

## **ST BERNARD'S CATHOLIC PRIMARY SCHOOL**

### **Special Educational Needs and Disability Information Report 2019 Impact of 2018-19 and action plan for 2019-20**

#### **Contact details and information**

**SEN Coordinator: Miss C. Marshall**

**SEN Governor: Mrs. C. Thompson**

St Bernard's is an inclusive school, which offers a broad, balanced and differentiated curriculum for all its pupils. Some children have a special educational need, which means special provision is made to accommodate their needs. This may be because of a learning difficulty, a health issue, a disability or emotional and behavioural difficulties.

At St Bernard's we:

- endeavour to make sure that a child with SEN gets the support they need.
- ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO. Our SENCO is currently Miss Marshall.
- The member of our governing body with specific oversight of the school's arrangements for SEN and disability is currently Miss C Thompson
- inform parents when they are making special educational provision for a child.

There have been significant changes to the 2001 SEN code of practice.

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. This new approach joins up the system across education, health and care, from birth to 25. Our school, like all others is required to provide help at the earliest possible point, with children and young people with SEN and their parents fully involved in decisions about their support and what they want to achieve. It is anticipated that this will lead to better outcomes, and more efficient ways of working.

The government have listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the **Local Offer**.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including: special educational provision;

- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education;
- preparing for adulthood, including housing, employment and leisure opportunities.

St Bernard's local offer is available on our website.

## **EHC Plans**

For children with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will replace statements. We have worked alongside families of children with statements in our school to draw up 'All about me' documents. These pupils will eventually have their statements replaced by EHC plans.

## **Implementation of the Special Educational Needs Policy**

### **Actions taken as part of the school development plan, specific to SEN priorities 2019-20**

- Graduated Approach practices and documents to be used consistently throughout school and completed during Home-School P-CAN Team meetings where there is concern about a child's progress or our ability to meet their needs effectively.
- One page profiles to be created for children with high SEN or Nurture Need.
- Develop resources for the "SEN Resources Sharing Box" to improve teaching practice, differentiation & targeted SEN provision
- Update St. Bernard's SEN Policy & Example Case studies to reflect current good practice & Referral Pathway Protocol implemented this year.
- Move the St Bernard's forward to a Primarily Paperless system of storing and sharing confidential SEN information and provision details using CPOMS

## ONGOING

- Children who are working significantly below age related expectations to be assessed termly using PIVATs.
- Monitor impact of TA interventions through trackers, TA evidence and provision maps
- All Teachers to share IEPs and IBPs with pupils and parents. IBPs are the responsibility of teachers – monitor.
- Resources for handwriting in central area and training given for their use in class
- **DYSLEXIA:** continue to use computer programs in for children with dyslexic tendencies. (Nessy) use Toe by Toe and Word Wasp to support children with dyslexic tendencies.
- Children to also have access to specific reading material (coloured paper and large fonts), exercise books with coloured paper, dyslexia friendly class reading books.
- Improve support from other agencies. Fund access to educational psychologist
- Update assessment resources used for specialist assessment

Impact 2019

### READING

Progress of pupils with SEND at the end of KS2 was +2.4% which is significantly above national average for all children including those with no SEND

### Writing

Progress of pupils with SEND at the end of KS2 was + 0.4% which is above national average for all children including those with no SEND

### Mathematics

Progress of pupils with SEND at the end of KS2 was +4.8% which is significantly above national average for all children including those with no SEND

Attainment of children with SEN at the end of key stage 2

	At age related expectation	Exceeding expectations
Reading	71%	14%
Writing	51%	0%
Maths	100%	14%

National progress score are 0%. A positive score indicates good progress