice. Strengths will be acknowledged as well as challenges, so that adaptations may be made relevant to the individual child. We focus on individual progress and achievement as the main indicators of individual success, in the full range of curricular areas.

This report includes the arrangements for identifying, assessing and making provision for pupils with SEND. It has been written alongside parents, governors and staff and provides you with details about our Special Educational Needs provision.

The SEN Code of Practice

We are led by the principles of the SEN Code of Practice which supports:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs, and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

What does "Special Educational Needs and Disabilities" mean?

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- requires support that is “additional to or different from that made generally for others of the same age”

Special Educational Needs and Disability Code of Practice: 0-25 years p.15-16, January 2015

What are the kinds of Special Educational Needs and Disabilities for which provision is made at St Bede’s?

Every child is valued in our school. We have an inclusive ethos and welcome all children providing them with opportunities to achieve their true potential. Children may have Special Educational Needs in any area of their development. The Code of Practice (January 2015) states that there are four main areas of need.

1. **Communication and Interaction** Children may have a delay or disorder that makes talking, interacting and understanding communication challenging inside and out of the classroom.
2. **Cognition and learning** Children may have difficulties with the skills needed for learning
3. **Social Emotional and Mental Health** Children may have some difficulties with an aspect of their emotional development
4. **Sensory and Physical** Children may have a medical or genetic condition that could lead to difficulties with: physical access to the building and/or curriculum; fine and/or gross motor development.

Who are the key people responsible for SEND at St Bede’s

- The Headteacher is Mr Jamie Carroll
- The Inclusion Manager and Special Needs coordinator is Mrs Helen Grant
- The Designated Teacher for Looked After and Post Looked After children is Mrs Helen Grant
- The SEND Governor is Mrs Liz Flaherty

The SEND coordinator is responsible for the operation of the school’s Special Needs and Disabilities Policy, working in partnership with children, parents, teachers and outside agencies to ensure a person-centred approach to planning for each individual’s needs.

If you have any concerns or would like to come and talk please contact adminoffice@stbedes.hants.sch.uk

Frequently Asked Questions

Please click on the links below to find the answers to your questions.

How does St Bede’s know if my child needs extra help?

Here at St Bede’s Catholic Primary School we continue to monitor the development of the whole child. Children are identified as having SEND in a number of ways.

- We share information with any previous settings such as previous school or pre-school setting.

- We liaise with external agencies in the case of a physical, sensory, mental health or medical need.
- The progress of children with EHC plans are reviewed formally through the Annual Review process. This is a meeting that is held every year to monitor progress.
- Year group teaching teams and the SENDCo will evaluate the outcomes of intervention groups (small teaching groups that work on specific targets). Targets are refined and further intervention takes place for those not making expected progress.
- Concerns can be raised by parents at any time. They should contact the class teacher in the first instance, further meetings with the SENDCo if appropriate
- Teachers regularly assess and review children progress, if it appears stalled or slow they will implement an intervention and monitor progress.
- Concerns around wellbeing and Social and Emotional and Mental Health can also be raised by parents or teachers to the SENDCo.

How do I raise concerns if I feel I need to?

We have an open door policy and would encourage you to contact your child's class teacher in the first instance if you have any concerns or questions.

- For questions and concerns regarding existing provision (learning plan or EHCP) for your child, a meeting with the class teacher and SENDCo can be arranged
- Members of the Senior Leadership Team are available for appointment by prior arrangement. Please arrange this by phone or email. Contact details are on the school website.

How will St Bede's support my child?

- **The Inclusion Manager** will oversee the progress of any child who has been identified as having SEND or who staff are monitoring. The Inclusion Manager will deliver some targeted interventions such as Lego Therapy and Attention Autism.
- **Class Teachers** will monitor, plan and deliver well-matched learning experiences to all children in their class. An individual set of targets will be planned for each child with SEND, so achievements can be celebrated and next steps carefully managed. Monitoring meetings will be held regularly with the SENDCo to monitor progress being made.
- **Support Staff:** Learning Support Assistants are directed by class teachers to support all children in each class. They may deliver specific interventions or offer one to one support when the class teacher feels it is appropriate.

Who will explain what my child requires and how often will this happen?

There is an open door policy here at St Bede's. Please seek out your child's teacher in the first instance and then the Inclusion Manager if you need more detail. However there are some formal meetings that take place:

- **The Inclusion Manager** will hold Annual Review meetings once a year for children in receipt of an EHCP. Parents, Outside Agencies and representatives from the Local Authority are invited to attend.
- **Class Teachers** will meet you in the Autumn and Spring terms, in order to discuss your child's progress and the support they are receiving. Children with a SEND

Learning Plan may have this reviewed more frequently if appropriate, your child's class teacher will inform you if this is the case.

What support will there be for my child's overall wellbeing?

As a school community, promoting our children's Social, Emotional, Mental Health and wellbeing is a priority. The first point of call and key person who can offer support is your child's class teacher. For some children there is a need to seek additional support from other professionals.

- ***Inclusion Manager***; Helen Grant has a wealth of experience in supporting children and their parents with a variety of Social Emotional and Mental Health needs, and is available for parents to contact to arrange a meeting. She is able to support children through interventions such as The Zones of Regulation, Sensory Circuits and Lego Therapy.
- ***Headteacher***; Jamie Carroll is available on the gate in the mornings for informal queries. Parents are encouraged to talk through any worries or concerns with him. Parents are also able to make an appointment with Mr Carroll if meetings of a more formal nature are required.
- ***Pastoral Team - Inclusion Manager and trained ELSA (Emotional Literacy Support Assistant)***; We have one member of staff trained to deliver Emotional Literacy Support sessions.
- ***Relax Kids***; is offered to children as a ten session programme for those who need additional support for their wellbeing. These sessions are by invitation and children are carefully selected by staff to attend.
- ***Access to Resources***; Sensory equipment and resources have been made available for children that need them.

How does the school manage health and First Aid during the day?

- Key staff have a First Aid Qualification which is updated regularly. It covers the management of accidents and injuries in school and other conditions.
- Key Staff will undergo specific training related to your child's care plan if they have one. Please contact school immediately if this is the case.
- If your child receives any treatment in the day you will be contacted by school.

What support is there for behaviour, promoting inclusion and increasing attendance?

- St Bede's has a clear Behaviour policy, this is available for viewing on the school website.
- The School will work closely with Outside Agencies such as the Primary Behaviour Service, and Inclusion Services to actively support inclusion.
- We aim to provide a "team around the child" approach to behaviour management.
- St Bede's has a strong emphasis on supporting attendance and punctuality with each child in our school. Attendance is monitored daily.
- Lateness and absence are monitored – please get in contact if there are any issues you are experiencing with this.
- We are also able to offer support when appropriate from outside agencies, such as the Early Help Hub and family support.

How will my child be able to contribute their ideas and views?

- Children with SEND are regularly encouraged to discuss their progress and take part in the target-setting process after it has been reviewed.
- At transition times between Key Stages, it may be relevant for your child to have a TPA (Transition Partnership Agreement), in order to assist them with readiness for a new stage in their education. This would take the form of a short meeting with parents/carers, new school/new teachers, any relevant external agency practitioners and the Inclusion Manager. Your child will contribute to his/her TPA.
- Similarly, if your child has an EHCP, their views and ideas will be sought and noted down with their Class Teachers or Learning Support Assistants before any Annual Review meetings. This will be overseen by the Inclusion Manager.
- Children at St. Bede's are routinely asked to reflect on their learning journeys and share their feelings and suggestions about progress, throughout the school year. Children are given the opportunity to hold positions of responsibility and progress their social skills as well as academic achievement.

How accessible is the school environment?

- The ground floor of the school is wheelchair accessible.
- Accessible toilet facilities are available adjacent to the main reception area.

How will the curriculum be differentiated to suit my child's needs?

- Our long-term curriculum plans are available to parents and carers on the school's website, with links to help support your child with her/his learning
- All learning activities within class are carefully planned and differentiated at an appropriate level, so that all of our children are able to access learning according to their specific needs. Children may also follow individual learning programmes.
- Children with SEND will have access to appropriate resources as needed to support their learning and assist with their progress.
- The Inclusion Manager reports to the Headteacher and Governors regularly, to inform them about the progress and required learning support of children with SEND. All information shared will conform to data protection regulations, and ensure that confidentiality around the child is maintained at all times.
- St. Bede's has a named Governor with responsibility for SEND who also meets regularly with the Inclusion Manager to share progress and keep the Governing Body and LA informed, where appropriate.
- The school is allocated an SEND budget so that children with SEND receive the support needed in order to make progress and develop. This may include the provision of equipment and/or staff, as deemed appropriate by the school.

How will we know if this has had an impact?

- The school will ensure that identified children are making appropriate progress and that the gap is narrowing between them and their peers.

- Our school is also mindful of the fact that the levels of attainment of some children with SEND will not be in line with their peers; it may also be necessary to measure progress using modified assessment materials.
- Learning Plans are continually reviewed and modified, to ensure targets are being met. Other assessments are carried out to monitor impact, for example, Reading Age Tests and Spelling Age Tests.
- St. Bede's provides continual impact monitoring through the SEND Register; children move off the Register once sufficient progress has been made. Parents/carers will be informed of decisions involving their child's SEND status at all times.

How will I know how my child is doing and how will you help me to support my child's Learning?

- Parents'/carers' consultation meetings are held on a regular basis. Should you require more than the parents'/carers' consultation meetings, please speak to your child's class teacher in the first instance. At such times, we can offer advice and practical ways to help and support your child at home.
- Learning Plans will be discussed with you and duplicated for your records. Suggestions to promote enhanced progress for your child's particular learning style are welcomed, when discussing SEND initiatives; we look forward to creating an inclusive dialogue with parents/carers, given their first-hand knowledge of our students.
- When the Learning Plan is reviewed, comments are made against each target to show progress and ideas for next steps of learning suggested for your child's future achievements and development.
- If your child is in receipt of an EHCP, you will invited to their Annual Review meeting to discuss their progress.

How does the school know how well my child is doing?

- We track and analyse the children's learning and progress against national expectations and criteria, and against age-related expectations, on an ongoing basis.
- In addition to this, your child's class teacher continues to assess each child and notes areas of improvement or where further support may be needed.
- Children's school academic progress from Year R to Year 6 is also tracked
- Triangulation meetings are held at least termly between each class teacher and the Senior Leadership Team. At these meetings, discussion takes place concerning children who are not making expected progress; identified children are given individual learning plans to address concerns.
- Where specific learning needs are apparent, St. Bede's uses a range of assessments to explore a child's strengths and difficulties in more depth, and the support of other professionals may be sought.
- The Headteacher and Inclusion Manager report regularly to the Governing Body, and the Inclusion Manager attends briefing sessions provided by the SEN LA Service and with the SEN Governor, where appropriate

How will my child be included in activities outside the classroom including school trips?

- St. Bede's ensures that all children are included in all parts of the school curriculum. We aim for full inclusion in activities outside of school, such as trips and residential visits. We will provide the necessary support to ensure safe and successful activities, and this

may involve discussion in advance with parents/carers. For example, it might be appropriate for a parent/carer to accompany a child on a school trip, depending upon individual needs. This may also be true for residential visits.

- A careful risk assessment is taken prior to any off-site activity, to ensure that all participants' health and safety are not compromised. In the unlikely event that we consider it unsafe for a child to take part in such an activity, then alternative and similar learning opportunities will be planned and provided within an alternative environment.
- St. Bede's operates some extended services including a variety of lunchtime and after school-activity clubs, as well as a Breakfast Club and an After-School Club; we aim for these to be inclusive to all children's needs. Each child's needs, whether temporary or more permanent, will be considered on an individual basis.

How will school prepare and support my child when joining or transferring to another school?

Starting in Reception

- The Early Years Foundation Stage leader will contact named early years providers when you accept your school place. A meeting will take place for a general discussion.
- The Inclusion Manager and Early Years Foundation Stage leader will meet with parents and early years providers for additional information gathering if necessary
- If your child has complex needs, then a TPA or EHCP review meeting will be arranged.
- Parents meeting and Stay and Play sessions will take place in the Summer term.
- Additional visits can be arranged if necessary
- Social stories and comic strips are written and given to you for use at home.

Transferring out from/in to our school mid-year

- If your child has complex needs, then a TPA or EHCP review meeting will be attended and used to support entry/exit to or from St. Bede's.
- The Inclusion Manager will contact the new/previous school to gain information.

Transferring between year groups and Key Stages

- When your child's teacher is known, we will schedule meetings and times to complete enjoyable activities to introduce new adults
- Children will spend time in their new classrooms on our change-over day in the Summer Term
- Teachers will hold transition meetings with and without the Inclusion Manager to ensure that all learning strategies are passed on accurately
- Learning plans will be reviewed and new targets written in the Summer term to ensure a smooth transition

Transferring to secondary school

- If your child has complex needs, then a TPA or EHCP review meeting will be attended and used to support entry/exit to or from St. Bede's.
- Where children with SEND are transferring to secondary placements, additional pre-visits may be arranged if necessary
- Staff liaise closely with secondary school colleagues and SENCOs/Inclusion Managers to ensure all relevant information is shared.

What training have the staff supporting SEND had?

- Inclusion Manager - Helen Grant has been a teacher in charge of a resourced provision for six years and has a wealth of experience in delivering specialist curriculums to children in mainstream schools. She is currently nearing the end of a Masters Degree in Leading Inclusive Education. She is trained in delivery of a wider range of interventions.

- St. Bede's has a fully trained Emotional Literacy Support Assistant who runs group and individual interventions.
- Teaching and support staff receive regular training internally. External staff training and targeted support from outside agencies takes place throughout the year and is responsive to the needs of our children.
- St. Bede's has a culture of sharing good practice and expertise with professionals in the local area; this enables us to ensure our staff have as much knowledge and regularly updated skills as possible, within the field of supporting children with SEND.
- Specific training held by our staff includes Child Protection Training, Precision Teaching, ELSA, Speech and Language Training, Core Training for Designated Teachers for Looked After Children, and training for physical intervention.
- St. Bede's also operates a regularly-updated skills training programme for support staff, facilitated by the Headteacher and Inclusion Manager.

Who can I contact for further information?

- If you have any questions, please speak to your **child's class teacher** in the first instance.
- If you would like to discuss broader issues surrounding SEND, please contact our **Inclusion Manager**
- Contact the **school office** for further information about the school and to arrange any further meetings with staff.
- **Hampshire Education Authority's Local Offer:** All local authorities provide a 'local offer' outlining the services that are available to children with special educational needs and their families in an area. This information has been co-produced with families in the area and is designed to be presented as clearly as possible. The offer will outline:
 - What is available
 - Where a service can be found
 - How you can access those services, including how decisions are made
(Information taken from <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>)
- You may also wish to visit the following **SEN-related websites**, for further information:
 - IPSEA (Independent Parental Special Educational Advice): www.ipsea.org.uk
 - Hants Supporting Parents: hampshiresendiass.co.uk
 - <http://www.barnardos.org.uk/index.htm>