

St. Bernadette's SEND Information Report



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How do we identify the needs of pupils with SEND at St. Bernadette?

At St. Bernadette's, we value inclusion and support all of our children to **GROW TOGETHER** in **FAITH, LOVE** and **LEARNING**.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners on a daily basis during lessons, through more formal assessments and in regular pupil progress meetings. We nurture our children and aim to identify and respond to individual needs. Class teachers get to know the children in their class and are well placed to identify the challenges that children may experience.

Some of our pupils may need additional support to access the curriculum and make progress at their own level. We follow the **Graduated Approach** to support all children who have additional needs. Through this process we:

ASSESS the children - Find out which areas they need support with.

PLAN - Put targeted support in place.

DO – Carry out the targeted intervention for a set amount of time.

REVIEW – Complete an evaluation of the impact that the intervention has had on the child's progress.

Information from a variety of agencies is also used to identify children with SEND, including: family, health professionals such as Occupational Therapy and Speech and Language therapists and social care teams. We work closely with the services available through the **Wigan Local Offer**. Details of this are available at:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

The SENDCo works closely with staff at the **Targeted Education Support Service (TESS)**, the **Early Years Team** and with the **Educational Psychology Service**. Termly planning meetings are held to agree upon a programme of observations, consultations and plans to support our Graduated Approach.

The advice we receive in reports from outside agencies informs our **assessment** and **planning** for children within the Graduated Approach. Following a **review** of the impact of support and interventions over a cycle of two terms, we may feel that it is necessary to complete an **assessment of need** and apply for an Education Health Care Plan.

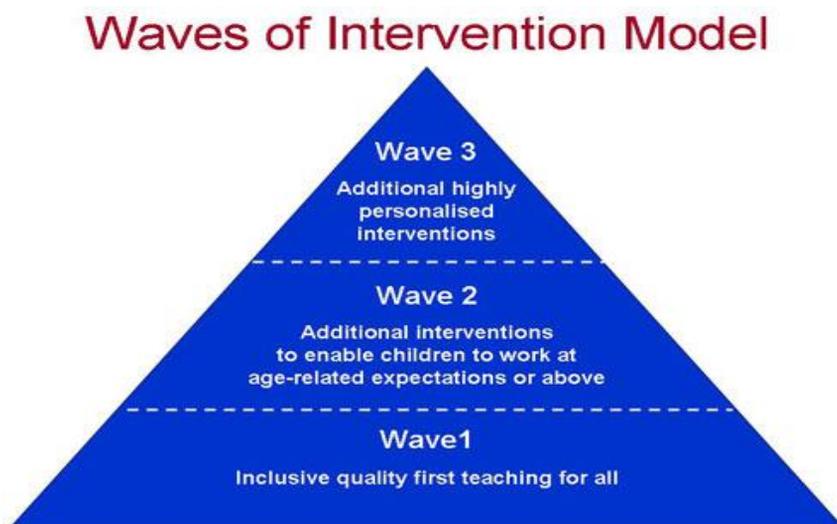
The Wigan Local Offer outlines the Education Health Care Plan Pathway:

<https://www.wigan.gov.uk/Business/Professionals/SEND/Education-health-and-care-plans.aspx>

If a pupil obtains an EHCP, Wigan Council would look at the facilities within the area and decide on the most appropriate school to support the child – this may be a St. Bernadette’s Catholic Primary school or at a specialist school.

How do we cater for different types of SEND at St. Bernadette’s?

The waves of intervention model describes how different levels of intervention can be understood at our school.



Wave 1

At St. Bernadette's **high quality teaching**, differentiated for individual children, is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class;
- That all teaching is built on what children already know, can do and can understand;
- Different ways of teaching are in place so that children are fully involved in learning;
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn;
- Teachers will let parents know what their child is learning and how they are progressing;

Wave 2

Scaffolding and Targeted interventions

- Work may be scaffolded by their class teacher to enable a child to access the curriculum more easily;
- Interventions may be run in the classroom or in short sessions in addition to classroom learning;
- Interventions may be long term or short term;
- Interventions are teacher led and may be delivered by a teacher or teaching assistant ;
- Interventions are usually within a group , but may be 1:1, with specific targets to help children to make progress and secure knowledge and understanding;
- Interventions will be assessed and monitored by class teachers and the SLT;
- Teachers will closely monitor the frequency that children require intervention, if this is becoming regular practise then pupils will be considered for **Specific Individual Support**.
- Teachers complete a Teacher Concern form to share with the SENDCo and a meeting takes place between parents/carers, the SENDCo and Class Teacher.

Wave 3 and Wave 4

Specific Individual support

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan (EHCP Wave 4) or if they have been assessed by outside agencies;
- Some children will have an 'Individual Plan' with individual needs and targets identified by the teacher, SENCo, pupils and parents. These will be monitored and reviewed termly in consultation with parents.
- Children with Social, Emotional and Mental Health needs are supported in school through small group activities in the Butterfly Room.
- The school also employs a Pastoral Manager, Mrs Lisa Speakman, to support Social, Emotional and Mental Health needs.

What support can we offer to support the Four Areas of Need?

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Mental and Emotional Health;
4. Sensory and/or Physical;

(SEN Code of Practice 2014)

At St. Bernadette's, we offer a range of support to ensure the best possible provision for children who may have specific needs.

Communication and Interaction

- NELI support in Reception and Year 1
- Referrals to the Speech and Language Service
- Use of Speech and Language Support programmes including the use of Colourful Semantics
- Communication groups
- Keys to Communication and WELLCOMM

Cognition and Learning

- Targeting intervention as necessary from or under the direction of the class teacher
- BSquared assessments to identify strengths and targeted next steps of learning
- Nessy
- Toe by Toe / Word Wasp / Hornet intervention packs
- Phonics Books Reading Intervention programme

<https://www.phonicbooks.co.uk/>

Social, Emotional and Mental Health Difficulties

- Lego Play
- Zones of Regulation targeted support
- Pastoral support from Mrs Lisa Speakman including All About Me sessions
- Behaviour Support plans
- Circle of Friends
- E-Safety Curriculum
- Heart Smart and PHSE activities
- Sensory Circuits
- Sensory Room
- Boxall Assessments
- CAMHS Referrals

Physical and / or Sensory Needs

- COOL sessions for gross motor skills
- Fine motor skills in class
- Handwriting programme
- BBC Dance Mat

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

- Referrals to Occupational Therapy Service
- Squigglers
- Adaptations within class including but not limited to use of larger print, weighted ruler, seating plans

How do we involve parents/guardians of children with SEND in the education of their child?

As a school, and in line with COVID restrictions, we provide:

- Parents Evenings – Class Teachers contact parents/guardians of SEND children to arrange longer appointments
- Class Teachers and SENDCo arrange meetings as appropriate to respond to changing needs or requirements
- Class Assemblies at key points during the year
- Music and drama performances at key points during the year
- Class Dojo posts and messaging options
- Meet the Teacher evening
- Information Evenings e.g. Reception, Phonics, SATs

St. Bernadette's will signpost appropriate groups and organisations that are relevant. St. Bernadette's works closely with Wigan Early Help team and the family support team. We will support families through formal and informal processes (CAF/CIN meetings). A family meeting room is available.

How do we involve children in their education?

Pupils with SEND are supported to contribute to their Individual Plan and for their EHCP Review. Strengths and interests are explored at every stage to ensure that we are engaging our pupils. Observations and informal conversations, as well as opportunities to fill in questionnaires are offered as a range of means of encouraging children to share their views. Children are listened to and staff endeavour to respond to their needs.

Subject Leaders involve children across the school with appropriate Pupil Voice activities. All children are encouraged and supported to contribute to the School Council through their elected Class Councillors.

We ensure that reasonable adjustments are made to ensure that children on the SEND register have the opportunities open to all children at St. Bernadette's.

How do we Monitor and Evaluate SEND Provision in School?

The SENCo completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo feeds back termly to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Parents take part in annual review meetings for children with an Education, Health and Care (EHC) plans. They receive copies of all relevant paperwork concerning their child. Pupils contribute to their own reviews at their own level.

Individual Plans are written for some children with SEND and these are reviewed termly as appropriate. Children are involved in the setting of their own personal targets with the guidance and support of their teacher. Provision Maps identify additional support for children in key areas of their learning or development.

Our school operates an open door policy with regards to any concern that a parent may have. Regular meetings with key staff and the Senior Leadership Team look at the effectiveness of the provision made for children with SEND and disability.

What expertise and training do our staff have?

Mrs Cathy Armstrong (SENDCo) – Qualified Teacher Status and Special Educational Needs Co-ordinator to Postgraduate Level, Nurture UK Accreditation, Level 1 Counselling, Loss and Bereavement training

Mrs Lisa Speakman (Pastoral Manager) - Higher Level Teaching Assistant
O.A. Diplomas:

Special Educational Needs Advanced, Child Behaviour, Educational Psychology, Classroom Behaviour, Child Psychology

Rainbows Bereavement Support

Counselling Skills Level 2 CPCAB

Anti Bullying Course (Anti-Bullying Alliance)

Dyslexia Training

Level 3 Specialist Teaching and Learning in Schools (QCF)

All class teachers at St. Bernadette's Primary School have gained a teaching qualification at degree level.

The SENDCo, Reception and KS1 Teaching and Support Staff are all qualified to teach Sounds-Write as a synthetic phonic approach.

All staff have been involved in training for Safeguarding Children and Prevent

Relevant staff have been involved in training for or engaged with:

Selective Mutism

PDA

NELI

Speech and Language support

Paediatric First Aid

Educational Psychologist Consultations

St. Bernadette's has been identified as an ADHD Friendly School

Specialist expertise for children requiring additional SEND support is secured through the SENDCo.

How do we support transition from Nursery to Reception and from Key Stage 2 to 3?

We work closely with our Pre-School to ensure that we know the children and that they are familiar with us! Nursery children have the opportunity to attend sessions in our Reception Class in Spring and Summer term. We communicate with parents and nursery staff if children transfer to St. Bernadette's from other Nurseries for their Reception Year. The Early Years Team at Wigan work with school staff to coordinate transitions for children with identified SEND needs. If a child is entering school with complex needs, relevant training and risk assessments will be carried out.

Every Year 6 pupil is able to attend taster sessions at their secondary of choice. The Year 6 class teacher provides detailed transition information, not only about academic progress and achievements, but friendships and additional needs. Our Year 6 teacher meets with the Head of Year 7 to ensure all individual information is transferred. The SENDCo meets with secondary SENDCos to transfer SEND specific data

In addition to the above, if a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies.

How do we involve other agencies, including health and social services, local authority support services and voluntary organisations?

In consultation with parents/carers, the relevant referrals are made through the SENDCo, Head Teacher or Pastoral Manager.

Health service staff, such as Speech and Language Therapists or Occupational Therapists generally coordinate their work in school through the SENDCo and are also in consultation with Class Teachers and relevant TAs.

What arrangements are made to manage any complaints that arise about the provision of support for SEND children?

Should you need to make a complaint about your child's provision contact the SENDCo

01257 401125

enquiries@admin.saintbernadettes.wigan.sch.uk

If the complaint is about the SENDCo, contact the Head Teacher. A copy of our complaints and compliments procedure is available on our website.

[Policies \(saintbernadettes.wigan.sch.uk\)](https://www.saintbernadettes.wigan.sch.uk/policies)

Contact details of regularly used external agencies:

TESS Team - 01942 201914

Educational Psychologist – 01942 486238

Should you require any other agencies, please contact the Wigan SENDIASS Team – 01942 233323

Family support Services



Embrace is a user-led charity dedicated to supporting disabled people and their families. Access to support from Embrace is through self-referral via their website or on

01942 233323

<https://www.embracewiganandleigh.org.uk/refer-to-us/>