



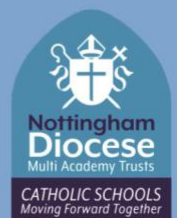
OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

Rationale for Enhanced Provision
at
St Bernadette's
Catholic Primary Voluntary Academy

*"But if anyone has the world's goods and sees his brother in need,
yet closes his heart against him, how does God's love abide in him?
Little children, let us not love in word or talk but in deed and in truth."*

John 3: 17-18



Rationale for Providing an Enhanced Provision Setting for Pupils with Special Educational Needs and Disabilities (SEND) at St. Bernadette's Catholic Primary Voluntary Academy.

Introduction: The provision of an enhanced setting for pupils with high level Special Educational Needs and Disabilities (SEND) is effective in ensuring an inclusive and equitable educational environment. The enhanced provision reflects the school's Catholic ethos, rooted in dignity, compassion, and the belief that every child is created and uniquely valued by God. It supports the mission to serve the most vulnerable and to ensure that every child can flourish spiritually, socially, and academically.

This rationale explores the reasons behind establishing such a setting within our school, emphasising the benefits for both the pupils with SEND and the broader school community.

1. Inclusivity and Equal Opportunities:

- An enhanced provision setting promotes inclusivity by recognising the diverse learning needs of all students, fostering a culture of equal opportunities for every learner.
- It ensures that pupils with SEND have access to tailored resources, strategies, and support systems, enabling them to participate actively in the learning process alongside their peers.
- It provides a resource base where the environment is more conducive to the pupils' needs, e.g. more space, less pupils, quieter, less distraction, so that learning can be focussed on pupils' ECHP goals which are more difficult to provide for within the constraints of the classroom.

2. Individualised Learning Plans:

- The enhanced provision setting allows for the development and implementation of individualised education plans by teachers and the Special Educational Needs Coordinator (SENDCo), catering to the unique needs and abilities of each pupil with SEND.
- Within an enhanced provision setting, pupils with SEND can access learning experiences which meet the needs of their EHCP and life skills which could be more challenging to provide within the mainstream classroom.
- Personalised learning strategies contribute to maximising the potential of pupils with SEND, enhancing their academic and social development.

3. Specialised Support Services:

- Establishing an enhanced provision setting enables the school to offer specialised support services, such as sensory support, occupational therapy, and mental health and wellbeing support, addressing the diverse needs of pupils with SEND.
- Where involved with a pupil, specialised support services contribute to creating an inclusive learning environment that acknowledges and accommodates the varying requirements of pupils with different types and levels of SEND.

4. Positive Impact on Whole-School Culture:

- The presence of an enhanced provision setting fosters a positive and inclusive whole-school culture, where diversity is celebrated, and pupils learn to appreciate and respect differences.
- It provides a setting for meeting individual needs within a mainstream school where pupils develop empathy, understanding, and social skills as they interact with their peers in the enhanced provision setting and in the classroom.
- Access to an enhanced provision setting for part of the pupils' school day provides a balance of inclusive education where they can learn, pray, and play with their peers, and also learn within an environment conducive to their more complex needs when a mainstream classroom may become overwhelming.
- The teaching team working within the enhanced provision setting focus on the core needs of the individual in line with their EHCP, and provide scaffolded access to the wider curriculum.

5. Early Intervention and Improved Outcomes:

- Enhanced provision allows for early identification of needs and swift, targeted intervention, reducing barriers to learning before they become entrenched.
- Early support can improve long-term academic, social, and emotional outcomes, supporting pupils to make sustained progress over time.
- By addressing needs proactively, enhanced provision can reduce the likelihood of escalation to more specialist or out-of-area placements.

6. Emotional Wellbeing and Mental Health:

- Enhanced provision supports pupils' emotional regulation, self-esteem, and resilience, particularly for those who find mainstream classrooms overwhelming.
- A calm, structured environment helps pupils feel safe, understood, and ready to learn, which is fundamental to both wellbeing and progress.
- Supporting mental health and wellbeing enables pupils with SEND to build positive relationships and develop independence.

7. Legal and Ethical Considerations:

- Educational institutions are legally and ethically obligated to provide an inclusive education for all pupils, as highlighted in national and international laws and conventions, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Equalities Act 2010.
- The establishment of an enhanced provision setting aligns with these legal and ethical obligations, ensuring that the school complies with the principles of inclusivity and equal access to education.

8. Parental and Community Engagement:

- Providing an enhanced provision relies on active engagement with parents of pupils with SEND, fostering a collaborative relationship between the school and the community.
- Open communication channels and partnerships with parents contribute to a supportive network that enhances the overall wellbeing and development of pupils with SEND.

9. Monitoring:

- School leaders alongside the SENDCo monitor the enhanced provision, ensuring that the school delivers high-quality, inclusive education that meets the needs of all learners. They monitor the effectiveness of enhanced provision through robust data analysis, pupil voice/observation, and engagement with stakeholders.

In conclusion, the establishment of an enhanced provision setting for pupils with SEND is a valuable step towards creating an inclusive and supportive educational environment. It not only addresses the diverse needs of pupils with SEND, but also contributes to the overall enrichment of the school community by promoting understanding, empathy, equity, and equal opportunities for all learners.