



St Bernadette's Catholic Primary School

A HAPPY PLACE TO BE... 

SEND Information Report 2022-23

ASPIRE

A Definition of Special Educational Needs and disability (SEND)

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them

(Special Educational Needs and Disability Code of Practice 0-25, 2015).

St Bernadette's Catholic Primary School: SEND Information Report 2022-23

As part of the SEND Code of Practice (2015) schools are required to publish a document setting out the services they offer for children and young people with special educational needs. This forms part of Stockport's Local Offer. We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

How does St Bernadette's support a child with SEND?

St Bernadette's Catholic Primary School is a fully inclusive school and we are committed to ensure that every child meets their potential. Our teachers know all our children very well and are used to supporting children with many different needs. We cater for children with additional needs in **Cognition**

and Learning (including those children who struggle with early application of reading, writing and maths skills); **Communication and Interaction** (including those children with a diagnosis of Autism); **Social, Emotional and Mental Health needs** and those with a **Physical and/or Sensory need**.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include a short-term intervention learning programme, before and after school groups and other learning interventions developed to personalise learning. We work closely with parents/carers to ensure all our children feel included.

How does St Bernadette's know if my child needs to extra help?

Children may be identified as having Special Educational Needs through admissions information provided by parents and previous schools and settings. Information provided by external agencies including a health diagnosis through a paediatrician; speech and language assessments will also help to inform school of individual need. Our strong assessment measures and regular progress meetings, ensure that all our children are monitored carefully as well as day to day professional observations in school.

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

We ensure that children at St Bernadette's have access to all areas of the curriculum. Through robust assessment systems, our lessons are adapted to ensure that children can access the learning in order for them to achieve their potential. Our teachers plan so that each child has the opportunity to develop as an independent learner. Some pupils may require adapted, modified or alternative

activities that offer an equivalent degree of challenge to the activities which enable the pupils to make progress. This can be done in different ways including using a multisensory approach, as well as accessing a story in a different way and recording information through I.T. We will also adapt the physical environment if needed, in order to overcome potential barriers to learning, including physical education provision. Individual provision maps are devised to support our children with complex needs. These maps are a way of showing the range of curriculum provision planned to meet the specific needs of these children across a week.

What provision does the school make to include all children regardless of their needs?

St. Bernadette's has a number of trained staff to teach and support children with special educational needs. All staff have had training on Restorative Approaches to resolve conflict and Team Teach. Our teaching assistants (TAs) and teachers have received training relevant to the phase they are working within, for the following in order to support our children with needs:

Precision Teaching

Autism Awareness

Narrative, Speech and Language Therapy

Language LINK

Wellcom

Supporting children with dyslexia; dyspraxia; social, emotional and mental health difficulties and attachment.

If a child has a particular need, disability or medical concern, we ensure all staff have relevant training so that the physical and learning environment have been suitably adapted. For example, we may create a personal learning space, modify resources etc. In our school, teachers deliver lessons to

whole classes or small groups and if needed, to individuals to support their progress. Small group interventions are offered for Maths, Literacy, motor skills and emotional well-being. We also buy in specialist support from the Inclusion Service and Speech and Language Therapy who support teaching staff in planning to meet the needs of our children. As part of the Assess, Plan, Do, Review process, we regularly monitor the effectiveness of our provision through monitoring processes which include looking at children's work, classroom observations, learning walks and pupil and parent voice. For a small number of children they may have more complex needs, which may need to be formalised in an Education, Health and Care (EHC) plan directed by the Local Authority. School will endeavour to work towards the outcomes identified on the plans and these are formally reviewed with parents and other professionals each year.

How does the school measure the progress of children with SEND?

At St. Bernadette's we have strong assessment measures for all children. As well as academic assessment in English, Maths, Science and the foundation subjects, we also measure attendance and monitor well-being. We track the progress of all our children carefully using the tracking toolkit introduced by Stockport Inclusion and through our progress meetings; we keep parents updated throughout the year. In addition, we hold termly SEND Review meetings for the class teacher and SENDCO to liaise. Any intervention that takes place outside the classroom also follows a robust system of baseline assessment and regular monitoring. Class teachers in partnership with the SENDCO and parents follow the Assess-Plan-Do-Review cycle to support children with additional needs. The SEND

Support Plans show what steps we are taking to support your child and progress is monitored at least once a term.

How does the school work with parents/carers and children to support learning?

Our children and families are at the heart of all we do at St Bernadette's. We know that working with children is a team effort. With this in mind, we have pledged to follow Stockport's Co-Production Charter. We have an open door policy and we welcome discussions with our parents. All our parents are given termly information about their child's progress through parents' evenings and reports. Through discussions with the children, we also gather the children's feelings about their progress and support and ask if anything else might help them. We also use this as an opportunity to celebrate their achievements with the child. For any child with additional needs, the SEND Support Plan will also be reviewed termly with parents along with the child's one page profile. This gives everyone involved the opportunity to discuss the effectiveness of the plan and make changes where necessary. If any agencies are involved with your child, they are likely to attend at least one review meeting a year.

What support is there for emotional and social development?

We pride ourselves on the nurturing ethos and excellent pastoral care we offer at St Bernadette's. Our class teachers and teaching assistants take time to know their children and all children access a carefully planned PSHE and RSE programme covering subjects such as bullying, internet safety, stranger danger, sex and relationships and grief. If children have worries or concerns, we encourage our children to talk to their teacher/class teaching assistant or the pastoral lead Mrs Rasheed, who can

offer additional pastoral support. For some children, an additional well-being group is accessed (involving outdoor activities) and some may require additional one to one mentoring. This year, we are also providing support for children with a Beacon Counsellor. We use the Zones of Regulation toolkit to promote an understanding of our emotions and strategies to support these. We are a Restorative School and this feeds into our Relationships and Behaviour Policy and our Anti-bullying Policy (which can be found on our website) if things go wrong. We always encourage our children to take responsibility for their actions, to understand the consequences and to put things right and repair relationships.

How does the school support a child moving between phases of education?

We also have special systems in place to support transition in to school, from year group to year group and transition to secondary. Before children start at St Bernadette's, parents have the opportunity to meet 1-1 with the class teacher and if appropriate, the SENDCO. We recognise that parents know their children well and their feelings about their child are important to us. As children move through the school, teachers ensure that information is passed on to the next teacher and transition meetings are arranged for all children. We work closely with our local secondary schools (particularly Harrytown and Werneth) to support transition. Additional visits are put in place for some children, including those identified with SEND. When children transfer to a new school, we ensure that all our records are passed on and we meet with new staff to make them aware of any children with SEND. For a child with an EHC plan, it is likely that additional support from other agencies will also support transition.

Who is there to help me and my child?

The **class teacher** should always be a parent's first port of call, if they are concerned about their child's progress.

Other key staff are available to meet on request:

Mrs Lorna Walsh: Special Educational Needs Coordinator

Mr Tom Lambert: SEND support for Early Years and Key Stage One

Mrs Sinead Jones: Headteacher

Ms Jacky Cullen: SEND Governor

All can be contacted via the school office (Tel: 430 460)

Please note:

A child with SEND who is also looked after by the local authority, will be supported in the same way as all other children at St Bernadette's with additional close liaison with the social worker and carer.