



ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

OUR LADY OF LOURDES CATHOLIC MULTI-ACADEMY TRUST

Special Educational Needs and Disability Information Report

June 2025

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

SENDCO: Caroline Sawczuk

SEND Governor: Janice Moran

Contact: SEND@stbernadettesacademy.com

Dedicated SEND Time: 7 hours per week

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



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

LOVE To love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.

VIRTUE AND GOODNESS 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.

PRAYER AND SERVICE 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.

RADIANCE To enkindle our God-given gifts and talents, so that we may shine like bright stars for all to see.

JOY To aspire to be happy, cheerful, and healthy; confident yet humble; compassionate and heroic.

WONDER To be inspired by a spirit of enquiry and wonder, taking delight in creativity and discovery.

EXCELLENCE 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.'



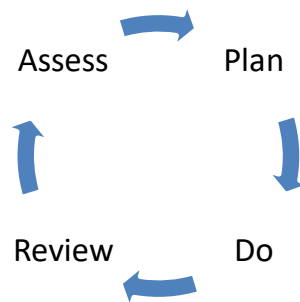
Striving for excellence in all that we do, reflecting the Light of Christ to the world

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 our learners. Furthermore, these high aspirations for all our children are clearly enshrined in our school Mission Statement which states: 'We believe that every child has been created by God to strive for excellence in all aspects of life.'

Catholic Schools Inspectorate report June 2025 states: "Pupils at St. Bernadette's clearly know that they are valued and cared for as unique persons, created by God."

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. Curriculum policy states: 'Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.'

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 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. In addition, adaptations will be made within all lessons to support every child's access to each lesson or where appropriate alternative learning will be planned by the class teacher for children working on a bespoke curriculum. Adaptations include, for example: simplified texts in English; concrete apparatus and pictorial representations in Maths; Chunking work into small steps; different ways of recording work such as the use of iPads; use of laptops and iPads to enlarge the teacher's whiteboard; reader pens; writing slopes and pencil grips; coloured overlays etc.*

Review: *The targets will be formally reviewed three times a year. Review meetings will take place in the second half-term with the child and their families, the child's class teacher, the SENDCO and specialist SENDTA. In the Pentecost term we will also be joined by the child's teacher for the following academic year or the SENDCO from their secondary school in the case of Y6 children. 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 term. In addition to these formal review meetings class teachers will assess progress against targets every half term and in consultation with the SENDCO these targets or provision may be modified.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. If an outside agency is supporting a child, they will also have a direct input into the child's targets and provision, in consultation with the SENDCO.

Details of all the above are recorded in the child's SEND Support 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 and will replace one of their three reviews.

SEN Needs:

Children and young people's SEN 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 use class and individual

visual timetables. We have a strong working relationship with the speech and language team who work with us to assess, plan, 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 additional communication and interaction needs 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.

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. Their outreach team support us in identifying and assessing children with MLD this supports the class teacher in monitor progress over time.

All 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.

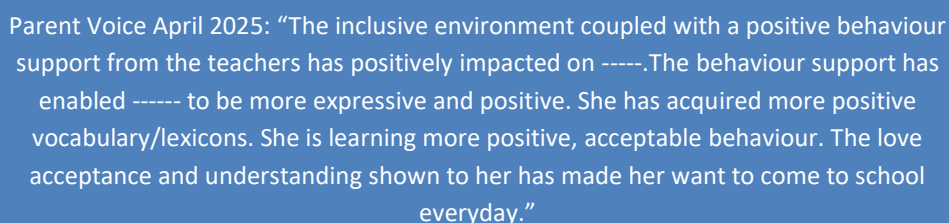
3. Social, emotional and mental health

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 conditions 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 several 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 SEND Running Record. We have close links with the Mental Health Support Team 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.



Parent Voice April 2025: "The inclusive environment coupled with a positive behaviour support from the teachers has positively impacted on -----The behaviour support has enabled ----- to be more expressive and positive. She has acquired more positive vocabulary/lexicons. She is learning more positive, acceptable behaviour. The love acceptance and understanding shown to her has made her want to come to school everyday."

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.

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 several 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.

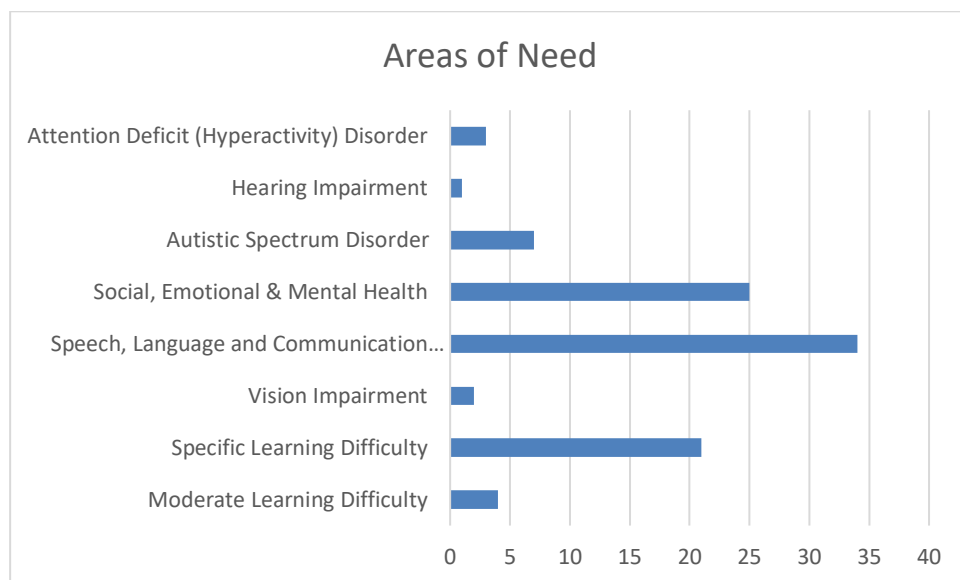
We have pupils who have physical mobility needs and we illicit the support from Physiotherapy and Occupational Therapy Teams as well as Disability Services.

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.

As of May 2025 we have 67 number of children on the SEND register. 8 Children have an EHCP and 58 children are receiving SEN support. The table below shows the children's primary area of need in relational to regional and National statistics however children may have needs that span the areas of needs and so fall into more than one category.



We have internal processes for monitoring quality of provision and assessment of need. We 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.

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 of targets for all children on the SEND Register
- official annual review of EHCPs.

What is working well? Parent voice: “Consistency from all parties involved. we all have the common goal of helping ____ and can see real improvements from the strategies implemented.”

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 Review Meetings	Child, Parent/carers, class/subject teacher, SENDTA, TA, outside agencies	Annually
Early Help Meetings	Parent/carers, Early Help Lead, outside agencies	As required
Parents Evenings	Parent/carers, class/subject teacher	Biannually

Catholic Schools Inspectorate report June 2025 states: “The school’s sense of open welcome is shared with all, with particular concern for the most vulnerable.”

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 SEN Code of Practice 2014)
CS	SENCO	BA Hons Primary Education NASENCO Postgraduate Award
BJ	Early Help Lead/Mental Health Champion/Pastoral Lead	HLTA
AM	Cognition and Learning Screening and support	SENDTA

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.

Training this year has included:

- Code of Practice training for all staff focused on roles and responsibilities
- Neurodiversity
- One Page Profiles
- ELSA
- Trauma
- ASET Toolkit
- New SALT Toolkit
- SEMH Trauma and Anxiety
- Educational Psychologist supervision for Teaching Assistants
- Precision Teach
- Two members of our support staff are completing L3 Apprenticeships in supporting children with SEND
- SENCO and SENTA training on identifying SEND for those who English is and additional language

Staff Voice: Our school tries its utmost to create a nurturing and inclusive environment for the children with SEND. I work with dedicated and passionate people who support our children with SEND through their learning journey, offering help where needed and fostering independence ready for the next step after Primary school. I am proud to work at St Bernadettes and support our wonderful children.

Finance

Our 2024/2025 notional SEND funding was £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

- Additional SENCO hours out of class to attend meetings with the Local Authority and Trust and to be part of the SENDIAS panel
- Specialist SENDTA 4 days per week
- Educational Psychologist services
- 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
- whole school celebration of Neurodiversity week
- Mental Health Leader who specialises in restorative practice and working with families

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- ✓ Breaking down individual's barriers to learning
- ✓ Enabling access to the mainstream classroom for all children
- ✓ A greater understanding of individual needs and ways to support them
- ✓ Whole school greater understanding of Neurodiversity including safeguarding needs
- ✓ Minimal instances of bullying which is swiftly reported and addressed
- ✓ Close links with the Local Authority SEND team and all outside agencies within the local offer enabling effective referrals and support plans
- ✓ Timely referrals to outside agencies for support and diagnosis
- ✓ Children with SEND reaching their full potential
- ✓ Reduced risk of exclusions for SEND pupils
- ✓ Supports the development of a love of learning for all pupils

Ofted Inspection Report May 2024 states: 'Reading is taught well and pupils across school, including those with SEND, develop a love of reading.'

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 **4** number of children and young people with special educational needs or disabilities and we supported **10** number of children and young people transition to the next phase in education.

Our approach involved:

- 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
 - all information held on our children is passed to their new schools.
- We closely monitor children and young people's destination data.

This year our SENCO has been part of a transition cluster group designed to improve transition from Y6 to Y7.

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 remained prevalent in school, particularly KS1. We have had several 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.

An increase in high levels of needs has been very challenging for class teachers and support staff. We have worked hard to support them in their roles and given training and counselling where appropriate.

Further development

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

- Increased use of technology to support learners including laptops, iPads and readers
- Secondary ready curriculum development to further improve transition to Y7.

In preparing this report we have included staff, parents and children and young people through pupil and parent voice in SEND Running Record Meetings and Early Help meetings.

Relevant school policies underpinning this SEN Information Report include:

- Admissions Policy
- Accessibility Plan

- Behaviour Policy
- Equalities Policy Statement
- Supporting Pupils with Medical Conditions Policy.

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 Governing Body: