

St Bede's Catholic Primary School



St Bede's SEN Information Report 2023-2024

Headteacher	Mrs S Clarke
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Chair of Governors	Mr J Quinn
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St Bede's Catholic Primary School

SEN Information Report 2023-2024

SENDCo – Alison Holtham

Contact - (0191) 3710272 or via e-mail at send@stbs.bwcet.com

St Bede's Catholic Primary School, (part of the Bishop Wilkinson Education Trust) is a maintained mainstream school for pupils from the ages of 4 to 11 years. The school caters for pupils with a range of additional educational needs.

As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report to parents. This report details how the school can support children and young people with Special Educational Needs and/or Disabilities and should be read in conjunction with the SEND Policy.

At St Bede's, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Raising awareness of additional needs and creating an inclusive learning environment throughout St Bede's.

Admission arrangements for pupils with SEND

St Bede's caters for pupils of all abilities, including those with identified learning difficulties and disabilities. If you would like your child to attend St Bede's Catholic Primary School you should discuss the suitability of St Bede's with the school and participate in a review with any professionals who work with your child. At the review meeting, should your child already be on the SEND Register, yourself and the professionals involved will discuss possible next steps or you may wish to contact the SEN department of your local authority. They will then advise you on what steps should be taken. The local authority will signpost parents to schools that can meet the needs of their child.

Parents/carers are welcome to visit St Bede's, and this is vitally important before making a decision about a placement. If you make a decision about the school you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with you to support your child during the transition period.

For further information, please visit our School Admissions Policy and SEND policy located on our website.

Further advice and information is available from Mrs Clarke or Mrs Holtham on 0191 3710272 or by e-mail at send@stbs.bwcet.com

The types of special educational needs catered for at St Bede's

St Bede's is a mainstream school catering for pupils of all abilities from aged 4 to 11, including those with identified learning difficulties who have an Education Health Care Plan (EHCP) and those who are on their school's special needs register at the time of transfer.

St Bede's currently provides support for pupils with a great range of special educational needs (SEN) and disabilities including physical disability, autism, speech and language and syndication needs, specific learning difficulties (dyspraxia, dyslexia etc), global moderate learning difficulties, visual and hearing impairments and social and emotional needs. We believe in the potential of all our pupils and we strive to ensure that every student is successful in achieving their own personal goals.

At St Bede's, we utilise a 4 Wave system of provision for pupils with SEND, based upon Bishop Wilkinson Catholic Education Trust guidance. The rationale for this is that the vast majority of pupils with additional needs can be effectively supported through Quality First Teaching (QFT) with adapted strategies to their provision within lessons and/or across the school site. We refer to this as Wave 1.



This inclusive approach is designed to support needs (diagnosed and undiagnosed) at the earliest possible opportunity and ensure that the limited resources available, for targeted intervention (Wave 2) and intense support (Wave 3), are able to be effectively deployed and monitored.

The nature of a wave system is that pupils can, and should, move up and down levels of provision according to their needs at any given time. Our ultimate intention is to identify needs, put effective provision in place and monitor progress to ensure that all young people are accessing the broadest and most balanced curriculum.

Identification and assessment of pupils with special educational needs

The school SEND policy and the arrangements to support pupils with SEN are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014. The SEND policy is available on the school's website.

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development which is personalised to take account of their needs and abilities.

Identification of new pupils transferring from other settings is through routine data collection, visits to their 'current' setting where this is possible, outside agencies, parents/carers transition meetings, taster days, and transitional visits.

Within the first six weeks at St Bede's, all Reception children are assessed using the Reception Baseline Assessment, thus enabling key staff to identify any areas of need and put intervention in place to support each pupil appropriately.

The School is aware that needs may change over time and that additional needs may be identified in the context of a secondary school which did not present themselves in the much smaller setting of a primary school.

Concerns about a student having SEND can be raised by any member of staff, any parent/carer or pupils themselves. Any concerns regarding pupils with special educational needs are made directly to the SENDCo. An initial analysis will be made and, if required, may lead to further specialist assessment before a decision regarding additional support is made. The pupils will be added to the schools SEND register and parents/carers/staff will be fully informed of any decisions made.

Assessment is a continual process that can identify pupils who may have special educational needs. This is closely monitored. The school will measure children's progress by referring to:

- Baseline reading and spelling assessments.
- End of unit assessments in all subject areas.
- Evidence from teacher and LSA observation and assessment.
- Their performance compared to peers who have a similar prior attainment
- Their progress against target grades.
- Standardised screening or assessment tools.
- Books and homework.

Provision for pupils with SEN with or without an EHC plan

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, SENDCo, and all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a

need to provide an enhanced level of provision should they have a significant gap in relation to their peers in one of the 4 broad areas of need listed below.

- Cognition and Learning
- Communication and Interaction
- Physical/Sensory
- Social, Emotional, Mental Health

Our classroom teachers are responsible for SEND provision within the classroom and for providing Wave 1 - Quality First Teaching. This is the first and most important step in providing an appropriately differentiated, personalised and inclusive curriculum, and ensuring each child is recognised as an individual. We ensure that pupils with additional needs are supported through targeted use of '*adaptive teaching strategies*' to support curriculum access, reduced class sizes, additional and/or different teaching and learning approaches as well as intervention strategies. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision with the SENDCo and any specialist staff involved with the child or young person.

How the effectiveness of the school's provision for SEND pupils is evaluated

Effectiveness of the school's provision for SEND pupils is evaluated through:

- Use of modular assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Senior leadership (SLT) monitoring and evaluation procedures across all departments.
- SEN development plans.
- Discussion with teachers.
- Discussion with pupils.
- Parental consultation and feedback.

Assessing and reviewing the progress of pupils with special educational needs

Progress is closely monitored through the school's assessments in all subject areas. Teacher assessments for pupils are available and shared during parent consultation appointments. For pupils with SEND, these are analysed and should further intervention be required this will be addressed and typically pupils would be moved to Wave 2 - Short Term Intervention. Pupils will transition down the SEND register if significant progress is being made. Any pupils failing to make expected progress will be discussed in pupil progress meetings and/or dialogue with the SENDCo and intervention sessions/support agreed-upon on an individual basis.

At St Bede's, all pupils on the SEND Register (Waves 1 - 4) are formally discussed and reviewed at the end of each term by the SENDCo and Headteacher. This process enables pupils' placement on the register to be fluid and based on progress/regression in relation to the broad areas of need. Additional support can be allocated or withdrawn based on individual circumstances. Any student movement across the SEND Register will be shared systematically with staff and parents at this point. Where a student is believed to require

transitioning to/from Wave 3 (SENK) parents will be formally consulted in line with the graduated approach.

- All pupils' progress is continuously monitored by teaching staff across all departments using their monitoring systems, classwork and homework.
- Assessment results and progress are produced at the end of every term.
- Additional termly SEND meetings are held for those pupils on Wave 3 and 4 of the SEND Register. This provides parents/carers a formal Interim Review opportunity to meet the SENDCo and review pupils' SMART targets associated with their SEN Action Plans.
- The SENDCo is available by telephone (0191) 3710272 or e-mail at send@stbs.bwcet.com
- Annual Reviews of Education Health Care Plans (EHC plans) are calendared in accordance with Local Authority allocation. Parents, carers and professionals are invited to attend the Annual Review meeting to discuss progress and to be involved in target setting and agreeing upon appropriate intervention strategies to help the pupils both in school and at home.
- All relevant teaching staff are asked for feedback on the pupils which is sent out to parents before the review. Every pupil is offered the opportunity to express their opinion and views are taken into consideration. Pupils are encouraged to contribute, where possible, in the decision-making process including setting targets.
- As St Bede's Catholic Primary School is a small school, class teachers oversee the pastoral care of pupils in school and may invite parents to attend meetings in school to discuss the progress of their child. Whenever necessary, the SENDCo will always be in attendance at such meetings.

Approach to teaching pupils with special educational needs

- All pupils are taught in mainstream classes.
- All subject teachers adapt work to match the needs of all pupils in their class in order to enable them to access the curriculum more successfully. They employ a range of creative strategies to engage learners in all areas of the curriculum.
- When a student has been identified as having SEND, we will take action to remove barriers to learning and put effective specialist provision in place. Recommendations and strategies to enable access to the curriculum are made by the SENDCo.
- Information on individual pupils and their individual needs is systematically provided to staff by the SENDCo in the form of Pupil Profiles which is accessed directly from the St Bede's Catholic Primary School's SEND Register.
- A range of Literacy, numeracy and social interventions.

Adaptation of the curriculum and learning environment for pupils with special educational needs

Teaching

Adaptation of resources and learning materials by the class teacher with the support from the SENDCo/Teaching Assistants where required.

In-class support

Teaching Assistants offer in-class support to identified pupils or groups of pupils across the range of subjects and abilities.

One-to-one and small group intervention

Literacy, numeracy and social intervention programmes designed to support student's attainment are specifically aimed at pupils who are working significantly below the expected level based.

Specialist equipment

Any appropriate specialist equipment may be provided for the pupils for example, handwriting pens, sloping writing board, wobble cushion, flick bands, etc.

Assistive technology

Accessed through the relevant agency, pupils in school with a hearing impairment that impacts on day to day life and education have equipment such as microphones and transmitters. Pupils with a visual impairment may have access to an iPad, Pebble viewer, reading pen etc.

Physical environments

The school is an older building and does present some accessibility restrictions, however the school will do everything within its power to enable equal access. Accessible toilets and a lift are available in the newer section of the school building, with a ramp leading to the main entrance to the building and from the school yard.

Additional support available to pupils with special educational needs

- Provision is allocated according to need and follows the 'Assess Plan Do and Review' process laid down in the revised Code of Practice 2014.
- In-class support.
- Read Write Inc. targeted tuition intervention (Phonics)
- Reading/spelling/maths/social skills intervention sessions.
- Small group work.
- Daily 1 to 1 reading programmes.
- Specific learning difficulties intervention (individual and group).
- Handwriting
- Nurture group (where this is appropriate)
- Support for exams (access arrangements).
- Lunchtime clubs.
- After school clubs
- Homework club
- Assistance during public exams - access arrangements/exam concessions applied for. *Parents and pupils are made fully aware of any arrangements in place.*
- Internal assessments - teaching staff have the flexibility to make arrangements as appropriate to pupils in their classes sitting modular tests.

- Outside Agencies - the SENDCo has close links with outside agencies such as the Educational Psychology Service, the authorities EWEL service etc.
- Mobility.

Further in school support available for improving the social and emotional development of pupils with special educational needs comes from:

- The pastoral team: Headteacher, SENCO and other teaching and support staff
- Mental Health First Aider
- Nurture provision staff

Referrals can be made to these agencies as and when the need arises:

- Educational Psychology (EP)
- Children and Young People's Service (CYPS)
- Emotional Well-Being Team (EWT)
- Speech and Language Therapy Service (SALT)
- The Disabled Children Team
- Occupational Therapy (OT)
- School Nurse Service
- First Contact (Social Services)

All staff have completed the schools safeguarding and child protection training. To continue professional development, teaching staff, the SENDCo and/or LSAs attend additional training depending on the subject and areas of responsibility. The SENDCo also provides training for staff cascading relevant information and updates in relation to SEN as and wherever required.

[Arrangements for consulting parents of children with special educational needs about and involving such parents in the education of their child](#)

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting at any time and have direct access to the SENDCo via telephone, email or making a mutually convenient appointment at the school office.

[Arrangements for consulting pupils with special educational needs about and involving them in their education](#)

Young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to assist them to make the most of their education will be sought. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- Pupils' views are gathered for all reviews, Education Health Care Plan or otherwise.
- Pupils regularly work with their teachers to review progress across subject areas and to set targets.

Transition arrangements

Transition is carefully planned. In order to ensure successful transition through primary school, across the key stages and moving on to secondary school. The pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

The SENDCo, Class Teacher and/or the Headteacher works closely with secondary feeder schools, and where there are pupils with particular special needs, meetings can be arranged with their SENDCo/Transition Coordinator and parents to facilitate a smooth transition. Additional transition visits are organised for small groups/individuals to familiarise pupils with the buildings, routines, school lunch hall, staff etc. to help reduce anxieties.

In the event of a complaint from parents/carers of pupils with special educational needs concerning provision made at school

- The first point of contact would normally be the Headteacher or SENDCo.
- Initially an attempt will be made to resolve a complaint about SEN provision at school level.
- If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education Reform Act to make a complaint. The governing committee will consider the complaint, after which, if necessary the Trust/LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service.
- Parents/carers can get support from Durham Special Educational Needs Information Advice Service (SENDIAS) <https://durhamsendiass.info/>

The Durham Local Offer site provides a huge range of information about services and support that is available in Durham relating to SEND and includes additional sections relating to age e.g. Pre-birth to 5 years; 5-11 years; 11-16 years etc.

[Durham's Local Offer](#)