



SEND Information Report

St Bega'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 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 supporting pupils with SEND

St Bega's Catholic Primary School aims to offer children an educational experience where staff will strive to identify and remove barriers to learning. We aim to create an environment in which every child is encouraged to reach their potential and support children to succeed.

"Love one another, as I have loved you."

St Bega's is committed to constantly reviewing and evaluating its practices, systems and curriculum provision. We have a flexible approach to support all learning needs which enables us to access provision to suit every child in our care. We pay close attention to individual needs, personalised planning and the essential contribution of parents and carers to help us educate the whole child.

We focus clearly on outcomes for our children; we have a commitment to high achievement; high expectations and we strive to provide all our children with a high-quality education matched appropriately to their particular needs. At St Bega's, we believe that channelling our energies into the collaborative planning, personalisation, delivery and review of targets, will bring high aspirations into reality.

As every child is valued here, we put relationships first, seeking to properly know, care for and develop each individual child. We aim to teach in a way that helps children to love learning, and we instil in our St Bega's family, our Trust Virtues of confidence, respect, honesty, justice, compassion, resilience, responsibility and self-belief. We believe that every child has an equal right to a full and rounded education, enabling them to reach their full potential.

Where necessary, we strive to secure special educational provision for those learners who require it. By this, we mean provision that is 'additional to and different from' that is provided within the adapted curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice: 0-25 years.

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

Your child will be identified as having SEN 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 preventing or hindering the use of educational facilities provided for children of the same age.

If from our rigorous tracking and monitoring of your child's progress, it becomes apparent that they are not making expected progress then you will be invited to a meeting with their teacher and the school's SENDCo. Where appropriate, your child will be involved in this meeting. At the meeting, we will begin to explore the possible barriers to learning and you will be asked how you feel we can best support your child.

Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission. Your child may be placed on our school's SEND Support Register and a plan will be devised by the class teacher and SENDCo that will set achievable targets. These will be reviewed and updated at least half-termly.

EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise. An EHCP helps to determine the level of educational, social and health support the child needs.

2. Plan

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by the SENDCo. It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

At St. Bega's, we have a range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCo, and staff with specific curriculum responsibilities.

For many children, their targets will be linked to learning and the curriculum and will often be specifically related to literacy and numeracy. However, for other children they may be related to social interaction, communicating with children and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that are being sought. This will be clearly identified on a SEN Support plan, if support is at school level, or a Co-ordinated Support plan, if external agencies are involved. Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENDCo will be consulted for advice.

3. Do

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 need. Explicit reference is made in the teacher's planning to the needs of those children identified 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.

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

If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase or adapt support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school.

Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.

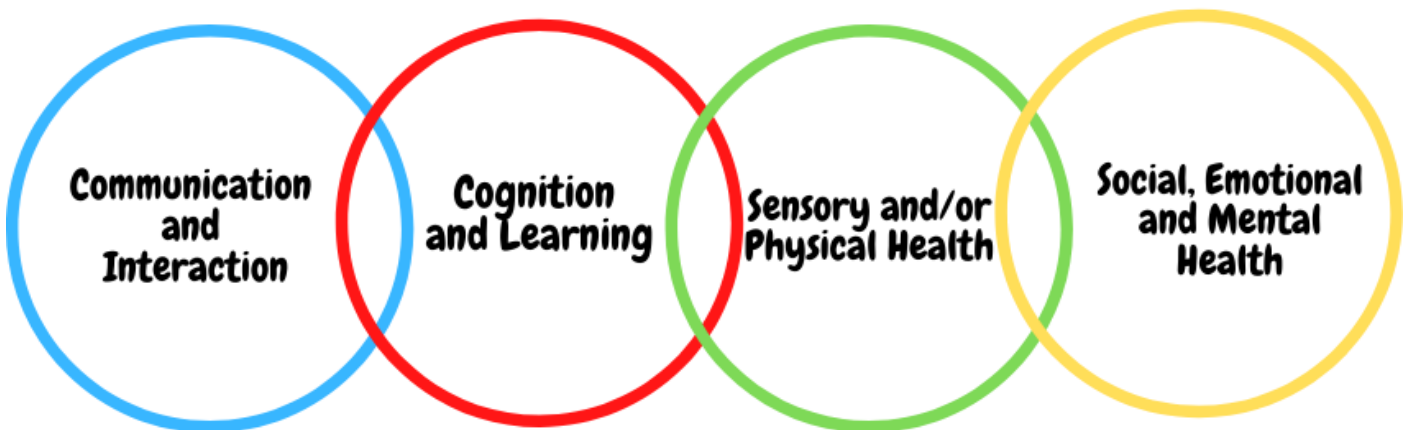
Parents that have children on the school's SEND Support Register, are also invited to termly reviews of their child's Support Plan. Your child will be involved in reviewing their targets with the class teacher and during the setting of new targets on a termly basis. If, of course, you would like to meet the SENDCo or your child's class teacher at any point during the term, this can easily be arranged.

For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements. If your child has an EHC plan, you will be invited to an annual review of this plan.

Homework is given regularly, and your child may have the opportunity to access computer programmes to support their learning at home. You are encouraged to support your child's learning at home. Seesaw is used to support communication between home and school, and you are encouraged to use this where appropriate.

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

The 4 Broad Areas of SEN



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.

Communication and Interaction

Strategies to support children with needs include:

- Access to bespoke small group or individualised interventions to develop skills in communication and interaction: Early talk, Time to talk, WellComm, Talk Boost, Lego Therapy
- Visual Timetables
- Flexible approaches to the timetable
- Modifications to lunch and/or breaktimes
- Access to additional aids/technology/screening tools
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Speech and Language Interventions
- Peer mentoring and/or buddy systems
- Pre and post teaching
- Referral to NHS Speech and Language therapist
- Guidance and recommendations from C&I specialists: speech and language, educational psychologist
- Additional in and out of class support
- Flexible groupings (including small group work)
- Multi-sensory learning approaches
- Environmental considerations

Cognition and Learning

Strategies to support children with these needs include:

- High quality precision teaching techniques: frequent repetition, over-learning, interleaving and reinforcement
- Regular and focused evidence-based interventions in reading, writing, phonics and numeracy
- Increased access to small group support in class.
- Access to both practical and technical learning aids, as well as specific teaching strategies including precision teaching.
- Access to assisted technology where appropriate: spell checker, ICT software and/or hardware
- Flexible groupings (including small group work)
- Adaptations to assessments and national tests: readers, scribe, extra time
- Curriculum and delivery adaptations to meet the learning needs of individual children
- Practical aids for learning: table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria
- Increased access to ICT programmes: Times Tables Rock Stars, Spelling Shed, Teach your monster to read
- Pre and post teaching
- Shared writing and comprehension sessions
- Additional in and out of class support (including 1:1)
- Opportunities for staff training on SEND
- Multi-sensory learning approaches
- SMART targets for support plans

Sensory/Physical

Strategies to support children with these needs include:

- Occupational Therapy Support via NHS
- Occupational Therapy interventions supported by Future Steps: SMART programme, EARTH handwriting, Calming & Regulating programmes
- Sunflower Sensory Diet Interventions
- Concrete apparatus: Numicon materials, overlays, reading guides, slopes, pencil grips, privacy screens, fidget aids
- Access to sensory resources: wobble board, headphones/ear guards, chew buddy, resistance bands, ankle weights, weighted jackets
- Access to support for personal care: school nurse service
- Modified resources where appropriate: enlargement, font, colour
- Assisted technology: transcripts and ICT software
- Self – Regulation support
- Visual Timetable (Whole class and Individual)
- Increased access to additional adults in and out of the classroom
- Adapted and inclusive curriculum: alternative recording devices, modified PE curriculum, enlarged print, talking postcards, scribes
- Adaption to school and learning environment
- Access to gross motor, fine motor and visual perception resources
- Multi-sensory learning approaches

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to time out and individual work areas
- Increased access to additional adults in and out of the classroom
- Supported and enhanced transitions with chosen secondary school
- Self-regulation Programmes
- Referrals to external agencies including Child and Adolescent Mental Health Services (CAMHS) and Educational Psychology Services
 - Mentoring and Buddy system
 - Individualised rewards system
 - Access to counselling services: Forget Me Nots, Psychotherapy, Art therapy, Bungalow Project
 - Mental Health First Aider in school
 - Future Steps Occupational Therapy services: Calming and Regulating programmes, SMART programme
 - Promotion of wellbeing and good mental health through whole school topics and projects
 - Offer of pupil responsibility to increase self-esteem and confidence: Head boy and girl, school council, house captains, eco-warrior, class monitors
 - High expectations of behaviour and promotion of emotional resilience
 - Robust PSHE delivery
 - Regular student voice and school council meetings

What training is provided for staff supporting children with SEND?

Staff have access to a range of training opportunities from within the Local Authority as well as the Trust. Training can be specific to needs of children in school or when a particular area of need requires updating. Staff receive appropriate medical training to support any children with specific medical needs that require support in school.

All teachers have Qualified Teacher Status, and our teaching assistants have a minimum of a level 2 qualification. All staff are either teachers of or are supporting students with SEND.

St. Bega's values staff training and organises courses and training programmes to ensure teachers and teaching assistants stay up to date with current research in teaching and learning.

Whole school training:

- Safeguarding and Child Protection
- Cognitive load theory and metacognition
- Annual SEND updates
- First Aid
- Mental health training
- Dyslexia and Dyscalculia
- Attachment training and ACE
- Teams
- How children read
- Sunflowers NHS occupational therapy
- White Rose Maths
- Future Steps chair-based regulation techniques
- EYFS new curriculum
- Purple Mash
- Sounds-Write

Individual staff training:

- Safeguarding children with SEND
- Theraplay and sensory training
- EARTH handwriting
- Speech, language and communication
- Lego therapy
- Supporting Maths for SEND children
- Medical administration
- Self-harm and sexualised behaviour
- Anxiety and low mood
- Mental health and risk resilience
- Metacognition
- Communication and interaction in EYFS
- ADHD
- ACE

How do we support transition in our school?

Transition within classes/key stages:

Pupil Support plans, Co-ordinated Support Plans and EHCPs will be shared with the new teacher in advance of Moving Up and a transition meeting will take place with the new teacher. Individual targets and requirements for all children with SEND will be discussed with the new teacher and agreed by the SENDCo. Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by the SENDCo.

If your child would be helped by a personalised transition booklet to support them in understanding moving on, then one will be made for them.

If your child moves to a new school within or at the end of an academic year, the SENDCo will contact the new school's SENDCo to ensure they know about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals. They will also transfer all records held for your child to the new school as soon as possible.

Transition to Secondary settings:

We work closely with all secondary schools in the area. We can support to arrange visits to potential school options before applying for secondary place. The transition process will begin early, usually in Year 5, for some of our more vulnerable children. Meetings are held for the transfer of essential information relating to Support Plans, EHCPs, Child and Family Services and pastoral matters.

Once places have been allocated, we liaise with the SENDCo of the named school to arrange additional meetings, which will plan and agree an appropriate transition package for individual children, which can include additional visits to the school, personalised transition booklets made etc. We will make sure that all records about your child are passed on as soon as possible.

Our SENDCo and Year 6 class teacher to support children who require additional provision during their transition period. We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.

When reviewing an EHCP for children in Year 6, staff from the secondary school will always be invited to the review meetings.

During the last term, staff from the new secondary schools come to meet our Year 6 children and in addition to this, our Year 6 children attend their chosen secondary school for two to four transition days.

Where can I get further information about services for my child?

The Local Offer

Please use the link below to find out more about Hartlepool's Local Offer detailing services available and how to access them.

[Hartlepool Now :: Local Offer](http://www.hartlepoolnow.co.uk/localoffer)

www.hartlepoolnow.co.uk/localoffer

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

We provide a broad, balanced curriculum within an environment which is accessible, safe, calm and caring to all and one in which is tailored to meet the needs of all children. The school is fully compliant with the Disability Discrimination Act (DDA) requirements. We have easy access and ramps and the front desk in the reception area has a wheel-chair height section which is also DDA compliant. In addition to this, we have a disabled toilet and changing facilities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

St. Bega's is an inclusive school, and we will put in place appropriate support, whenever possible, to enable your child to be educated equally alongside their peers. This may include access to specialist staff and equipment to support participation in the curriculum:

- Access to specialist services who will support the child's education and the school
- Modified curriculum resources to enable ease of access
- Improvements in facilities and school site to enable disabled access such as ramps, visual impaired resources, hearing impaired resources etc.
- Specialist transport for off site visits
- Access to remote learning equipment
- Specific training for teaching and support staff
- Provide a 'scaffolded' approach to learning

St Bega's Accessibility Plan is available on the school website in the Policies section.

Activities Outside of School

Extra-curricular activities are accessible for children with SEND and where necessary children are supported to take part in any activities where needed. Staff who are arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in.

We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised. The Head teacher oversees all trips to ensure children are safe and included where possible.

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

Mrs E Duffield – Head teacher
Mrs H Norman – Deputy Head and SENDCo

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Website – www.stbegas.bhcet.org.uk

Email – admin@stbegas.bhcet.org.uk

* SEND Code of Practice (graduated response) <https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

Bishop Hogarth Catholic Education Trust website – www.bhcet.org.uk

Academy contact - 01325 254525

Name of school SEND governor

Beverley Jones