

Special Educational Needs & Disabilities (SEND) Information Report

Important information for Parents and Carers

Introduction

Welcome to our SEND Information Report which is part of the **Lambeth Local Offer** for pupils with Special Educational Needs and Disabilities (SEND)

SEND is classified under the following headings:

- Communication and Interaction.
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

What is the Local Offer?

The Children and Families Act of September 2014 requires Local Authorities to publish and keep under review information about services they expect to be available for children and young people aged 0-25 with SEND. The LA refers to this as the **Local Offer**. The intention of this is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the Lambeth area. This document can be found on the Lambeth website lambeth.gov.uk/schools-and-education

What is the Special Education Needs Information Report?

This report utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as the **Special Education Needs Information Report**

St Bernadette Catholic Junior School
Special Educational Needs and Disability (SEND) Information Report for Children with SEND

What are special educational needs (SEN) or a disability?

Brief description of school, phase, size, any special/resourced base provision on site:

St Bernadette Roman Catholic Junior School is a member of the Lambeth Catholic School's Partnership. The school is a popular and oversubscribed two form entry junior school for pupils aged 7 to 11 years with a capacity for 240 pupils.

The school capacity is 240 pupils. The school takes pupils from St. Bede's Catholic Infant school with whom it is in a soft federation, but also welcomes children from other parishes and neighbouring Local Authorities (LAs).

St Bernadette School welcomes pupils with a wide range of ability. Pupils with SEND are well supported and achieve as well as if not better than their peers. We, as a school, aim to use our best endeavours to secure the special education provision for which this is required. This provision is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical needs

In September 2016 a dedicated SEND Unit - The Transitional Learning Centre (TLC) was established. The TLC was set up to create a structured environment whereby those pupils needing additional and differentiated help would have their needs met. This involves the delivery of focused interventions led by the SENCo and a highly trained SEND team.

The number of sessions accessed by pupils will be according to need and will range from 2 - 10 sessions per week.

At St. Bernadette we use the definition for SEN and/or disability from the SEND Code of Practice (2014).

SEN: in Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.*

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching- we call this SEN Support

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '**A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to day activities**'.

Pupils will be identified as being eligible for SEN Support when insufficient progress is being made, despite receiving differentiated approaches and learning arrangements **normally** provided as part of high quality, personalised teaching.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning then please, initially, discuss these with your child's class teacher. This then may result in a referral to the school SENCo whose name and details are listed below
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is put in place for their child

	<p>Y4 Ms. R Marshall-TA Mrs N Sullivan-HLTA Mrs J Cloono -TA</p> <p>Y5 Ms. G Alooi-TA Ms R Merchant -TA</p> <p>Y6 Ms. A Rozwadowska - HLTA Mrs P Silvera - TA</p> <p>TLC Mrs C Contini - HLTA Mrs C Barnes - TA Mrs I Pazsko - TA</p>	<p>particular areas, for example literacy or numeracy. Teaching Assistants work under the direction of the class teacher and SENCo and participate in all meetings around pupil progress, SEND support plans/IEPs, Annual Reviews of Statements/Education, Health and Care Plans (EHCP)</p> <p><i>NB. The school operates a class team approach whereby Teachers and Teaching Assistants, together, support all pupils with their learning.</i></p> <p>Contacted by: writing a letter or telephoning the school to make an appointment.</p>
<p>Senior Leader for Inclusion (also known as Special Educational Needs Co-Ordinator - SENCO)</p>	<p>Mrs Angela Murphy</p>	<p>She is responsible for :</p> <ul style="list-style-type: none"> • Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Making sure that you are: <ul style="list-style-type: none"> • Fully involved in supporting your child's learning • Kept informed about the support your child is receiving • Fully Involved in reviewing how they are progressing

		<ul style="list-style-type: none"> • Fully involved planning your child's support. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. • Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEPs) that specify the targets set for your child to achieve. • Preparing an Education, Health and Care Plan where needed. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>Contacted by: telephoning the school to make an appointment.</p>
School Counsellor	Ms Thone Braekke	<p>The School Counsellor is based in for 3 days a week and offers the following services</p> <ul style="list-style-type: none"> • Individual therapy • Family therapy • Bereavement Counselling
Speech and Language Therapist (SALT)	Miss Rachael Ashmore -	<p>The Speech and Language Therapist is based in school for 1 day a week and is responsible for:</p> <ul style="list-style-type: none"> • Screening and assessing pupils for a Speech and language disorder • Liaising with the SENCo to plan and model TA led Interventions

		<ul style="list-style-type: none"> • Deliver direct support to targeted pupils • Meet with parents to discuss their concerns and exchange information • Lead training for staff and advise on effective strategies for use in the classroom <p>Contacted by telephoning the school</p>
Higher Level Teaching Assistant (HLTA) for SEN	Mrs Carla Contini	<ul style="list-style-type: none"> • Liaise with parents • Attend IEP/Annual reviews • Advise on how pupils can be supported at home • Review the provision of home/school communication • To carry out assessments under the direction of the Senior Leader for Inclusion <p>Contacted by: by telephoning the school for an appointment.</p>
Headteacher	Ms Deborah Hogan	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p>Contacted by: by telephoning the school for an appointment.</p>
SEND Governor	Ms Irene Carbin	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school's SEN funding is appropriately spent.

		<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by: writing to the SEND Governor via the school office.</p>
<p>Learning Mentor (Behaviour and Learning Support)</p>	<p>Mr. Trevor Walsh</p>	<p>He is responsible for removing barriers to learning by:</p> <ul style="list-style-type: none"> • Supporting pupils to achieve their full potential by helping them with concentration, organisation and promoting positive attitudes to learning • Delivering interventions that develop social skills, physical fitness and raise self esteem

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the wide range of needs for all learners
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored in a number of ways that includes:

1. Classroom observations by the Headteacher, Deputy Head and SENCo,
2. On-going assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Regular meetings, including at the beginning and end of the academic year, between SENCo and class teams(class teacher/teaching assistant) to exchange information and provide advice and guidance on meeting the needs of pupils with SEND
5. Termly evaluations of the quality and effectiveness of interventions provided.
 - All pupils have individual national curriculum targets, set in line with national outcomes, to ensure ambition. Parents are informed of these via the reporting system and also at termly Parent's Evenings.
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between class teams, Headteacher, Deputy Headteacher and SENCo.
 - Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil
 - Where it is decided, during early discussion, that special educational provision is required to support increased rates, parents will be informed that the school considers child may require SEN support and their partnership sought in order to improve attainments.
 - Action relating to SEN support will follow the Graduated Response model:

1. **ASSESS:** Information on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be kept informed and invited to this early discussion to support the identification of action to improve outcomes
2. **PLAN:** If review of the action taken indicates that 'additional to and different from' will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence based interventions identified recorded and implemented by the class teacher with advice from the SENCo
3. **DO:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will be consulted on the action they can take to support the attainment of the desired outcomes. This will be recorded and a date set for reviewing attainment
4. **REVIEW:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

- Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher through quality first teaching, involving task differentiation and personalised teaching. However, if the pupil continues to make little progress the class teacher will consult with the SENCO over additional interventions, which may involve external agencies. These Local Authority agencies may include the Educational Psychology Service (EPS), Autistic Spectrum Disorder (ASD) Outreach Team or Sensory Services (for students with a hearing or visual need)

If after significant intervention and the child still requires more support the school applies for a statutory assessment and that may result in an Education Health and Care plan (EHC).

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input); children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
<p>Class teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a 	<p>All children in school receive this.</p>

<p>Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.</p> <p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the 	<p>Teaching Assistant to help with a particular difficulty.</p> <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • You will be immediately informed and be a full partner in planning and reviewing additional support or interventions which will be incorporated into a SEN Support Plan. This document may be used as evidence if it is deemed necessary, to apply for an EHC Plan for your child. • The class teacher will plan with you and the SENCO interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by a Teaching Assistant/teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. • At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
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<p>Speech and Language therapy (SALT) Service or Educational Psychology Service (EPS)</p> <p>Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. ○ A group, or individual work in school run by an outside professional. ● You will always be involved in decisions about how the support will be used and what strategies that will be put in place. ● You will be provided with the contact details for any agencies or services outside the school that are or will work with your child. 	
<p>Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> ● Local Authority central services such as the ASD Outreach Team or Sensory Services (for 	<ul style="list-style-type: none"> ● If, despite the good and outstanding class room teaching, the intervention groups and support from outside agencies, your child continues to make little progress, it may be necessary to request the Local Authority undertake a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at www.younglambeth.dev-fsit.com/local-offer/landing-pages/local-offer.html ● This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to necessitate a statutory assessment. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

<p>students with a hearing or visual need)</p> <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS Child and Adolescent Mental Health Service) 	<ul style="list-style-type: none"> • If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. • If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met. • After the reports have all been sent in, an Education and Health Care Plan (EHC Plan) to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes, with the support identified will be regularly reviewed and changed according to outcomes outlined in the EHC Plan. 	
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<p>How will we support your child with identified SEND starting at school?</p>		
<ul style="list-style-type: none"> • If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. • We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school. 		

- If other professionals are involved, a multi-agency meeting (MAM) will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the MAM meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you, have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will discuss this with the SENCo. If you have raised the concern the school will invite you in to discuss it and plan a way forward.

A. Directly funded by the school

- Learning mentors
- Counselling
- Family Support Worker
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- 1:1/1:2 led by teachers and experienced TAs (usually held after school and on Saturday mornings)

A. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).

B. Provided and paid for by the Health Service

- School Nurse
- CAMHS
- Community Paediatrician
- Physiotherapy
- Occupational Therapy

C. Voluntary agencies

- National Autistic Society
- MENCAP
- Reading Support from "Beanstalk" (Voluntary Reading Organisation)

The contact details for the support services can be found on the school [website www.stbernadette.co](http://www.stbernadette.co) and on the Lambeth Local Offer website lambeth.gov.uk/schools-and-education

The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

- The teacher will discuss your child's progress with you at our termly parents' evenings where you will be informed of your child's progress and any additional support being given.
- Schools also have half termly pupil progress meetings between each class teams and senior leaders to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning

- If your child is still not making expected progress the school will discuss with you
- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home/school.

How are the adults in school helped to work with children with a SEND and what training do they have?

- The SENCO's role is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND and issues to support identified groups of learners in school, such as AS(Autistic Spectrum), ADHD etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the AS Outreach service, Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible...
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term and a National Curriculum level given in Reading, Writing, Numeracy and Science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. All children's progress is reviewed termly through rigorous written tests and teacher assessment. This is followed by half termly pupil progress meetings with the HT DHT and SENCo
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The schools strategy for doing this is Teacher Assessment and external testing through SATs. Children in receipt of SEND Support have an IEP or SEN Support Plan (SSP) which will be reviewed, with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports
 - Termly Parent/Teacher interviews

What support do we have for you as a parent of a child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEP's (or PLP's) will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to Reading, Phonics or Maths. We will be happy to discuss any necessary adaptations for your child.
- The IEP/PEP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- The school website contains useful website addresses for you to access at home
- Our **fortnightly** newsletter includes ideas of ways in which you can support your child with learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

"Family Lives" - an Independent Support Service which offers free and impartial information and support to Parents, Children and

Young People during the EHC Plan assessment and transfer from a Statement.

They can be contacted by e-mail at: parentssupportherts@familylives.org.uk

How have we made this school physically accessible to children with SEND?

- Much of the school is accessible to children with physical disability via ramps situated in the playground and hall
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- One toilet/shower facility has been modified to ensure accessibility for visitors with a disability
- One toilet has been modified to accommodate a pupil with cerebral palsy
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.
- The staff working in the specialised provisions are highly trained in these areas.
- If you have a specific concern please make contact with the SENCo.

What support will there be for the overall well-being of pupils with SEND?

- An evaluated Spiritual, Moral, Social and Cultural (SMSC) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within the areas of the curriculum
- The school council is elected by the pupils to be their 'voice' and has regular meetings with the Headteacher.
- The school considers and acts on, when appropriate to, the views of parents through the forum of 'Friends of St. Bernadette and a school questionnaire that is sent to all parents, twice a year.

- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils' safety by external agencies.
- The school has its own Counsellor to provide emotional support for pupils in distress and in conflict
- Pupils with medical needs have a detailed Health Care plan compiled in partnership with the school nurse and parents
- Staff who administer and supervise medications, will have received verified training from the school nurse

How will my child be included in activities outside the classroom including school outings and extended trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided extra curricula activity

How will we support your child when they are transferring to or leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. For transition from year 2 (St Bede's) to year 3 (St Bernadette) the following system is in place:

- In many cases staff from the new school will visit your child in this school
- In the summer term a handover meeting is held at St Bede's school to discuss and pass on detailed information about all the pupils, including those with SEND, transferring to St Bernadette School. This meeting is attended by year 2 and year 3 teaching staff and the Headteachers and SENCOs from both schools
- The SENCOs from both schools are in regular contact and meet in the Summer term to discuss the SEND pupils who are transferring to St Bernadette
- The SENCO from St. Bernadette School , where possible, attends the Annual Reviews of pupils with statements from St. Bede's who will be transferring to St. Bernadette School
- Both schools have joint projects/cross phase working which involves year 2 pupils from St Bede's school regularly visiting and working with pupils from St Bernadette School

- St Bernadette School operates a 'buddy system' whereby a Year 6 pupil is allocated a year 3 pupil for support during the first few weeks of the new term.
- St Bede's support staff are made available in the autumn term to visit and advise staff at St Bernadette's on specific provision for individual pupils with more complex needs
- The SENCo's from both schools regularly meet and discuss pupils and their needs throughout the school year

For pupils with a Statement/EHC Plan transferring to secondary school we have the following arrangements in place:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCo and ensure s/he knows about any special arrangements or support that needs to be made for your child and invite them to attend the year 6 annual review of your child's statement /EHC plan
- Where possible the SENCo/TA will accompany you and your child on a visit to the new school, in advance of the move.
- Year 7 Heads of year from local secondary schools also attend a handover meeting in the summer term before transfer.
- All year 6 pupils follow a very thorough transition programme to prepare them for secondary transition
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- You will be invited, where possible, to meet with the new teacher before the move takes place and s/he is invited to attend the annual review
- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All relevant IEP (PLP's) will be shared with the new teacher.
- The SENCo will meet with the class team Class teacher and TA(s) to give a detailed handover of the pupils needs with particular regard to objectives and outcomes of the Statement/EHC plan

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapy
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCo	Special Educational Needs Coordinator
ASD	Autistic Spectrum Condition
ADD/ADHD	Attention deficit disorder/ attention deficit hyperactivity disorder
VI/TOVI	Visual Impairment/Teacher of the Visually Impaired
HI/TOHI	Hearing Impairment/Teacher of the Hearing Impaired
TA	Teaching Assistant
HLTA	Higher Level Teaching Assistant