

**St Bernadette's Catholic Primary School**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**  
**Academic Year 2020 to 2021**  
**SENCo: Mrs R. Bhella**

**Mission Statement**

“At St Bernadette’s Catholic School you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.”

At St. Bernadette's School, in line with our Catholic ethos, we believe that all our children are individuals and special. We always endeavour to meet the needs of every child in our care.

**Equal Opportunities**

At St. Bernadette’s Catholic Primary School, we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We take safeguarding very seriously and all of our policies are developed with a high priority on children’s safety and in light of our safeguarding and child protection policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, supporting children with medical needs policies as well as the SEND Information Report which can be found in the SEND Section on the school website.

The SEND policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice, together with the Equality Act 2010.

**Defining SEND**

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. *Taken from 2014 SEND Code of Practice: 0-25 Years – Introduction xiii and xiv.*

**The SEND Team**

Inquiries about an individual child’s progress should be addressed at first to the class teacher since he / she is the person who knows the child best. Other enquiries can be addressed to Mrs R. Bhella, SENCo ([r.bhella@stberns.bham.sch.uk](mailto:r.bhella@stberns.bham.sch.uk) / 0121 783 7232 option 3). Please make an appointment with the school office if you wish to speak to the SENCo or the Speech and Language Therapist Mrs V. Carroll who is in school on Tuesday afternoons or Thursday’s all day.

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**Headlines from the SEND 2014 Code of Practice**

- From September 2014 no more 'statements' have been issued by the Local Authority. Statements have been replaced by 'Education, Health and Care Plans' (EHCPs) which can be used to support a child all the way through education from birth to 25 years.
- 'School Action' and 'School Action Plus' have been replaced by one school based category of need known as 'Special Educational Needs Support' ('SEND Support')
- All children are closely monitored by their setting teachers, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCo and the Deputy Head Teacher.
- There are four broad categories of SEND:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Physical and Sensory

We work closely with parents / carers and children to ensure that we take into account the child's own views and aspirations and the parents' /carers' experience of, and hopes for, their child.

- All children benefit from 'Quality First Teaching'. This means that all teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions, either individually or in small groups, to target particular skills
- We have high expectations of all of our children. Our aim is that all children on our SEND register make progress which compares well with the progress made by other children in school and also with children who have SEND nationally.

**SEND PROVISION**

**Intent**

At St. Bernadette's Catholic Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high-quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills
- Regularly monitor the progress of children with SEND with teachers, parent/carers, pupils and any professionals involved.
- Provide good quality and relevant training for all staff members supporting children with SEND.

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- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

### **Implementation**

At St. Bernadette's Catholic Primary School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school, enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At St. Bernadette's Catholic Primary School, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.

At St. Bernadette's Catholic Primary School, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning.
- Take part in social and emotional support interventions such as Play Therapy, Lego therapy and mentoring.
- Have additional support from our Child and Family Support worker or through Mentoring.
- Receive additional support with their speech and language development from a specialist teaching assistant or our Speech & Language Therapist.
- Carry out some of their learning in Special Educational Needs Setting Groups –where they might follow a more tailored curriculum to support more complex learning needs.
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist and other agencies outlined in this policy

### **Impact**

As a result of the provision provided:

- Children at St. Bernadette's Catholic Primary School feel happy, safe and respected.
- Behaviour at St. Bernadette's Catholic Primary School is exemplary and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due to the use of resources and small group intervention which meets the needs of the pupils.
- On leaving St. Bernadette's Catholic Primary School, children with SEND have developed good independence and life skills.

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**SEND at St. Bernadette's Catholic Primary School**

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard, making expected rates of progress
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents / carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils

Around 21% of our children are currently at SEND Support or have EHCPs (Education, Health and Care Plans). This is slightly above the national average and as it equates to approximately 6 children in a class of 30. All teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, include children with a formal diagnosis as well as those with needs consistent with a diagnosis:

**Communication and Interaction**

- Autistic spectrum and language delays / disorders
- Speech sound delays / disorders
- Social communication difficulties

**Cognition and Learning**

- Dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties

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- Global developmental delay

### **Social, Emotional and Mental Health**

- ADHD and ADD
- Emotional difficulties and attachment disorders
- Mental health difficulties
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### **Physical and Sensory**

- Physical disabilities, including fine and gross motor problems

### **Identifying Children at SEND Support**

Children with SEND are identified by one of two assessment routes, both of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every pupil is monitored and discussed at termly pupil progress meetings held in the Year band Teams. Where children are identified as not making progress using teacher assessment data and results from standardised testing, or in spite of Quality First Teaching insufficient progress is made, additional provision and interventions then discussed with the parent and also the SENCo, and where necessary, a plan of action is agreed
- Class teachers are continually aware of children's learning progress and needs through daily interaction and teaching. If they observe that a child, as recommended by the 2014 SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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

If parents / carers have got concerns, they can also request that the school look more closely at their child's learning and progress. We take all carers and parental concerns / requests seriously and investigate them all. Frequently the concern can be addressed by Quality First Teaching or some carer / parental support. If this is not the case, a period of monitoring will take place and the child may then be placed at SEND Support on our SEND register.

The SENCo and some staff members are qualified to undertake a range of standardised tests with children. These assessments can be used by the SENCo to add to and inform a teacher's own understanding of the needs of the child and inform parents.

Although the school can identify special educational needs, and make provision to meet those needs, we cannot offer any diagnoses. Parents/carers are advised to contact their GP if they think that their child may

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have neurodevelopmental concerns such as ASD, ADHD, Dyspraxia, Language Delays or a mental health issue (e.g. heightened anxiety or ) or any other medical problem / disability.

At Bernadette's Catholic Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the learning progress of the child or young person but also additional areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Emotional Wellbeing & Mental Health
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/ woman

### **Working with Families and Children**

We aim to have good and informative working relationships with all our parents/ carers. If a child is experiencing difficulties, parents/ carers will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parents/ carers to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the SENCo/Class Teacher will write or invite the parents / carers to a meeting to:

- Formally let them know that their child is placed on the SEND register at SEND support
- Discuss the assessments that have already been completed and feedback on these
- Agree and plan the provision for the coming term, including short-term targets to work towards at home and at school.

The provision is then put in place and is monitored every term / half term, depending on the severity of the needs of the child and the programme being delivered. Progress towards the targets set is monitored and, where appropriate, new targets and provision are set. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

**Additional Evidence to be provided to the Local Authority when applying for an EHCP or a Provision Plan for Top-up Funding.**

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Once a child has been identified as needing SEND Support, an Individual Support Plan is produced and/ or reviewed. The plan records the personalised provision (which may be 1:1 or in a small intervention/ setting group or in class) put in place to enable the child to make progress towards their targets which are monitored and tracked using the schools own tracking and monitoring tools as well as standardised testing which takes places termly. We will liaise with any external agencies as appropriate during this time, ensuring that we follow their recommendations and advice.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, with work that is suitably challenging. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers are responsible for the learning (progress and attainment) of all of the children in their class and aim to spend time each day working with all children, including those with SEND, individually or as part of a group.

When allocating additional Teaching Assistant support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on our provision tracking / support plans. When considering an appropriate intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Where the needs are complex and there is more than one main area of need, the needs are prioritised and only 1 or 2 are addressed at a time. Targets for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between them and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the SENCo, who monitor overall progress after the intervention.

- Interventions are planned in 6-8 week blocks but usually run for a term with time to apply and embed the learning in class work
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, to allow a period of consolidation in class or to focus on another area of need

Interventions will be monitored to identify 'what works' and to calculate value for money.

### **Adaptations to the Curriculum Teaching and Learning Environment**

St Bernadette's Catholic Primary School is mostly on one level, corridors are wide and we have an easy access toilet. Other adaptations to the physical environment can be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly (an audit is carried out with the class teacher (SENCO/ specialist agency in specific cases). We aim to teach in a way that will support children who may have concerns

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regarding specific difficulties such as Dyslexia, Dyspraxia, ASD etc. to achieve. It is good practice to support **all** children in this way, but it is vital for those who particularly need it. All of our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Where children qualify for adapted access arrangements (e.g. for K.S.2 SATs tests - extra time, rest breaks, having a reader or a scribe etc.) we apply for these and ensure they are followed through, giving all pupils the opportunity to achieve to the best of their ability.

### **Access to Extra-Curricular Activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children.

Class trips are an important part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of their SEND and/or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with children with SEND. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities regularly through access to in-house or Local Authority courses, provision of books or guidance towards useful websites.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to refer individual children to or buy-in additional expertise from the Local Authority or privately. Various services may become involved if a child continues to make little or no progress despite considerable input and adaptations. These may include:

- Learning Mentors / Specialist Support Assistants
- Family Support Workers
- Additional Speech and Language Support
- The Educational Psychology Service
- Pupil and School Support Teachers
- Speech and Language Therapists.
- The School Nurse – attendance and safeguarding
- Occupational Therapy – referral through an NHS Service only
- Physiotherapy – referral through GP NHS Service provider
- The Autism Outreach Service
- The Child and Adolescent Mental Health Services / Forward Thinking Birmingham STICK Team
- The Sensory Service for children with visual or hearing needs
- The Physical Impairment Team from the Brays Resource Base.

These services will use the child's records in order to establish which strategies have already been employed and the targets that have previously been set in order to provide additional support and strategies.

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The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Support Plan or other target system continues to be the responsibility of the class teacher.

**Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind his/her peers.

**Children with Social, Emotional and Mental Health Needs**

Behaviour is not classified as a SEND concern alone. If a child shows consistent unacceptable behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we signpost or offer a meeting with the family and support – Mrs Shalvey and support the child through that process. We can also refer to the Early Help Assessment Hub who can provide support and signpost additional services that exist in the local area.

If parents / carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP for a referral to Forward Thinking Birmingham or drop in to The Pause, Digbeth (Mental Health Hub). School can also initiate this process if the family are struggling to access support.

If the child is felt to have long-term social, emotional or mental health needs (for example anger management issues), the school can offer a range of structured programmes to support in these areas with the expert advice from external agencies. These programmes can be delivered by our Family Support Workers (Mrs Payne and Mrs Shalvey) who are both trained and develop good, trusting relationships with the children and / or the families.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

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The school has a zero-tolerance approach to bullying, including that towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their interaction skills.

**Moving to a Provision Plan (application for top-up funding for the school to support needs which exceed the allocated budget for SEND pupil)**

The new SEND Support Provision Plan was launched by the Local Authority in January 2020. This is the new mechanism by which schools will be able to make requests for additional funding or change of placement to resource bases. As with all applications for enhanced support it will be necessary to show that schools have followed a graduated approach and have the support of outside agencies in making the application. All cases will be considered at the new local area panels and parental permission is required for information sharing.

Schools may find it useful to use the paperwork for children where applications for funding/change of placement aren't required but where the child is complex and requires multi-agency involvement. The paperwork is designed for schools to be able to build up a picture of need and provision over time.

The evidence required for this plan is extensive and the same as that required for an EHCP, see following table.

**Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at the SEND Support level, we may apply for the child to be assessed for an EHCP. Generally we apply for an EHCP if:

- The child is looked after and/or likely to move schools frequently (e.g. service families) and therefore additionally vulnerable
- The child has a disability which is lifelong and which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP or would be considered for an EHCP.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern (Families can request an EHCP directly to the Education Authority through the mycare in Birmingham website). The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

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**The evidence supplied must include:**

<b>Additional Information</b> (within the previous 18 months)
Pupil Views if possible
Parent/Carer Views
Parental Consent – completed at the Team around the Child Meeting
CRISP Assessment Record – this is a Local Authority form completed at a Team Around the Child Meeting by professional agencies.
Attendance Record
School/Setting Tracking Information
School/Setting Attainment Information
Outside agency information – Education Educational Psychology/Pupil and School Support/Communication and Autism Team CAT/PDSS- Physical Difficulties Support Service/SS-Sensory Support like Vision & Hearing (as appropriate)
Evidence of Assess, Plan, Do, Review cycle, e.g. Target Plans, review meeting notes.
Declaration/Confirmation of Outside agency involvement
<b>Further Information - to be attached if relevant</b>
Outside agency report – Health
Outside agency information – Social care
Birmingham Toolkit Information
PEP/Looked After Child Plans (If necessary and appropriate to share. Please ensure specific permission is granted to share these as they may contain sensitive information.)
Health Care Plan – Medical and other Health professionals

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## **Transition Arrangements**

### **Transition into and within School**

We understand how difficult it is for children and parents / carers as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents / carers and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs / lockers are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary School**

Transition reviews for Year 6 pupils are held in the Spring Term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training and summer school programmes.

## **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs E. Hill, who liaises with the SENCo regularly to question and discuss the actions taken by the school.

The governing body has a responsibility to challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

## **Complaints**

The school works, wherever possible, in partnership with parents / carers to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedures.

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