



## **St Bernadette's Catholic Primary Voluntary Academy**

### **Special Educational Needs and Disability Information Report**

This report operates in accordance with the teachings of the Catholic Church and our Academy Mission Statement.

This policy was updated in the Advent Term 2024.

The teachings of the Catholic Church are detailed in the Catechism of the Catholic Church published by the Catholic Truth Society, London, an Official Publisher to The Holy See.

The Academy Mission Statement is located on page 2 of this policy, and is displayed in our academy, and on our website.

**Review date:** November 2025

**SENDCO:** Mrs. C. Sawczuk

**SEND Governor:** Mrs. J. Moran

**Dedicated SEND Time:** 7 hours per week 2024-2025

**North Lincolnshire Local Offer:** <https://localoffer.northlincs.gov.uk/>

#### **Whole School Approach**

Throughout St. Bernadette's, from Nursery to year 6, high quality first teaching and additional interventions are defined through our half-termly dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL of our learners. Furthermore, these high aspirations for all of our children are clearly enshrined in our school Mission Statement.



# ST. BERNADETTE'S

## CATHOLIC PRIMARY VOLUNTARY ACADEMY

### — MISSION STATEMENT —

**Jesus said: "I AM the Light of the World."**

By the Light of Jesus Christ, God reveals to each of us who He is.  
God is Love, and His Love is revealed in Truth, Goodness, and Beauty.  
God's Love is revealed in His Creation, in our beautiful world, in His Holy Catholic Church, in our families, in our friends, and in every human person, and we welcome all in the Holy Name of Jesus.

At St. Bernadette's, we believe that every child is a precious gift from God to each of our families, created in His own image and likeness so as to radiate His Love, Truth, Goodness, and Beauty.

We believe that every child has been blessed by God's Grace to know Him and love Him, and to know of God's infinitely deep and abiding Love for each of His children.

Upon entering our academy, children are welcomed into a loving, caring, safe, and nurturing environment, beginning a journey with us through which they will grow and mature, blossom and flourish.

We help our families to form their children by providing a well-rounded education, full of challenge and rigour; fun and creativity; excitement and wonder.

**'Striving for excellence in all that we do, reflecting the Light of Christ to the world'**

Our academy motto expresses our firm and enduring commitment to endeavour for excellence. We believe that every child has been created by God to strive for excellence in all aspects of life, and when united in friendship with Jesus, they are empowered to reflect the Light of Christ to the world.

**Jesus said: "I AM the Way, the Truth, and the Life."**

**"I have come so that they may have life, and have it to the full."**

**JESUS IS 'THE WAY'** so let us walk in His footsteps of Love and Friendship, and follow His example of Goodness.

**JESUS IS 'THE TRUTH'** so let us listen to what He says, believe His teachings, and profess His Gospel.

**JESUS IS 'THE LIFE'** so let us live by His commandments to love God, and love our neighbour.

When we do these things, Jesus will help us to lead the life He wants us to have, 'and have it to the full'. Just as Jesus said that He is 'the Cornerstone' on which we should build our whole lives, in the same way, our Cornerstone Values, centred on Christ, provide the firm foundation for all that we do in our academy.

#### OUR CORNERSTONE VALUES

<b>LOVE</b>	To love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.
<b>VIRTUE AND GOODNESS</b>	To grow in virtue, becoming more like Jesus in what we think, say, and do. To be well-behaved and well-mannered; courteous and polite; considerate and helpful; kind and forgiving.
<b>PRAYER AND SERVICE</b>	To be friends with Jesus through prayer and devotion, liturgy, and worship of God. To live out the Gospel in service of others – our family, academy, parish, the wider community, and also in charitable outreach to those less fortunate than ourselves; the poor, the disadvantaged, and the suffering.
<b>RADIANCE</b>	To enkindle our God-given gifts and talents, so that we may shine like bright stars for all to see.
<b>JOY</b>	To aspire to be happy, cheerful, and healthy; confident yet humble; compassionate and heroic.
<b>WONDER</b>	To be inspired by a spirit of enquiry and wonder, taking delight in creativity and discovery.
<b>EXCELLENCE</b>	To strive for excellence, and have high aspirations to work hard and achieve our very best.

We believe that every child is unique and special, created by God for a special reason, with a unique mission – a vocation which God is calling them towards – and we believe that God has blessed each child with the character, gifts, and talents to help them succeed and be happy in their mission.

At St. Bernadette's, it is our honour and our passion to help, support, and encourage each child to fulfil their God-given potential, and ready them to contribute positively to society in service of others.

Walking in footsteps of love with Jesus, following the example of Our Lady of Lourdes and Saint Bernadette, may each child come to know of their special place in God's Heart, and when 'Heart speaks unto heart', may each child have the trust and confidence to pray the words of this prayer by Saint John Henry Newman:

**'God has created me to do Him some definite service.**

**He has committed some work to me which He has not committed to another.**

**I have my mission.'**



Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Please refer to our Special Educational Needs and Disability Policy).

**Assess:** The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- the pupil's previous progress, attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- Early Help Meetings
- the pupil's own views
- consultation with members of the senior leadership team
- advice from external support services, if relevant.

**Plan:** The class or subject teacher will identify individual termly targets for each child which are designed to correspond with their area of need. Typically, there will be three specific targets per term. These will then be discussed with the child and their parents/carers and with the SENDCO, at which point they may be modified. Targets for home-based support for families will also be discussed and support given with signposts to additional agencies if available. Consultation with families is a key aspect of our work and as such they will always be kept informed and permissions sought where appropriate.

**Do:** Target monitoring and support is provided by our dedicated SENDCO and SENDTA. Each child is given a target chart by their class teacher which they will use daily in their class. The Precision teaching for the targets will be carried out by a TA or the class teacher. The class teacher will ensure that the provision and support strategies identified are implemented.

**Review:** The targets will be reviewed six times a year. Review meetings will take place in the first half-term with the class teacher, SENDTA and the SENDCO and in the second half-term with the child and their families also. The targets will be assessed. Support strategies and types of provision may be modified as a result. Following which new targets will be set for the following half-term.

Having consulted with the child and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. This will also be in consultation with outside agencies if they are working with the child.

Details of all of the above are recorded in the child's Running Record

Children with an EHCP will also have an annual review meeting which will welcome the child, their family and all the staff that work with that child both internal and external. Their annual targets will be reviewed and new targets set for the coming year. These will take place at different times in the year as specified in their plan.

## **SEND Needs**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives, SEND Code of Practice 2015.

We have a strong working relationship with the speech and language team who work with us to assess, do and review each child referred to them by ourselves or parents. Parents attend meetings with the Speech Therapist and are encouraged to attend all appointments for their child. We ensure that the therapist has a quiet area to work with the child and their families. The class teacher will assist in implementing support strategies for the child and work on targets given.

We have a rigorous approach to identifying children who present with autistic tendencies and staff have been trained in identification approaches. We use the ASET check list and recommended strategies for support. If we are unable to support the child fully ASET will be requested to support us further to ensure we are providing the right provision for each child.

*You have such a diverse school in so many ways. It is not surprising your children have such a good understanding of each other's needs.*

Outside Agency

We have pupils with no verbal language and staff are using MACATON signing.

We use class and individual visual timetables.

PSHE time is used in every class to give children an understanding of different needs within the school.

*The academy is most welcoming and friendly and the SENCO is very open to meetings and looking at ways forward.*

Outside Agency

## **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), SEND Code of Practice 2015.

This will be identified initially by the class teacher, who will complete an internal referral form. The teacher and SENDTA in consultation with the SENDCO and parents will request any internal screening which she feels appropriate such as dyslexia screening. External screening may also be requested by agencies such as that carried out by an Educational Psychologist. Screening will help us to create the most focused individual support strategies for each child.

We have a strong working relationship with St Luke's Special School to support our children with MLD and our class teachers in how to access and monitor their progress.

Children will be supported by their class teacher, TA and SENDTA. They will work for the most part in the classroom alongside their peers. Intervention sessions will be done in a small group setting or on a 1:1 in additional learning areas.

## **3. Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder, SEND Code of Practice 2015.

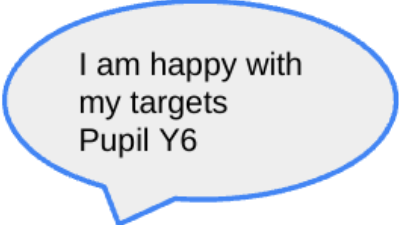
St. Bernadette's has a dedicated Mental Health Champion who oversees provision for children identified with this need. We also have a number of TAs trained in mental health strategies. Identification may come through the class teacher or families. Support through Early Help will be recommended. The class teacher will work closely with the Mental Health Champion to compile and implement a behaviour plan for individual children which will then feed into that child's Running Record.

We have close links with the Mental Health Nurse and the Behaviour Support Team who will be consulted if appropriate.

Children will be supported by their class teacher, TA and SENDTA. They will work for the most part in the classroom alongside their peers. Intervention sessions will be done in a small group setting or on a 1:1 in additional learning areas. In addition, we are currently being supported by the Mental Health Support Team.

#### 4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time, SEND Code of Practice 2015.



I am happy with  
my targets  
Pupil Y6

St. Bernadette's has been part of the Local Authority Sensory Pilot which has helped us identify children with sensory needs. We are working with the framework and have developed positive support plans for a number of children in school. Small changes to a child's environment, support or interaction, we have found, can have a profoundly positive impact on their learning.

We have pupils who have physical mobility needs and we illicit the support from Physiotherapy and Occupational Therapy Teams as well as Disability Services.

Children with significant needs, including sensory and/or physical needs, and who are in receipt of an EHCP, are given admissions priority as outlined in our Admissions Policy on our website.

Furthermore, our Accessibility Plan includes information that outlines the way in which our school has:

- increased the extent to which pupils with disabilities can participate in our curriculum
- improved our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer
- improved the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

#### Nature of Need

Number of pupils in the school: 333

Number of SEND children: 67

Number of SEND Support children: 60

Number of SEND children with an EHCP: 7

*Data accurate as of September 2024*

Year Group	Number of Pupils September 2020	Number of Pupils September 2021	Number of Pupils September 2022	Number of Pupils September 2023	Number of Pupils September 2024
EYFS	2	1	5	6	10
1	3	5	4	8	9
2	10	4	8	10	11
3	6	9	6	5	11
4	3	6	10	6	8
5	11	4	9	12	9
6	11	12	4	9	9
<b>TOTAL</b>	46	41	46	56	67

Children may have needs that span the above areas of needs and so fall into more than one category.

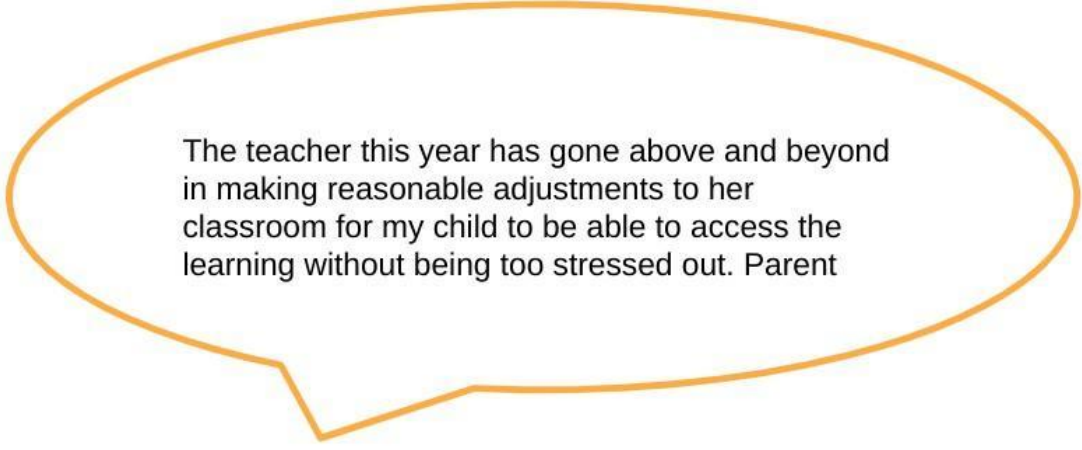
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. It will also take into account the views of the pupils and their parents and behaviours at home which may have a significant impact on school.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



The teacher this year has gone above and beyond in making reasonable adjustments to her classroom for my child to be able to access the learning without being too stressed out. Parent

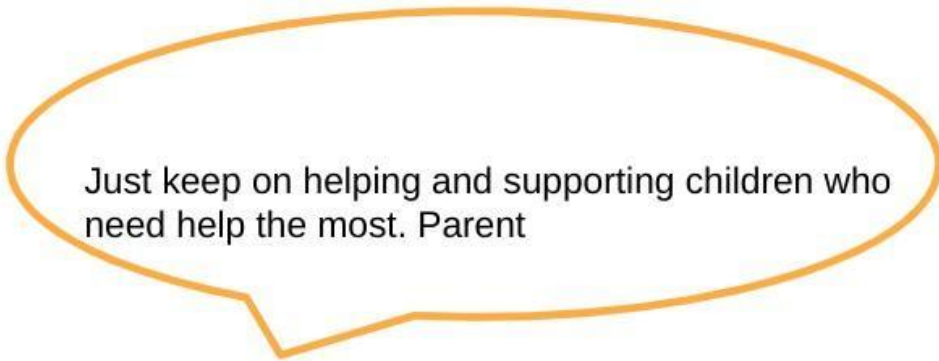
We have internal processes for monitoring the quality of provision and assessment of need. These include:

- internal referral form
- guidance from the SENDCO on identifying children with SEND
- lesson observations and book scrutiny – to ensure high quality teaching for all
- ongoing reviews of Running Records
- Pupil Progress Meetings to discuss all children
- weekly staff meeting agenda to share ideas and support colleagues
- half-termly reviews for all children on the SEND Register
- official annual review of EHCPs.

### **Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Individual Review Meetings	Child, Parent/carers, class/subject teacher, SENDTA, TA	Termly
EHCP annual review	Child, Parent/carers, class/subject teacher, SENDTA, TA, outside agencies	Annually
Early Help Meetings	Child, Parent/carers, class/subject teacher, SENDTA, TA, outside agencies	As required
Parents Evening	Child, Parent/carers, class teacher	Biannually



Just keep on helping and supporting children who need help the most. Parent

## Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEND Code of Practice 2014)
CS	SENDCO	BA Hons Primary Education NASENCO Postgraduate Award
BJ	Mental Health Champion Early Help Lead	HLTA
AM	Mental Health Dyslexia	SENDTA

This year, we have put in additional training including:

- Code of Practice training for all staff focused on roles and responsibilities
- Neurodiversity
- One Page Profiles
- ELSA
- Trauma
- ASET Toolkit
- SALT Toolkit
- SEMH Trauma and Anxiety
- Precision Teach.

## **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed on a need basis, which changes yearly but also on a day-to-day basis depending on the needs present at that time. Whilst staff have specific roles allocated each year these are therefore subject to change.

## **Finance**

Our 2024/2025 notional SEND funding is £159236.53. The expenditure allocation of SEND income is as follows:

- support staff (additional to quality first provision) including 1:1 TAs
- commissioned external services including Educational Psychologist support
- additional teaching resources
- training
- SENDCO 7 hours out of class
- Specialist SENDTA 4 days per week
- specialist equipment such as ICT, ear defenders, sensory aids
- designated areas for support including: 'safe spaces' inside and outside classrooms; SEND Intervention Room; Behaviour Support Room; Reading Room.

Parent said: "The SENDCO should not be a mainstream teacher in school and should focus more on her role of supporting those in need."  
SENDCO time out of class was increased further for the next academic year.

## Impact Statement

2024 data:

- For the Early Years Good Level of Development, of our 6 SEND pupils, 33.3% met the expected standard.
- In the Year 1 Phonics Check, of our 11 SEND pupils, 54.6% met the expected standard.
- In Year 6 SATs, of our 11 SEND pupils, the expected standard outcomes were: Reading 36.4%; Writing 27.3%; Mathematics 18.2%; Grammar, Punctuation and Spelling 18.2%; and Reading, Writing, Mathematics Combined 18.2%.

*I am so proud of them.*

Parent

*I did my best!*

Pupil

*My TA has been a fantastic support. She has worked with small groups to ensure the tasks are scaffolded in the way I needed them to be for my SEN children. They have attained so much more as a result and they have grown and grown on personal and social levels.*

Year 6 teacher

*I nailed it!*

Pupil

*SEN support in class impacts positively not only on the SEN children but also on the rest of the class.*

Class Teacher

## Attendance

Average attendance for SEND children in 2023-24 was 94.29% compared to whole school of 95%.

## School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome children with special educational needs or disabilities and we supported children transitioning to the next phase in education. Our approach normally involves:

- liaising with other Nursery and child minder providers
- taster sessions for Nursery pupils
- liaising with secondary schools' Transition Tutors and SENDCOs
- Secondary SENDCOs meet with parents and children in the Pentecost Term

- involving pupils in transition days
- extra transition days / time for pupils with additional needs
- discussions regarding the individual needs of pupils
- we delivered transition packs to all our children transitioning to Year 7 and liaise with parents to ensure a smooth transition
- we closely monitor children and young people's destination data
- all information held on our children is passed to their new schools.

Parents said they wanted to meet with the secondary school SENCO so we arranged transition meetings for parents as well as their children.

Your children are so confident I could stay and talk to them all day. Secondary SENCO

*Many people said they wanted what was best for him but you made it happen! Parent*

## **Complaints**

The school's Complaints Procedure can be found on our website:

<https://www.stbernadettesacademy.co.uk/>

## **Challenges this year**

Social, emotional and mental health needs have been more prevalent in school, particularly in Early Years. We have had a number of new starters through the school with SEND needs.

Additional support continues to be in place for mental health needs of pupils, parents and staff and will continue to be a focus in the coming years.

Reduced support from outside agencies and long waiting lists are a continual challenge. We have employed our own Educational Psychologist and Occupational Therapist and are training more staff specifically to support our children on SALT programmes and children with SEMH.

## **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- continuing to improve progress and attainment in reading for SEND pupils.

Staff development and training for the next academic year includes:

- SALT training
- VI training
- Elsa training for 2 TAs
- Dyscalculia training
- two members of our support staff are completing L3 Apprenticeships in supporting children with SEND
- training in all aspects of SEND for EQT staff.

In preparing this report we have included staff, parents and children and young people through termly review meetings for pupils with SEND, and termly pupil progress meetings as well as a parental questionnaire.

## **Relevant school policies underpinning this SEND Information Report include:**

- Admissions Policy
- Accessibility Plan
- Behaviour Policy
- Equalities Policy Statement
- Supporting Pupils with Medical Conditions Policy.

## **Additional Support for Families**

The Local Offer in North Lincolnshire:

The North Lincolnshire SEND Local Offer is a resource for families, children and young people with special educational needs and disabilities (SEND) aged 0 to 25.

The Local Offer has lots of information for families of children and young people with special educational needs and/or disabilities (SEND). It provides information about education, health and care services, and includes resources, services, support groups, leisure activities, events, training and much more.

Click on the link for more information: <https://localoffer.northlincs.gov.uk/>

## **Legislative Acts taken into account when compiling this report include:**

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005.

**Date presented to/approved by the Local Governing Body:** September 2024.

