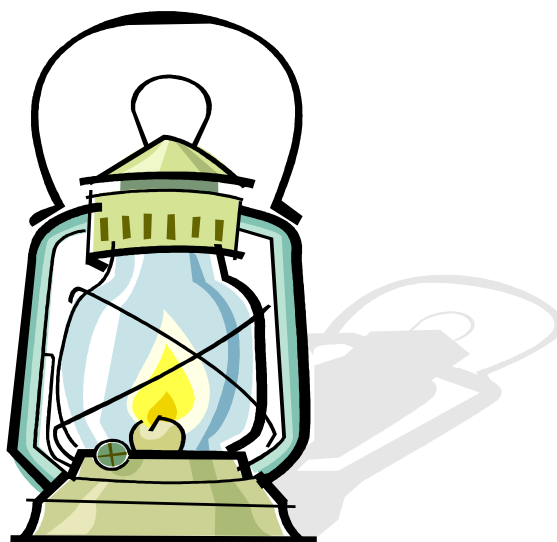





SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT AND POLICY



“Shine like a lantern in the presence of the Lord.”

Approved by:	Governing board	Date: 04 – 09 – 2023
Signed		
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

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1. SEN INFORMATION REPORT

1.1 THE KINDS OF SEN THAT ARE PROVIDED FOR

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, social and communication difficulties, speech and language difficulties
- Cognition and learning, for example, moderate learning difficulties, dyslexia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), difficulties with regulating emotions
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1.2 SCHOOL CONTEXT

Information for St Bede's catholic Primary school and nursery for the 2023/24 academic year

	2021-22	2022-23	2023-24
Number of pupils- SEND (K code/SEN support)	53	55	49
Number of Pupil – EHC (Education Health & care plan)	5	9	12
Number of pupils – HNF (Higher needs funding)	5	9	12

1.3 IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

We will assess each pupil's current skills and levels of attainment on entry, taking into account concerns raised in previous settings. 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

A termly meeting to discuss the progress of all children of concern will take place with teachers. This may include progress in areas other than attainment, for example, social needs and communication.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Screening and observations may be used to support the identification of pupils with SEN.

Concerns raised by parents and/ or external agencies form part of the discussion.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and take into account 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.

1.4 CONSULTATION WITH CHILDREN AND YOUNG PEOPLE WITH SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role in writing and reviewing their Pupil Passports and EHCPs.

1.5 CONSULTATION WITH PARENTS AND CARERS OF CHILDREN AND YOUNG PEOPLE WITH SEND

We are committed to working with parents and carers to identify their child's needs and ways to support. Parents and carers will be involved throughout the process.

There is a range of ways this happens for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Pupil Passport/ EHC Plan.
- Parent workshops/ drop ins
- Transition meetings

1.6 ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and 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
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.7 SEN TRANSITION

HOW WE SUPPORT CHILDREN/ YOUNG PEOPLE WITH SEN STARTING OUR SCHOOL

St Bede's Catholic Primary School and Nursery work with parents and our feeder partners to welcome a number of children and young people with special educational needs or disabilities. During this process we may observe the child in their current setting, carry out home visits, organise visits to our school and hold meetings with other professionals involved with the family. We will work with parents and children to personalise the experience as required. The school is committed to inclusive practice and will be proactive in ensuring strategies and resources are in place to meet the needs of the children and families joining the school. Strategies are individualised to meet the needs of the child and their family. Strategies may include additional visits and/ or a transition social story/ photobook.

HOW WE SUPPORT CHILDREN/ YOUNG PEOPLE WITH SEN MOVING BETWEEN CLASSES IN OUR SCHOOL

All children on the SEN register will have their pupil passport updated just prior to moving year groups. A series of handover meetings ensures that information is shared between the current staff, the new staff and the SENCo. Support for transition is tailored to the child's individual needs but may include modelling of strategies, meetings with parents, new staff spending time in the child's current class etc.

HOW WE SUPPORT CHILDREN/ YOUNG PEOPLE LEAVING OUR SCHOOL

We also support children to successfully transition to secondary schools. We have a close relationship, developed over many years, with particular local secondary schools.

For children leaving our school and moving to another primary school, we aim to ensure that the child and their new school has a full understanding of needs, strategies to support the child and other pertinent information such as reports from Outside Agencies.

Transition may include holding meetings to share pupil information and ensure all parties have accurate knowledge of pupils needs, inviting appropriate professionals to annual reviews, mentoring, transition visits and phased transitions. The new school may be invited in to observe the child. Referrals may be made to other professionals to support this process. Transition will be tailored to the needs of the individual child.

The child and their families will be at the heart of this process.

1.8 OUR APPROACH TO TEACHING PUPILS WITH SEN

All teachers are responsible for and accountable for the progress and development of every child in their care, including those with special educational needs and disabilities. High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children dependent on need.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about high quality teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess: Where a concern about a child has been raised, the SENCo and other key staff make an assessment of their needs using a range of strategies.

Plan: Provision has been planned and documented as part of our provision mapping.

Do: Intervention or support has been implemented in a sustained and efficient manner, making best use of resources available in the school. This may have been delivered by a variety of staff including the SENCo, teacher and/or Learning Assistants.

Review: All provision has been systematically reviewed by appropriate staff and the graduated approach has been implemented in a cycle to continue provision as necessary for each individual student. All children in receipt of Interim Funding or with an Education health care plan have a formal Annual review of their provision which is shared with the Local Authority. All children receiving SEN support have had provision reviewed at least once per term and parents have had the opportunity to be involved in this review process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) has been based on an agreed outcomes approach.

Within the school, we support children with a varying range of needs and, therefore, provision is planned around the needs of the individual to maximise expertise available in the school to meet the needs of each individual student. Provision offered in St Bede's includes:

1. Communication and interaction

Speech and Language Therapy, small group and individual programmes, Communication Tables, Intensive interaction, Visual support and PECS, transition support, Social skills groups, Talkabout, Lego group, colourful semantics, SCERTS, Time to Talk

2. Cognition and learning

Pre-teaching, tuition sessions led by a teacher, literacy interventions including Project X Code, maths interventions, work stations, Precision Teaching

3. Social, emotional and mental health

Social skills/ nurture groups, counselling, mentoring, buddy systems, individualised de-escalation strategies, comic strip conversations, Talkabout, Lego group, Incredible 1 Point Scale, social stories, individual behaviour plans, Circle of Friends, playground support and interventions, bereavement intervention, one to one mentoring

4. Sensory and/or physical needs

Sensory integration activities, Personal care support, use of personalised equipment, fine and gross motor intervention, handwriting intervention, Occupational therapy programmes, Physiotherapy programmes, Makaton

At St Bede's Catholic Primary, the school environment has been adapted to support children and parents with disabilities. The school is fully accessible by wheelchairs and has disabled toilets in each building.

1.9 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.10 ADDITIONAL SUPPORT FOR LEARNING

Considerable thought, planning and preparation goes into utilising staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Learning Assistants support learning in the classrooms for all students including those with SEN. At other times, Learning Assistants may provide targeted support and intervention as organised by the SENCo, Phase Leader and class teachers.

Learning Assistants are also deployed according to additional needs funding provided by the local authority.

Learning support assistants may support one or more children. Their timetables are set by the SENCo in conjunction with the class teacher and Senior Leadership Team based on the needs of the children they support and may include a variety of one to one, small group and class based support as deemed most appropriate to meet the planned outcomes for each child.

The School works closely with the local authority which retains a strategic role across its area to support SEN provision.

1.11 EXPERTISE AND TRAINING OF STAFF

Our SENCO has experience in this role and has worked in SEND and Inclusion for over 13 years. Janet Oatham secured her Nationally Accredited Award for Special Education Needs Coordination in 2016. Janet previously worked in two, six form entry schools in East London with children with complex needs. Janet specialises in support for those with autism, complex social and communication needs and/ or complex learning needs.

We are committed to developing the ongoing expertise of our staff. We have the following current expertise in the school:

Staff member	Area of expertise/Qualification	Level
Janet Oatham	SENDCo Award	Masters
	NPQML (Leadership)	Masters
	Autism	Practitioner
	Engagement Model	Practitioner
	Lego Therapy	Practitioner
	Colourful Semantics	Practitioner
	Precision teaching	Practitioner
	Speech, Language and Communication	Practitioner
	Boxall (Behavior)	Practitioner

Davina	Counsellor	Specialist
All staff	Autism Awareness Emotions/ Emotional Regulation	Introductory Introductory
All Learning Assistants	Structured Teaching Numicon	Introductory Introductory
Specific Learning assistants	Speech, Language and Communication programmes Intensive Interaction PECS Structured Teaching Numicon Lego group Project X Code	Practitioner Practitioner Practitioner Practitioner Practitioner Practitioner Practitioner
Specific Teachers and Learning Assistants	Training relevant to the needs of specific children	Practitioner

1.12 SECURING EQUIPMENT AND FACILITIES

Where specialist equipment or facilities may be required, advice is sought via the Specialist Education and Training Support Service (SEaTSS).

1.13 EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Pupil voice
- Reviewing the impact of interventions
- Using pupil questionnaires
- SENCO/ SLT/ Governor monitoring
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Learning walks, observations, book looks and planning scrutiny
- Performance management
- Scrutiny from external Agencies

Pupil Passports and EHC Plans are regularly monitored, reviewed with staff, parents and children and updated to reflect progress. In addition to monitoring academic progress, we monitor social and emotional progress and wellbeing to ensure that all a child's needs are fully met.

1.14 ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN

St Bede's Catholic Primary School is an inclusive school that works hard to ensure all children's needs are supported. We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement. Where additional support or adaptation is needed to achieve this it is put in place. All our extracurricular activities and school visits are available to all our children, including our before and after school clubs. All children are encouraged to go on our residential trips, encouraged to take part in sports day/ school plays/ special workshops etc.
- Risk assessments are carried out to identify potential difficulties. Where necessary, school will work with the child and their families to ensure appropriate adaptations are put in place to support the child to access activities
- Ensure that all pupils have access to the school curriculum and all school activities. The curriculum is differentiated to ensure that all children can access work at an appropriate level and make good progress.
- Ensure every child has the entitlement to a sense of achievement. All skills, abilities and achievements are recognized and celebrated.

1.15 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

- As part of PHSE and our assembly programme, children learn about making friends, strategies for problem solving and coping effectively with their emotions. This is reinforced by the ethos of the school and classroom practice.
- The children have opportunities to contribute and share their ideas as part of the school council, playleaders, Guardian Angels and buddies. They learn about democracy, working as a team and supporting their peers. Children also take part in a pupil survey where they have the opportunity to share their thoughts and feelings about all aspects of school life and make suggestions for how the school could further improve.
- We are an inclusive school with an understanding and caring team who value the children we work with and work to develop high self-esteem in all children. The class teacher has overall pastoral care for the children in their class, but as a small school all staff are involved in working with and supporting all the children. If a parent has a concern, the first point of contact would be the class teacher. If further support is required the class teacher works with the SENCO.
- As a school we also work with partners including Educational Psychology, SEaTSS, occupational therapy, speech and language, school nurses, CAHMS, social services, medical professionals
- A counsellor visits school weekly to work with individual children
- We have positive approaches to managing behaviour with reward systems in class and a celebration assembly every week to mark the academic, sporting and social achievements of the children. There is a weekly 'Top Table' lunch with the Head Teacher and Deputy

1.16 WORKING WITH OTHER AGENCIES

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- Educational Psychology
- Speech and Language Therapy NHS
- Specialist medical practitioners such as nutritionists,
- Redbridge Social Care and Children's services
- Redbridge Virtual School and others as appropriate
- Children's centres and Health visiting teams
- School Nursing Team
- Child Development Centre
- Physiotherapy and Occupational Therapy
- SEaTSS (Specialist Education and Training Support Service)

1.17 COMPLAINTS ABOUT SEN PROVISION

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the [Contact Us](#) section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the SENCO should be contacted in the first instance. They will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Head Teacher. If the complaint is about the Head Teacher then contact the Chair of Governors via the clerk to Governors. Details are on the school's website.

Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

1.18 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

The Sycamore Trust <http://www.sycamoretrust.org.uk/>

Redbridge Information, Advice and Support Service (RIASS)
<https://www.facebook.com/Redbridgeriass>

1.19 CONTACT DETAILS FOR RAISING CONCERNS

If there are any concerns, please contact the SENCo, Janet Oatham

Phone: 020 85901376

Email: Janet.Oatham@redbridge.gov.uk

1.20 THE LOCAL AUTHORITY LOCAL OFFER

Our local authority's local offer is published here:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

2. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Linsay Clarke every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

3. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

Behaviour and Discipline

Equality information and objectives

Supporting pupils with medical conditions

Accessibility Plan which covers:

- Increasing the extent to which pupils with disabilities can participate in your curriculum
- Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer
- Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities