St Bernadette's Catholic Primary School

A HAPPY PLACE TO BE...

A S P I R E

SEND Information Report 2025-26

"For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you a hope and a future." Jeremiah 29:11.

St. Bernadette's Primary School exists to provide all children with a high-quality learning experience, within an educationally stimulating, supportive and safe environment. We have high expectations of our pupils and seek to develop lifelong learners who have the knowledge, skills, attitudes and learning attributes which will enable them to achieve their life goals.

With children at the heart of everything we do, our mission is to build a nurturing and stimulating learning community, rooted in Gospel values, in which every child and adult feels loved and has the opportunity to reach their full God-given potential.

All the things that happen at St. Bernadette's are driven by our Gospel values and our **A S P I R E** values: supporting our children to become responsible citizens, resilient individuals and successful learners.

We are fully inclusive and ensure that whole class teaching is accessible to all learners, making adaptations when needed for this to happen. All evidence shows that the biggest contributory factor to improved outcomes for learners with SEND, is quality first teaching. As stated following research in the EEF (2020), ***"To a great extent, good teaching for pupils with SEND, is good teaching for all".***

We also use the Ordinarily Available Inclusive Practice (OAIP) guidance document and Adaptive Teaching recommendations to support the learning of our SEND cohort.

A Definition of Special Educational Needs and disability (SEND)

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them

(Special Educational Needs and Disability Code of Practice 0-25, 2015).

St Bernadette's Catholic Primary School:

As part of the SEND Code of Practice (2015) schools are required to publish a document setting out the services they offer for children and young people with special educational needs. This forms part of Stockport's Local Offer. We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

How does St Bernadette's support a child with SEND?

St Bernadette's Catholic Primary School is a fully inclusive school and we are committed to ensure that every child meets their potential. Our teachers know all our children very well and are used to supporting children with many different needs. We cater for children with additional needs in **Cognition and Learning**; **Communication and Interaction** (including those children who are neurodivergent); **Social, Emotional and Mental Health needs** and those with a **Physical and/or Sensory need**.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, pre-teaching programmes and other learning intervention developed to personalise learning. We work closely with parents/carers to ensure all our children feel included.

How does St Bernadette's know if my child needs extra help?

Children may be identified as having SEN through admissions information provided by parents and previous schools and settings. Information provided by external agencies including a health diagnosis through a paediatrician; speech and language assessments will also help to inform school of individual need. Our strong assessment measures and regular progress meetings and tracking system ensure that all our children are monitored carefully as well as day to day professional observations in school.

How will the curriculum be matched to my child's needs?

We ensure that children at St Bernadette's have access to all areas of the curriculum. Through robust assessment systems, our lessons are adapted to ensure that children can access the learning in order for them to achieve their potential. Our teachers plan so that each child has the opportunity to develop as an independent learner. Some pupils may require adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities which enable the pupils to make progress. This can be done in different ways including using a multisensory approach, as well as accessing a story in a different way and recording information through assistive technology We will also adapt the physical environment, in order to overcome potential barriers to learning, including physical education provision. We are working hard to provide an environment accessible to support language for all learners.

What provision does the school make to include all children regardless of their needs?

St Bernadette's has a number of trained staff to teach and support children with special educational needs. All staff has had training on Restorative Approaches and Zones of Regulation to resolve conflict and Team Teach. St Bernadette's have Teaching Assistants who have received training in the following:

- Neurodiversity Awareness; Makaton to support understanding; Communication Boards to support understanding; Scaffolding; Screening to identify needs in reading; spelling and maths;
- Supporting children with autism; dyslexia; dyspraxia; social, emotional and mental health difficulties and attachment.

If a child has a particular need, disability or medical concern, we ensure all staff have relevant training so that the physical and learning environment have been suitably adapted. In our school, teachers deliver lessons to whole classes or small groups and if needed, to individuals to support their progress. Small group interventions are offered for Maths, Literacy, motor skills and emotional well-being. We also buy in specialist support from the Inclusion Service and Speech and Language Therapy who support teaching staff in planning to meet the needs of our children. We also employ a speech and language teaching assistant who is on school working with children 2 days a week. As part of the Assess, Plan, Do, Review process, we regularly monitor the effectiveness of our provision through monitoring processes which include looking at children's work, classroom observations, learning walks and pupil and parent voice. For a small number of children, they may have more complex needs, which may need to be formalised in an Education, Health and Care (EHC) plan directed by the Local Authority. School will endeavour to work towards the outcomes identified on the plans and these are formally reviewed with parents and other professionals each year.

How does the school measure the progress of children with SEND?

At St Bernadette's we have strong assessment measures for all children. As well as academic assessment in English, Maths, Science and the foundation subjects, we also measure attendance and monitor well-being. We track the progress of all our children carefully using the tracking toolkit introduced by Stockport Inclusion and through our progress meetings, we keep parents updated throughout the year. In addition, we hold termly SEN Review meetings for the class teacher and SENCO to liaise. Any intervention that takes place outside the classroom also follows a robust system of baseline assessment and regular monitoring. Class teachers in partnership with the SENCO and parents follow the Assess-Plan-Do-Review cycle to support children with additional needs. The SEN Support Plan shows what steps we are taking to support your child and progress is monitored at least once a term.

How does the school work with parents/carers and children to support learning?

Our children and families are at the heart of all we do at St Bernadette's. We know that working with children is a team effort. We have an open-door policy and we welcome discussions with our parents. All our parents are given termly information about their child's progress through parents' evenings and reports. Through discussions with the children, we also gather the children's feelings about their progress and support and ask if anything else might help them. We also use this as an opportunity to celebrate their achievements with the child. For any child with additional needs, the SEN Support Plan will also be reviewed termly with parents along with the child's one-page profile. This gives everyone involved the opportunity to discuss the effectiveness of the plan and make changes where necessary. If any agencies are involved with your child, they are likely to attend at least one

review meeting a year.

What support is there for emotional and social development?

We pride ourselves on the nurturing ethos and excellent pastoral care we offer at St Bernadette's. Our class teachers take time to know their children and all children access a carefully planned PSHE programme covering subjects such as bullying, internet safety, stranger danger, sex and relationships and grief. If children have worries or concerns, we encourage our children to talk to their teacher or the pastoral lead Mrs Rasheed, who can offer additional pastoral support. For some children, an additional well-being group is accessed (involving outdoor activities) and some may require additional one to one mentoring. We are a Restorative School and this feeds into our Relationship and Behaviour Policy and our Anti-bullying Policy (which can be found on our website) if things go wrong. We always encourage our children to take responsibility for their actions, to understand the consequences and to put things right.

How does the school support a child moving between phases of education?

We also have special systems in place to support transition into school, from year group to year group and transition to secondary. Before children start at St Bernadette's, parents have the opportunity to meet 1-1 with the class teacher and if appropriate, the SENCO. We recognise that parents know their children well and their feelings about their child are important to us. As children move through the school, teachers ensure that information is passed on to the next teacher and transition meetings are arranged for all children. We work closely with our local secondary schools to support transition. Additional visits are put in place for some children,

including those identified with SEND. When children transfer to a new school, we ensure that all our records are passed on and we meet with new staff to make them aware of any children with SEND. For a child with an EHC plan, it is likely that additional support from other agencies will also support transition.

For Information about Acorns our resource classroom, see separate attachment.

Who is there to help me and my child?

The **class teacher** should always be a parent's first port of call, if they are concerned about their child's progress.

Other key staff are available to meet on request:

Mrs Cath Aspin: Special Educational Needs Coordinator

Ms Roisin Kenny: Teacher of Acorns Resource Classroom

Mr Tom Lambert: Deputy Headteacher

Ms Sinead Jones: Headteacher

Mrs Jackie Cullen: SEND Governor

All can be contacted via the school office (Tel: 430 4601).

Please note: For a child with SEND who is also looked after by the local authority, they will be supported in the same way as all other children at St Bernadette's with additional close liaison with the social worker and carer.

If concerns persist, please see our Complaints Procedure policy on our website.

Are there a range of services with which the school can liaise?

There are a number of agencies who work regularly with St Bernadette's. We call on these agencies when school require further advice to meet the needs of a child. These include:

Educational Psychology Service (E.P.)
Inclusion Team
Speech and Language Therapy (SALT)
Occupational Therapy (O.T.)
Primary Jigsaw
School's Family Worker
Physiotherapy
School Nurse
Sensory Support Services
Social Services

These agencies work in different ways at different times depending on the needs of the child – this may involve staff training, meeting with teachers/parents or working directly with a child. Parents will always be involved in a referral to an outside agency.

Please feel free to access Stockport's Local Offer for SEND children. This offers detailed information for parents including contact details on a range of Stockport services: https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page