



Send Information Report

St. Bede's Catholic Primary School



As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and preserving and showing **self-belief** to make changes.

The ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.



As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

Our school's approach to support pupils with SEND.

St Bede's is committed to support the needs of pupils with special education needs and/or disabilities. We do our very best to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are committed to being an inclusive school,

with adaptations made to the curriculum and provision to meet the needs of all our pupils with SEND. Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the individual needs of our children with SEND within our school setting, thus providing a learning environment which enables all children to achieve their full potential. We are committed to keeping all children, including those with Special Educational Needs and/or Disabilities (SEND), safe from bullying or any kind of discrimination. Every child matters and we are dedicated to celebrate their efforts as much as achievement.

All teaching and support staff develop strong, nurturing relationships with the children they work with each day. Teachers hold high expectations for all pupils in their care. Teachers are responsible for the progress of all pupils in their class. High-quality teaching is personalised to individual needs, making good use of high-quality resources to improve pupil progress. This is the first step in supporting pupils who may have a SEND need. Where appropriate, specific strategies are drawn up, in partnership with individual children, parents and carers and other professionals to support progress.

Class teachers carefully check on children's progress and may decide that gaps in their understanding/learning need some temporary extra support to help them make the best possible progress. All children in school may access this as part of everyday classroom practice. At times, the class teacher may direct a teaching assistant to work with a child, as part of routine working practices or to support a specific need. Pastoral, emotional and social support is available for all from teachers, teaching assistants, our Head Teacher, SENCO and Emotional Literacy Support Assistants (ELSAs). Support for parents and families is available from our Head Teacher, Deputy Head Teacher and Parent Support Advisor and through our links to local authority and family support services.

We manage medical needs by working closely with parents and healthcare professionals and use the information and advice to develop and review pupils' Individual Health Care Plans. We also listen to and act on their advice, providing staff training when needed. Please see the '[Supporting Children with Medical Needs Guidance](#)' policy for further information.

[How will the school staff support my child?](#)

The graduated response; Identifying, planning for and supporting pupils with SEND. Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- Assess a child's special educational need.
- Plan the provision to meet your child's aspirations and agreed outcomes.
- Do put the provision in place to meet those outcomes.
- Review the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1) Assess

At St. Bede's, we observe, we analyse, we assess and we hold discussions with key staff and parents/carers to identify a child's needs documenting areas of strengths and areas for support and development. Children are fully involved in this process. Children are identified as having a special educational need and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability which challenges their use of educational facilities. With parental permission, special assessments may also be carried out and input may also be requested from specialist services. Assessments from other professional services include:

- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Services to support hearing impaired and visually impaired children
- Children and Adolescent Mental Health Services
- Paediatricians
- Schools Health Services
- Social Care Support
- Speech and Language Therapists
- Early Help Teams/Building Stronger Families
- Outreach services
- Mental Health Support Teams

We always welcome approaches from parents/carers concerned about their child's needs and ensure that all professionals work together so that all children are provided with the best care and education possible. If your child's needs are assessed by someone attached to or from outside of St. Bede's, we will ensure that you have an opportunity to discuss any findings contained in feedback reports with a member of staff. We may then add useful strategies to your child's Support Plan to support our provision and keep the effectiveness of these under review.

Our SENCO's support St. Bede's by setting up robust systems to support our work in the area of SEND. They help class teachers with identification of difficulties and conduct, where appropriate, assessments of learning needs and with the development of personalised strategies to support progress.

In some cases, pupils may develop so that they no longer require specific SEND support. If this happens then the SENDCo's will carry out observations, discussions with staff and parents/carers and look to remove the pupil from the SEND register.

For further support, you can contact the SEND Information, Advice and Support Officer, on 01325 405878 or iass@darlington.gov.uk. For additional information, please see details of Darlington's full Local Offer of SEND support at [Darlington's LA SEND Local Offer](#).

2) Plan

At St. Bede's through discussions and meetings with staff, parents and other professional colleagues we plan for the support that is needed to enable a child to thrive and make progress. We follow the graduated approach to assessment, planning and review of provision as recommended by the [Code of Practice \(2014\)](#).

In the first instance, children of all abilities access Quality First Teaching to help them learn to the best of their ability. We employ a range of teaching and learning styles, adapted teaching materials, enhanced access to ICT equipment and resources, additional adult support, small group work, rewards, mentoring, counselling, sensory equipment and actions and extra-curricular activities as our core offer.

If children are identified as needing specific support, in collaboration with the child and parents/carers, staff create SEND Learner Profiles (SLP). The SLP details how we will work together to meet a child's needs and achieve specific learning goals. SMART outcomes and targets are set. These are specific, measurable, achievable, relevant and time-bound. These plans are reviewed as a working document at half termly and termly intervals, but more formally with parents and carers at termly meetings. Here, tracking data and progress towards outcomes is considered. Where appropriate, refinements will be made to support plans and a revised SLP drawn up. These plans help to explore any barriers to learning and seek to help children to make the best progress possible.

Where appropriate, a child may be placed on our school's SEN Support Register. If it is decided that a child's needs require more detailed scrutiny, then a One Plan is implemented

to monitor progress. This is a far more detailed document. It follows the format of an Education Health Care Plan. Progress data scrutiny, termly profile meetings and SLP/One Plan reviews with parents/carers help us to accurately gauge the impact of our support. In some cases, we may make a submission to the Local Authority (LA) for an Education, Health and Care Plan (EHCP) to be considered as part of the assessment process. These plans are used when a child's needs are more substantial, persistent, complex and likely to require input from a range of outside agencies. This will often include input from social care and/or paediatric health services. The LA makes decisions about whether or not to formally assess and put a plan in place. The views of parents/carers and child's views, along with school-based evidence, will always form an important part of this type of assessment.

3) Do

At St. Bede's our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to their need.

Explicit reference is made in the teacher's planning to identify children with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.

Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised. We support children by providing additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4) Review

As part of the planning process at St. Bede's, we set clear time-frames for reviews. We discuss, measure and analyse and observe the impact of plans, support and interventions on progress, development, achievement and behaviours.

Progress of children with SEND is reviewed at least termly. We are able to support in our progress reviews by the Bishop Hogarth Trust's Data Manager, who helps us with regular updates of any trends in data and the development of relevant areas for actions to address any highlighted issues. Parent/carer meetings twice annually to discuss your child's progress. Teachers also produce a annual written report. In addition, our SENCO's holds termly coffee afternoons, where appropriate, to discuss the impact of the most recent strategies being put into place. Wherever possible we involve the children in reviewing their own provision. Their experience of support, their personal motivators and their individual learning style will be taken into account, along with parent/carer views, to help refine the actions we take to support progress.

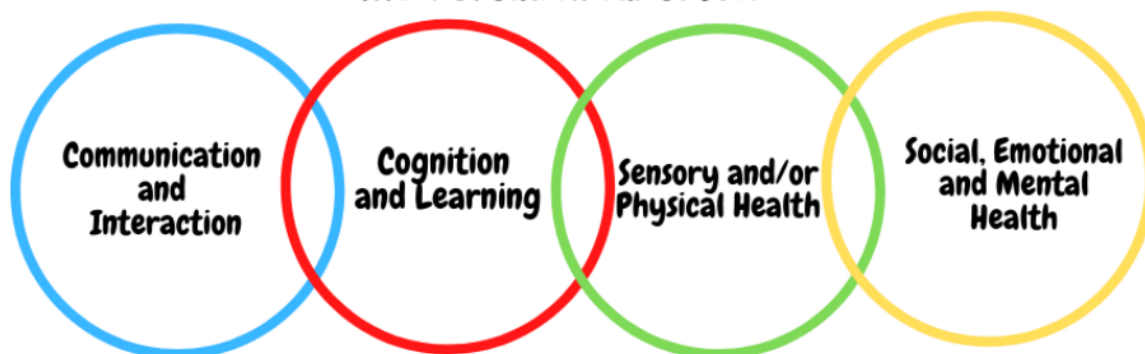
We constantly evaluate our method of identification, practice and impact our approach to supporting pupils with SEND which includes:

- Improved access to the curriculum for all children with SEND, through carefully planned long and short term interventions, adaptations to the curriculum and additional support
- Improved and sustained positive relationships with our parents, who continue to work in partnership with us to develop effective support plans and review progress
- Systems in place for the management of Individual Health Care Plans and medical needs
- Systems for accurate identification of pupils who have SEND
- Systems for planning and reviewing provision
- More robust identification system of SEND pupils and management of SEND register
- Smaller steps of progress identified through revised SLP system
- Referrals to Educational Psychologist service that have positively impacted on pupil progress, as suggested strategies are quickly embedded into learning plans
- Regular meetings involving SENCO, Educational Psychologist, Speech and Language Therapists continue to improve the promptness provision of more personalised and effective support
- Greater numbers than before of those children who have the most significant and complex needs now in possession of Education, Health and Care Plans (EHCPs)
- Positive Reviews of pupils' EHCPs held to date, with good home-school relationships established and progress recorded.

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

SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child

The 4 Broad Areas of SEN



*At our school, we want every child to feel confident, successful and supported. Sometimes children need a little extra help with their learning, and we use a system called **Waves of Support** to make sure they get the right help at the right time. There are **three waves**, starting with what every child gets, and adding more support if needed.*

Wave 1: Quality Teaching for Every Child

This is the teaching your child receives every day in the classroom. This includes well planned and engaging lessons, adapting work to meet different needs, clear explanations and good routines help children learn and teachers regularly checking learning and addressing gaps.

Most children make good progress with Wave 1 alone.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
• Recall and memory strategies • Flexible groupings in lessons • Practical learning aids (Numicon, overlays, table squares, photos, etc.) • Phonics programmes in KS1 • Enhanced access to IT • Frequent repetition and consolidation	• Flexible timetable approaches — reducing overload and supporting communication opportunities • Modifications to lunch/break times • Visual learning aids and additional supports • Access to technology to support communication • Reduction of teacher talk to support processing • Sensory feedback tools such as fidget toys or wobble cushions • Mentoring or buddy systems • Social Stories to support positive behaviour and understanding • Building relationships through communication levels (Babbling Baby, Teacher Talk, Chatting Children) • Speech and Language-informed strategies such as vocabulary teaching and language comprehension support	• Safe and Stimulating Environment, rooted in mutual respect • Morning Greeting • Predictable Structured routines • Movement breaks and individual work areas • Peer mentoring • Individualised reward systems • Opportunities to develop social/emotional learning • Whole class Darlington Mental Health team sessions 1 x annually	• The seating position of each child • Concrete apparatus for learning • Alternative coloured backgrounds on whiteboards • Gross and fine motor activities (disco dough, funky fingers, squiggle while you wiggle)

Wave 2: Targeted Group Support

Some children may need a short period of extra help, working with a n additional adult to catch up or strengthen skills. **This may involve:** small-group session, support in reading, writing, maths or other curriculum areas, a planned programme lasting a few weeks, close monitoring to check progress. **All interventions in Wave 1 can be accessed in Wave 2.** These small steps can make a big difference in confidence and learning.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
• Time-limited small-group interventions led by the class teacher • Adapted assessments (readers, scribes, extra time) • Curriculum clubs for science, history, times tables • Year 6 booster sessions • Phonics programmes in LKS2	• Small-group or individual early reading interventions • Explicit teaching of generalising skills across contexts • Careful transition planning • Family support groups (Darlington Parent Carers)	• ELSA support for emotional and social skills • Early Help Assessments • Personalised curriculum • Mental Health Support Team involvement (1:1 or group work)	• Physical aids such as ramps, writing slopes • Access to changing facilities • Enhanced supervision during class and unstructured times • Sensory Circuits for identified sensory needs

Wave 3: Highly Personalised Support

A few children may need **more individual or long-term support**, because their needs are more significant or ongoing. **This could include:** 1:1 teaching or highly personalised programmes, specialist advice (e.g., Speech and Language Therapy, Occupational Therapy), adapted resources, routines or curriculum, daily check-ins with a key adult, support linked to an **Education, Health and Care Plan (EHCP)**, if the child has one. This support is carefully planned and reviewed more frequently.

All interventions in Wave 1 and Wave 2 can be accessed in Wave 3.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
- Individualised learning programmes - Specialist EP guidance - ICT curriculum adaptations - EHCP-linked support where applicable	- Highly individualised communication programmes - Specialist Speech and Language Therapy involvement - Enhanced personalised routines and resources	- CAMHS advice or involvement - Daily check-ins with a key adult - EHCP-linked SEMH support	- Reintegration plans post-surgery with physio/OT - Adapted curriculum including modified PE and alternative recording - Medical needs support

What training is provided for staff supporting children with SEND?

St Bede's is committed to ensuring that staff training is monitored and kept up-to date in order for support to be of maximum benefit to all pupils. The school's SENCO's are a qualified teachers and are working towards the National Award for SEND Co-ordination (NASENCo). We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014). We also make reasonable adjustments to our practices to comply with the Equality Act (2010) and Families Act (2014). Staff have been trained to cater for learners who may have difficulties with:

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

When new needs are identified and the school is unprepared to offer provision, staff are selected and training is arranged. Where necessary, the school draws on the services of outside agencies and specialists. St Bede's school staff offer a wealth of expertise and are trained in and /or qualified to cover the following areas:

First Aid, administration of medication, use of epi-pens, diabetes training, catheterisation

Phonics programmes: Read Write Inc/ Sounds Write

Support for children who have social, emotional or mental health needs via Mental Health First Aid Training

Bi-termly SEN update training for SENCO from the Local Authority's SEND Team

More than Words training in EYFS Speech and Language Training

SEN Range Training from Darlington Local Authority Service

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. 'Supporting Children with Medical Needs' Guidance, 2015, informs our practice.

Educational Psychologists recommendations including 'Venture into Play'

The Sensory Smart Classroom training for sensory difficulties impacting on functional skills at school from occupational therapist.

How do we support transition in our school?

Transition within classes/key stages:

Children with SEND may need additional support to move into a new class, a new part of the school or a completely new school: we call these 'Transitions.' We have well established arrangements for class teachers and SENCO to meet with each other and new teachers, to share SLPs and information to plan for smooth transitions within school. Enhanced transition plans are made, if appropriate, and may include social stories, visuals and extra classroom visits.

Transition to St. Bede's Early years:

Children coming to St. Bede's with additional needs are supported through the process in conjunction with Local Authority EYFS Inclusion staff. Visits by early years staff to pre-schools and nurseries to meet with children and families occur. Additional visits to St. Bede's are planned and social stories provided to familiarise children with the setting and staff. An enhanced transition document and plan is produced.

Transition to Secondary settings:

Where a child is moving to a new school, or to secondary school, the new school's SENCO is invited to meetings to draw up an individualised transition plan for the child in consultation with parents. With parental permission, a SLP is shared with the receiving school, whose SENCO then updates this key document to help their staff get to know the pupil and how best to support them from their first days in the new setting. Information sharing is proving particularly helpful with moves to secondary education, where staff want to get to know the needs of their pupils who have SEND as quickly as possible to build relationships and to support pupil progress and well-being. Transition from St. Bede's often includes earlier or more frequent visits to the school to familiarise children and to reduce anxiety. Examples include pupils who have needs on the autistic spectrum and/or pupils who experience high levels of anxiety. Other children who can particularly benefit from these arrangements are those who have mobility difficulties or sensory impairment, who require mobility training to ensure safety and boost confidence. Our Year 6 teacher and SENCO's are all involved in helping to make the move to a new secondary school as smooth and positive as possible.

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. Please see our admission policy. All of our school is fully wheelchair accessible. Disabled toilet facilities are located throughout the school

We have a changing room for additional personal care needs. We access and buy specialist equipment as recommended by professionals e.g. Occupational Therapists. We have identified areas of school for work stations and safe spaces and break out areas. We have a sensory area that is constantly updated. We are constantly looking for new resources and ideas to assist children with self-regulation. Activities Outside of School Staff who are arranging an offsite trip will discuss with parents and the SENCO any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put into place to ensure that all children can take part. We support children on off-site visits and are flexible in our approach to residential visits. <https://www.gov.uk/guidance/equality-act-2010-guidance>

What to do if you have a complaint, a compliment, or a query.

Our contact details are:

- You can telephone on: 01325 466411
- You can email at: admin@stbedesdarlington.bhcet.org.uk

Key contacts:

- Miss Cuff, Head Teacher
- Mrs Peacock, Deputy Head Teacher
- Mrs Webb-Hoare, SENDCo

Name of school SEND governor.

- Marianne Taylor