



St. Bernadette's Catholic Primary Voluntary Academy
Special Educational Needs and Disability Information Report

Approved by: The Local Governing Body

Last reviewed: June 2026

Next review: June 2027

The aim of this report is to highlight how special educational needs support works in our school.

If you would like additional information about our arrangements for SEND, you can access our SEND Policy on the academy website

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

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

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.'



1. Current SEND needs within St. Bernadette's Academy

Nature of Need

Number of pupils in the school: 339

Number of SEND children: 67

Number of SEND Support children: 59

Number of SEND children with an EHCP: 8

Broad Area of Need	School figures	Specific Areas of Need
Communication and Interaction	8.7%	Autism Spectrum Disorder (ASD)
	52.2%	Speech and language difficulties
Cognition and Learning	24.6%	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia
	1.4%	Moderate learning difficulties
		Severe learning difficulties
Social, Emotional and Mental Health	7.2%	Attention deficit hyperactivity disorder (ADHD)
Sensory and/or Physical	2.9%	Hearing impairments
	7.2%	Visual impairments
	1.4%	Multi-sensory impairment
	1.4%	Physical impairment
Specialist Resource Provision	N/A	

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 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 elicit the support from; the Vision and Hearing Support Team; 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; and improved the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

Our Accessibility Policy can be found on our academy website - <https://www.stbernadettesacademy.co.uk/information/send/>

2. Staff support and training

Our Special Educational Needs and Disabilities Coordinator, or SENDCo

The **SENDCo** (Special Educational Needs and Disabilities Coordinator) is a teacher with responsibility for overseeing the support for children with special educational needs or disabilities (SEND) in the school.

They:

- **Identify and assess** children who may have SEND
- **Coordinate support and interventions** to help meet pupils' individual needs
- **Work closely with parents**, teachers, and support staff to create and review support plans
- **Liaise with external professionals** (such as educational psychologists or speech and language therapists)
- **Ensure staff are trained and informed** about SEND strategies and approaches
- **Support the transition** of children with SEND when they move to a new class or school.

The SENDCo helps make sure every child with SEND can achieve their potential and access the curriculum in an inclusive environment. This year we have continued to use our internal referral processes to ensure early identification of needs; maintained engagement with parents and increased involvement with outside agencies such as the Disabilities Team to improve outcomes for our children.

Next year we plan to design and implement a new enhanced provision for our children with significant learning needs that are finding accessing the mainstream classroom full-time too much of a challenge.

Our SENDCo is Mrs. Caroline Sawczuk, who has a First Class Honours Degree in Education and holds the National SENCO qualification (The National Award for Special Educational Needs Coordination). She is allocated 1 day per week to manage SEND provision.

Subject Leaders and Class Teachers

Our teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. This has included the training on the creation and implementation of Positive Support Plans and Risk Assessments to ensure that the needs of our most vulnerable pupils are identified and supported by all staff working with them.

This year staff have also completed the Local Authority training in inclusion focusing on inclusion and adaptation.

Teaching Assistants (TAs)

We have a team of 17 TAs to support pupils in our school including those with SEND.

In the last academic year, TAs have been trained in:

- Child Safeguarding – Level 1 and 2
- Keeping Children Safe in Education
- Prevention of Radicalisation
- Data Protection and The GDPR
- Fire Safety
- Allergens
- Cyber Security.

A number of staff have also been trained in First Aid and Paediatric First Aid.

External Agencies and Experts

Sometimes additional recommendations and/or support are needed to meet the needs of our pupils with SEND. Whenever necessary we will work with external support services, through the Local Authority or commissioned by the school, to support our pupils with SEND and their families. These include:

- Disabilities Team
- Vision Support
- Hearing Support
- Occupational Therapists
- Educational Psychologists
- Speech Therapists
- ASET

- Behaviour Support
- Complex Behaviour Team

Additional Support for Families

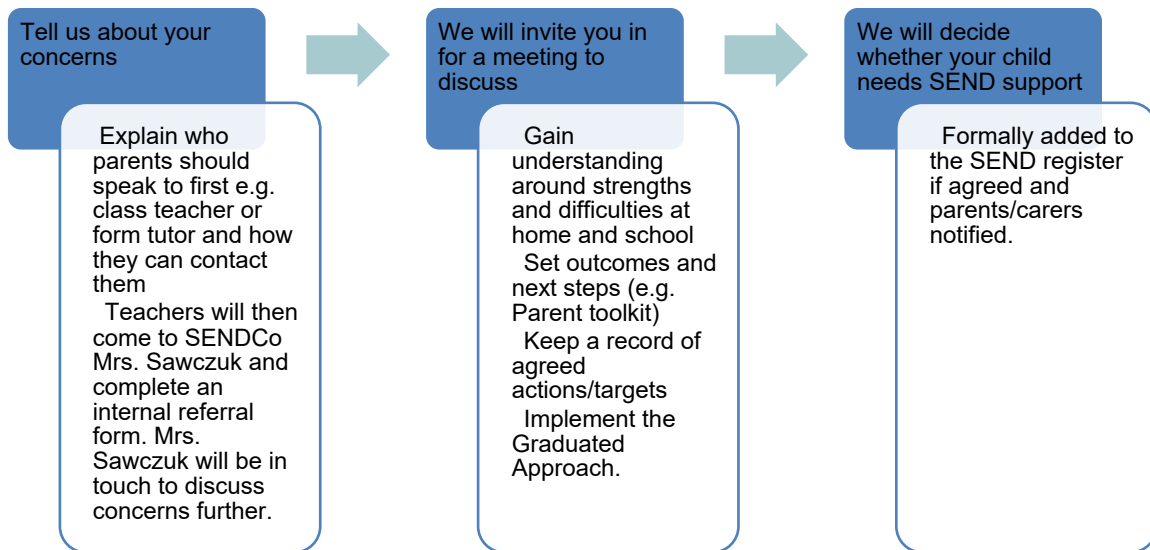
The Local Offer in North Lincolnshire:

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/>

3. What should I do if I think my child has SEND?



4. How will the school determine if my child needs SEND support?

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:

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

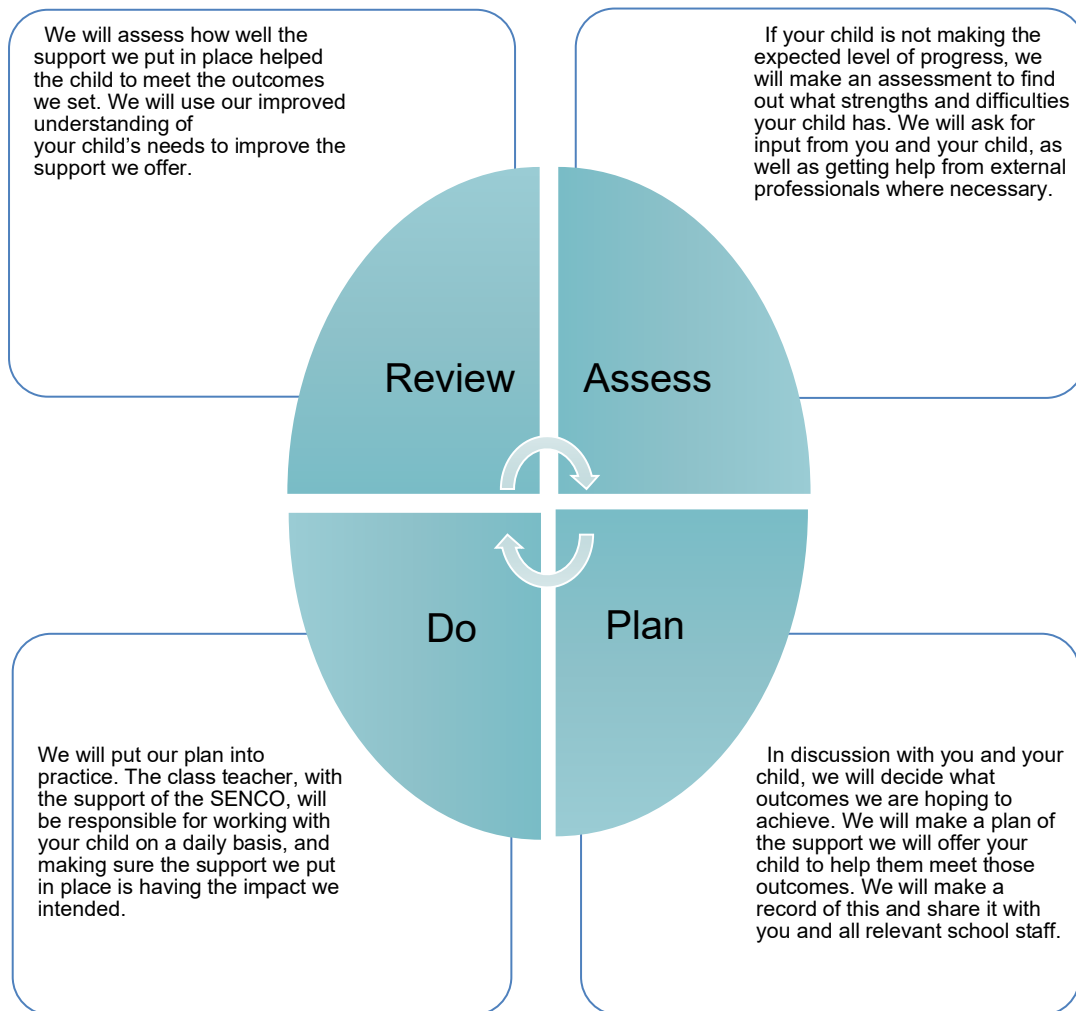
We may consider referring a pupil for diagnosis (e.g., autism or ADHD) if:

- They are not making expected progress despite receiving targeted support
- There are ongoing concerns about learning, behaviour, communication, or wellbeing
- Teachers and parents have observed signs that may suggest a specific need or condition.

Referrals are made in partnership with parents after collecting evidence over time.

5. How will the school measure my child's progress once SEND support is identified?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle to assess, plan, do, and review.



The outcomes will be reviewed six times a year. Review meetings will take place in the first half-term with the class teacher 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 SEND 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.

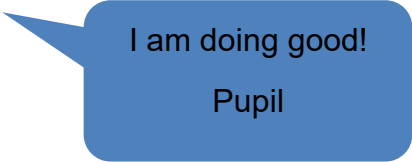
We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions about my child's education?

We will provide termly reports on your child's progress. Your child's class teacher and Mrs. Sawczuk (SENDCo) will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress.



I am doing good!

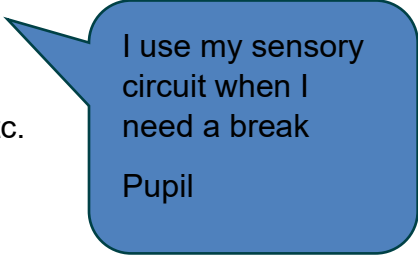
Pupil

7. How will the school support my child to be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of understanding.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey.



I use my sensory circuit when I need a break

Pupil

- **How will the school adapt its teaching and learning environment for my child and evaluate their progress?**

Universal Provision is accessible to all pupils including those with or without SEND; *Targeted Provision* is additional support for pupils identified as needing SEND Support; and *Specialist Provision* is highly personalised, often including multi-agency support for pupils with complex needs including those with EHCPs.

	Universal Provision	Specialist Provision	Targeted Provision
Communication and Interaction	Visual aids including timetables; now and next boards and cues for instructions; diagrams, pictures, and charts to support learning	Small group speech and language interventions	Speech and Language Therapist; communication aid
Cognition and Learning	Task scaffolding e.g., sentence starters, writing frames, graphic organisers; flexible grouping; tiered worksheets breaking tasks into smaller steps	Small group literacy or numeracy intervention; reading recovery such as Lexia, phonics boosters	Educational Psychologist; alternative curriculum
Social, Emotional and Mental Health	Positive behaviour strategies; Clear routines; PSHE lessons	Small group social skills intervention; pastoral or wellbeing support	CAMHS therapy
Sensory and/or Physical	Assistive technology; inclusive resources		Vision, Hearing or Physical Disability Teachers; specialist equipment

These interventions are part of our contribution to the North Lincs local offer. You can find additional information from the North Lincs local offer here:

[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability](#)

Progress is monitored through the Assess, Plan, Do, Review process and through monitoring the impact of the interventions outlined above. and will be shared termly as outlined above.

8. How will the school secure resources and equipment to support pupils with SEND?

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 1 day out of class
- 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
- Wellbeing support staff
- Early Help Lead.

The SENDCo will be responsible for monitoring the impact of these resources by looking at the intervention, cost of delivery and impact of the intervention on pupils' progress towards the outcomes and targets.

A school may request an Education, Health, and Care needs assessment if:

- A child has significant long-term difficulties that affect their learning or development
- The child requires more support than the school can provide through its usual SEND resources
- Targeted interventions have been tried over time, but the child is still not making expected progress
- Additional input from health or social care services may also be needed to support the child's needs

An EHCP request will be made in consultation with parents or carers and involves gathering information about the child's needs, the support already in place, and the impact of this support so far.

• How does the school ensure the admissions process is fair for pupils with SEND?

All pupils have a fair and equal access in accordance with our Multi-Academy Trust Admissions Policy <https://www.ololcatholicmat.co.uk/governance/admissions/>

- **How will the school ensure children with SEND have opportunities in line with their peers?**

At St. Bernadette's every child has the opportunity to access extra-curricular activities including educational visits, clubs, participation in student government and leadership roles, etc.

Link Equality and Diversity Policy

<https://www.stbernadettesacademy.co.uk/information/our-policies/>

- **How will the school support my child with transitions between classes, settings and in preparation for adulthood?**

All the children at St. Bernadette's participate in a whole school transition morning at the end of the Pentecost Term to help prepare them for the next academic year. Children with additional needs have additional transition sessions and create passports to share information about themselves to share with their new class teachers. Information booklets, that include social stories and images of their new class, teacher and support staff, are created with them and they take these home to share with their families over the holidays.

We also work with our feeder school partners to welcome children with special educational needs or disabilities and we support children transitioning to the next phase in education. Our approach normally involves:

- Liaising with other Nursery and child minder providers
- Taster sessions for Nursery children
- Home visits for Early Years children new to school
- Close links with Secondary feeder schools
- Meetings in the Pentecost Term with Secondary SENDCos to which parents and children are invited
- All information pertaining to a child is passed to their new education setting.

- **What support is in place for looked-after and previously looked-after children with SEND?**

Miss Smith, our Designated Safeguarding Lead, will work with Mrs. Sawczuk, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND Support plans or EHC plans are consistent and complement one another.

9. What should I do if I have a complaint about the SEND support my child receives?

Details of our Complaints Policy and Procedure can be found here:

<https://www.stbernadettesacademy.co.uk/wp-content/uploads/sites/38/2025/11/Complaints-Policy-and-Procedure-September-2025.pdf>

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's Complaints Policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

10. Support available to families

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at North Lincs local offer. North Lincs publishes information about the local offer on their website:

[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability](#)

Our local special educational needs and disabilities information, advice, and support (SENDIAS) services are:

[SENDIASS | North Lincolnshire](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)