

SEND Information Report

St Bega's Catholic Primary School



Approved on:
June 2023
Review by:
June/July 2024

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

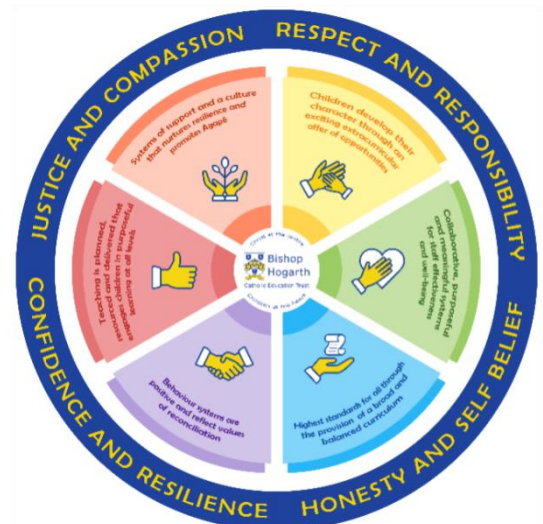
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

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

We aim to

- Ensure that all children receive a high quality and ambitious education regardless of need or disability.
- Be reactive to the individuals needs of all children and aim to be inventive and resourceful when meeting their needs.
- Provide a safe, caring and calm environment in which our children are confident in expressing and sharing their hopes and ambitions.
- Present opportunities for children to achieve and experience success and develop as individuals and valuable members of the community.
- Strive to deliver a broad, balanced and differentiated curriculum which provides wide and varied learning experiences, in an environment which is accessible to all and one in which is tailored to meet the needs of all children.
- Work closely with parents, carers and external agencies, drawing on their knowledge and experience in order to enhance our SEND provision.
- Assess and track the progress of children with SEND regularly and adjust the effectiveness of our provision in light of this monitoring.
- Provide good quality and relevant training for all staff members supporting children with SEND.

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

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of any previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, where appropriate, will also be considered.

The analysis forms part of the cycle which involves regular review meetings to ensure that barriers to learning are clearly identified and accurate and that support and intervention is clearly matched to meet need. The review will ensure that where a new gap is identified, or progress towards meeting a need has been made, adaptations can take place.

External support may be sought to further assess the needs of a child. This may involve more specialist assessments through services such as Speech and Language Therapy or Educational Psychology, who can complete detailed and specific assessments and identify where more specific support is needed. This is always done in consultation with parents/carers.

2. Plan

Once assessments/identification of unmet need has taken place, planning to agree the adjustments, interventions and support that are required will take place. This will be led by the class teacher in close liaison with the SENCO and parents/carers. This includes generating smart outcomes tightly linked to the needs identified in the 'assess' process and agreeing what support or intervention is needed to achieve this, with clear time scales set. This may include agreed actions that parents/carers will carry out at home.

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/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.

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.

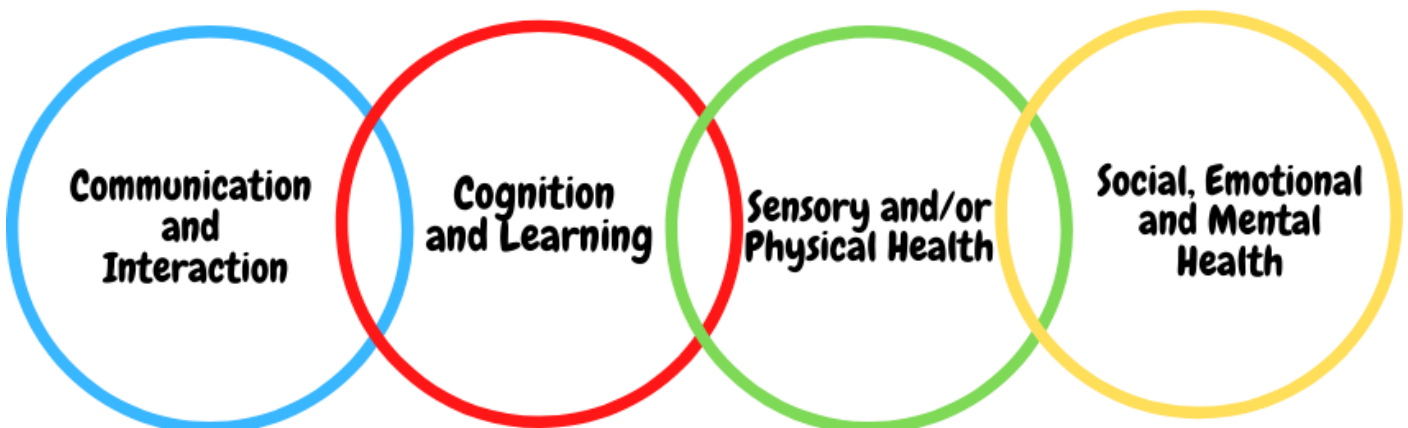
We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

Regular reviews will take place with the class teacher and parents/carers, in consultation with the SENCO, to ensure the support and intervention provided is effective and remains closely matched to the child's needs. These will take place at least once a term or more depending upon individual needs. The review process will include discussions to evaluate the progress made towards the outcomes in the plan, with the outcome either agreed as being met and a new outcome discussed and implemented, or the current outcome adjusted to further support the child's ongoing needs. As with each stage of the process, parent/carers views are shared and taken into account when making any changes to the plan.

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 small group and/or bespoke interventions to develop skills in communication and interaction
- Visual Timetables
- Flexible approaches to the timetable
- Modifications to lunch and/or breaktimes
- Access to additional technology and aids
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Speech and Language Interventions

Cognition and Learning

Strategies to support children with these needs include:

- Regular and focused SMART interventions in reading, writing, phonics and numeracy.
- Increased access to small group access 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
- Flexible groupings
- Adaptations to assessments
- Curriculum adaptations to meet the learning needs of individual children
- Frequent repetition, over-learning and reinforcement

Sensory/Physical

Strategies to support children with these needs include:

- Occupational Therapy Support
- Sunflower Sensory Diet Interventions
- Concrete apparatus
- Access to sensory resources
- Access to support for personal care
- Modified resources where appropriate
- Assisted technology
- Self – Regulation support
- Visual Timetable (Whole class and Individual)
- Increased access to additional adults in and out of the classroom

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
- Access to Zones of Regulation support

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

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.
- Where necessary a planning meeting will take place with the new teacher, the current teacher and parent/carer
- 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.

Transition to Secondary settings:

- Support to arrange visits to potential school options before applying for secondary place.
- Once places have been allocated, liaison with the SENCO 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.

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 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.

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

SENCO - Helen Norman

SEND Governor - Beverley Jones

St Bega's Catholic Primary School,
Thorpe Street, Hartlepool
TS24 0DX
01429 267768