



# St. Bernard's R.C. Primary School

-A Voluntary Academy

*'To grow, love and learn, following Jesus'*

## SPECIAL EDUCATIONAL NEEDS and DISABILITY REPORT

1	What kinds of SEND are provided for at St Bernard's?	St Bernard's RC Primary is a mainstream primary school that provides an education for all pupils who want to share in our school community. We believe in 'the unseen potential' of all; including those with special needs in communication and interaction, cognition and learning, those with social, emotional and mental health needs and sensory or physical difficulties.
2	How do we identify children and young people with SEND and how do we assess their needs?	<p>All pupils are monitored and assessed throughout each term. Actions are taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs. We work with children and their families from the beginning of this process.</p> <p>Children who need additional support will have an individual Personal Plan recording 'additional provision' and termly learning goals. Using a plan, do, assess, review cycle, we monitor the impact of interventions and support and share this information with children and parents.</p> <p>A combination of strategies are used to identify children including observations by the SENDCO, analysis overtime of progress and consultations with parent. Once a holistic picture of need is established a personal plan is written in conjunction with the SENDCO, class teacher and shared and adapted if needed with parents.</p>
3	Who is our SENCo (Special Educational Needs Coordinator)	<p>Mrs Brickland</p> <p>You can contact her on 0151 335 2047 or</p> <p>You can email her at <a href="mailto:kbrickland@stbernards.cheshire.sch.uk">kbrickland@stbernards.cheshire.sch.uk</a></p> <p>Our SEND Governor is <b>M Wilson</b></p>
4	How do we involve parents of children with SEND?	<p>At St Bernard's we have a continuous dialog with parents about their children. We are always here to talk to with an open door policy at the end of the day. We also ensure that parents are able contribute to their child's learning through sharing the Child Profile, Termly Learning Goals and the review process. Annual reviews for children with statements/EHC plans and/or additional funding ensure parents' views are sought. Parents' expert knowledge of their child is shared through the 'Our Story' document. Parents' evenings in Autumn and Spring terms and reports in Summer term also maintain close links with parents. We keep in regular contact with parents that we don't see as often through the home school diary and via telephone or email.</p>
5	How do we involve children with SEND in shaping their education and future?	<p>All children at school support and those with EHC plans are able to express their views about their learning and have the opportunity to discuss their dreams and aspirations. They also annually complete a one page profile about how best they learn and their current interests.</p>

		Children are included in their personal plan target setting process and are invited to contribute to the annual review process.
6	What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?	Support and interventions are monitored regularly and evaluated. Hard and soft data is gathered to support future planning needs. Personal plans are written and reviewed at least 3 times per year. At all stages of this plan, do, assess and review process parents and children are consulted.
7	How do we support children in moving to our school and from our school?	<p>We work closely with the pre-school settings to ensure that transition into St Bernard's RC Primary school is successful for all of our children. Action for inclusion meetings are held with all relevant professionals and the pre-school setting to share information and agree systems to ensure SEND children are happy and therefore able to learn and thrive at our school.</p> <p>Home visits are arranged for all of our pupils coming into Reception to enable parents to share information with us and raise any concerns.</p> <p>School begins to look at high school choices in year 5 in order to establish if any specific provision is needed. This ensures that our children and families are prepared early for the transition for high school and, if needed, additional transition arrangements can be organised.</p> <p>St Bernard's works closely with the high schools to ensure that they have all the information that they need in order for our pupil's to continue to thrive in their care. We hold action for inclusion meetings to ensure that high schools are well prepared to meet the needs of each child.</p> <p>Where a child with SEND is relocating, due to a house move or need for Specialist Provision, we liaise closely with the new school and parents to plan smooth transitions for our pupils. Where possible we will support pupils on visits to their new schools.</p>
8	How do we help to prepare children for adulthood?	We work with children and their families to ensure that they have the skills needed for their futures in secondary education and beyond. We want all our children to become responsible citizens and to contribute positively to society. We work towards these goals by taking a holistic view of our children's needs and plan opportunities to enable them to fulfil their potential. We have high expectations and aim to help children build their learning power, reflecting on how they learn best. Our whole school community treats one another with respect and tolerance.
9	What is our approach to teaching children and young people with SEND	At St Bernard's, we believe strongly in inspiring a love of learning and ensure this for our SEND pupils by tailoring the curriculum to support their needs. All children are part of a class and have access to quality first teaching alongside their peers. We are inclusive and ensure that children access a full and balanced curriculum. Additional adult support and a range of resources are used to support children's learning in class and through intervention programmes.
10	How do we adapt the curriculum and learning environment for children and	We are highly reflective and adapt to the needs of our individual children. Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take

	<p>young people with SEND</p>	<p>place in and out of school. We aim to be mutually supportive sharing adaptations that have proved successful.</p> <p>The classrooms are adapted to meet the needs of pupils, for example, we provide work stations in classrooms for some pupils to minimise distraction and areas outside of the classroom that children use for specific interventions or learning times.</p> <p>We have areas within school where children can withdraw to should they feel the need. A range of sensory resources are used to meet individual pupils' needs.</p> <p>We work closely with outside agency professionals such as the Autism Team and Occupational Therapy and Physiotherapy Team to adapt our environment and curriculum to support pupils.</p>
11	<p>What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?</p> <p>What training have we had and what future training plans are there?</p>	<p>All staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff differentiate to suit the learning needs of all pupils whilst remaining inclusive to all.</p> <p>Teaching assistants are well trained to support all groups of pupils and in particular those with additional learning needs.</p> <p>.</p> <p>Mrs Brickland attends local SENCo cluster meetings to keep abreast of changes to SEND provision and to share examples of good practise.</p> <p>She attends the Lead Professional Network Meetings run by the Autism Team, sharing best practice and information from this with all staff.</p> <p>Each year a training focus is undertaken in order for all staff to receive regular updated training. Last year the focus was mental health including emergency first aid for mental health and attachment disorder and also training for Elklan This academic year( 2020-21) the focus for training is on mental health following our bronze award for Attachment and Trauma. Equally following a recovery curriculum on return to a whole school setting after the Covid 19 pandemic.</p> <p>All Teaching assistants have had Read Write Inc training, delivering targeted phonics support.</p> <p>Two members of staff have received specialist training from The Countess of Chester hospital in epilepsy care and eight members of staff have received training in diabetes care.</p> <p>School works closely with the following professionals to support the needs of our children:</p> <p>School Nurse  Doctors  Autism Team  Speech and Language Therapy Services  Sensory Team  Occupational and Physiotherapy Services  Child and Adult Mental Health Service (CAMHS)  The Educational Psychologist  The Early Years Specialist support team  The SENAO</p>

12	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<p>All children are assessed and their progress tracked on a termly basis. Interventions are evaluated and progress is analysed.</p> <p>Regular meeting with staff, parents and pupils ensure that interventions and additional support are having the desired impact on each pupil's attainment, progress and their personal development.</p>
13	How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?	<p>We ensure that all children have equal opportunities. Our children are encouraged to join the range of extra curricular activities, be active citizens in and out of school and take part in all school activities, including residential trips and educational visits with the appropriate support.</p>
14	How do we support the emotional and social development of our pupils with SEND?	<p>The wellbeing of all pupils is paramount and we offer outstanding care, guidance and support across the school. Learning Mentors meet regularly with staff to plan access to nurture groups that help address self esteem or social skills. Bespoke activities are designed to suit the needs of the children drawing upon outside agency advice. Children are encouraged to share their aspirations and we support them with the necessary skills to help them develop socially and emotionally.</p> <p>We encourage all our children to take part in extra curricular activities provided by school and where possible we signpost families to additional support outside of school.</p> <p>We have a designated safeguarding lead who works closely with the SENCo and all staff to ensure that children are well supported in their wellbeing. We have support strategies in place for all pupils regarding their wellbeing and these strategies are altered accordingly to suit the needs of our most vulnerable pupils.</p> <p>St Bernard's does not allow any form of bullying and has policies and procedures in place to prevent this from occurring. (see policy)</p>
15	How does St Bernard's involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	<p>St Bernard's works closely with a range of other professionals and voluntary organisations to support pupils. These are listed in section 11.</p> <p>We also work closely with families to help signpost them to additional services and support. We liaise with parents about the Family Partnership Service officered by the Local Authority.</p>

16 What are our arrangements for handling complaints from parents of children with SEND about the provision made at the school?	<p>We always ask that you talk to us. We will always do our very best to work with you for the best interests of your child.</p> <p>However, if our Parents are unhappy with the provision for their children then they can refer to the Complaints Policy and procedure which can be found on this website.</p> <p>There are three levels of dispute resolution available for those with or seeking an Educational Health Care plan.</p> <ol style="list-style-type: none"><li>1. Disagreement Resolution Service</li><li>2. Mediation- where parents/young person disagree with elements of an EHC plan</li><li>3. First Tier Tribunals- appeals about a Local Authority decision not to carry out an EHC assessment, not to issue or amend an EHC plan, dispute over the needs and provision in the plan or decision to cease a EHC plan. (Tribunals will not hear appeals about personal budgets)</li></ol>
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