


St. Bernadette's Catholic Primary Voluntary Academy SEND Provision

 <p style="text-align: center;">Intent</p> <p>At St. Bernadette's Catholic Primary Voluntary Academy we are committed to inclusion and striving for excellence for all. We aim to ensure all children have access to a broad and balanced curriculum which supports their academic, social, emotional and spiritual development.</p> <p>We work closely with children, parents and outside agencies to support our children, help them become more independent and prepare them for their adulthood.</p>	<p style="text-align: center;">Personalised Timetable & Provision</p> <ul style="list-style-type: none"> • Aids HLN/EHCP pupils with a high level of need to access and integrate well into a mainstream setting. • Provides specialist curriculum and education using sensory activities and personalised tasks. • Helps to reduce and improve social, emotional, mental health and behavioural difficulties. • Helps to develop life skills, friendships and independence. 	<p style="text-align: center;">Curriculum & Enrichment Implementation</p> <ul style="list-style-type: none"> • All pupils regardless of level of need have access to the National Curriculum through quality first teaching in every classroom, at an appropriate level and with adaptations. • All SEND pupils have access to school trips that are appropriate taking into account their level of need. Risk assessments are written and 1:1 support given where necessary to ensure SEND pupils can attend. • All pupils have access to enrichment activities such as Church visits, music events, assemblies, community events etc. 1:1 support is provided, as needed, to ensure this can happen. • We provide alternative and life skills curriculum to ensure SEND pupils develop the skills needed for independent living and can progress in their academic attainment.
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<p style="text-align: center;">Identifying Pupils With SEND</p> <ul style="list-style-type: none"> • Observations, professional conversations, policy for identification of SEND via Internal referral forms • Graduated approach and whole provision mapping • Termly Pupil Progress Meetings with class teachers • SENDCo observation of SEND concerns as required • In-house early assessments of working memory, Dyslexia, SEMH, gross/fine motor skills, speech, Communication and Interaction • Use of outside agency support for pupils as required/available • Specialist assessments (via Speech & Language Team, School Nursing Team, Health Visitors, VI Team, Physical Disabilities Team, ASET, Paediatricians, CAMHs and Emotional Wellbeing Panel, where required) • St Luke's outreach team support in identification and assessment of children working outside their key stage • All children have a Running Record which documents their needs, support and progress through the academy • Outcomes from the RR are given to the children on individual target cards. 	<p style="text-align: center;">Interventions</p> <ul style="list-style-type: none"> • All pupils are included as part of their class • Specialist and alternative provision is made available to individual pupils according to their assessed need with the support of outside agencies • Identified children have access to individual or small groups such as: Little Wandle Phonics and reading intervention; maths groups; and handwriting • SEMH team provide specialist support/interventions where required including bereavement support • A wide range of interventions are used to meet a variety of assessed needs e.g. precision teaching, talk and draw, Paired reading, SEND PE including competitions, sensory trails, CALL • Teaching Assistants provide speech & language and OT interventions following the pupil's individual care plans. 	<p style="text-align: center;">Progress & Monitoring - Impact</p> <ul style="list-style-type: none"> • SEND pupils will make progress; building on their strengths • The SENDCo and Specialist SENDTA work with staff to develop aspirational, personalised targets based on their area of need. These SMART targets are reviewed every half term by the class teachers supported by the SENDCo and SENDTA • SEND progress meetings are held six times per year following these half termly assessments to discuss individual pupils and their progress. Once a term these are held with parents and take into account the pupil voice utilising target cards and one page profiles • Evaluation of specialist interventions made each term using assessment data and evaluation of interventions through the intervention tracking system • Pupil progress meetings for all pupils including pupils with SEND are held three times per year with the PP and SENDCo following termly assessment to discuss individual pupils and their progress. Actions from these meetings are recorded and then monitored going forward • SENDCo observations, learning walks, intervention scrutiny and book-looks carried out and outcomes and actions shared with SLT and Staff 	<p style="text-align: center;">Support & Training</p> <ul style="list-style-type: none"> • Pupils receive QFT, scaffolded tasks, 1:1, small group or in class support to help them access the curriculum • The curriculum is scaffolded, differentiated or adapted to support a child's needs and encourage inclusion. • Alternative curriculum used with specific pupils to help meet assessed needs. • All staff have access to both in-house and external CPD • SEND is always a focus for whole school training • Support offered from outside agencies, health and other professionals. • Learning support team provide specialist support and initiatives to support pupils and staff mental well being • SENDCo leads regular staff meetings to share SEND Action Plan priorities
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