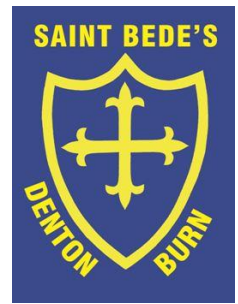




## St Bede's RC Primary School

# Special Educational Needs Information Report

2022/2023



As one  
We learn together,  
Play together.  
Pray together,  
As one.

*St Bede's Catholic Primary School mission statement*

Our mission statement is the foundation for all we do in school, including our work with our children with additional learning needs. This document give families information about the various ways we ensure we support our children with special educational needs and disabilities (SEND or SEN) to achieve their potential. We provide a full range of educational and pastoral support to all, and our children with SEN make good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

We know that the world is still recovering, following the restrictions put in place due to COVID-19. Staff in school have worked hard in delivering a 'recovery' programme for pupils and are aware that for some pupils, that 'recovery or catch up' is still ongoing. Staff will continue to work closely with the SENCO to identify any other support opportunities.

If you would like further information or a chat, please contact our SENCO (Special Educational Needs Coordinator) and Deputy Headteacher, Mr Keys by email [office@stbcps.co.uk](mailto:office@stbcps.co.uk) or by telephone on 0191 2743430.

### **There are a number of reasons why a child may be identified as having SEND:**


- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have a sensory and / or physical need, for example a hearing impairment.



### **For all children at St Bede's Catholic Primary School who have an additional need we:**


- Recognise that families are experts on their child and work in partnership with them,
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- The SENCo works closely with the Headteacher to lead on SEN provision across the school.

- Assess and review the learning of our SEN children, using that information to inform future planning and teaching.
- Provide teaching assistants across school who work with SEN children and also, importantly, support other children so that the teacher has more opportunities to work with SEN children.
- Hold regular meetings for all staff with the SENCO to review children, interventions and resources and to adapt provision where necessary.
- Support our families with children with SEN, formally through review meetings and informally through our 'open door' approach. Support is also available through Mrs Howell, the Parental Support Advisor. Families are also advised of other services and organisations which may offer further advice and support (Including SENDIASS - SEND information, support and advice service)
- Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEN children.
- We evaluate intervention groups and strategies on a termly basis (and informally on a more frequent basis).
- We track the progress of children working below their same age peers with various assessment tools.
- Provide pastoral care for all children with a focus on social and emotional development. This support also provides extra opportunities to listen to pupil's views.
- Do not tolerate the bullying of any pupil and introduce measures to support all involved.
- Regularly evaluate our teaching resources to ensure they are accessible to all of our SEN children.
- Ensure our school activities and trips are accessible to all our SEN children.
- Offer and hold regular review meetings with families for children with SEN.
- When a child is 'looked-after' and SEN, Mrs Young and Mr Keys work together closely with all involved professionals in order to ensure information and support is consistent and effective.
- Provide on-going SEN training and information for teachers and teaching assistants.
- Liaise closely with St Cuthbert's and Sacred Heart High Schools, or any other provision at transition times to ensure SEN pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

Specific provision is also provided for the different areas of need. The table below explains the detail of this support:

Type of SEN	Support provided in school	September 2022 Review
<p data-bbox="113 595 446 801"> <b>Communication and Interaction</b>            Autism Spectrum Disorders (ASD)            Speech, Language and Communication Needs         </p> 	<ul data-bbox="550 595 1101 1422" style="list-style-type: none"> <li>• We use visual timetables when needed to support children to understand what will happen and when.</li> <li>• We provide areas with reduced distractions and low stimulus</li> <li>• We offer additional support during break and lunchtime where appropriate</li> <li>• We use social stories to help children learn how to approach different social situations.</li> <li>• We run small groups focussing on friendship</li> <li>• We have a variety of resources available to use, depending on a child's sensory difficulties.</li> <li>• Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.</li> <li>• We run small group speech and language sessions.</li> <li>• We access the expertise and advice of the local authority Speech, Language and Social Communication Team.</li> </ul>	<p data-bbox="1125 595 1556 768">           We have worked closely with both NHS Speech and Language and the local authority bough in support over the last year to support our pupils.         </p> <p data-bbox="1125 808 1556 913">           Early language support has already been successfully embedded in Early Years.         </p> <p data-bbox="1125 954 1556 1167">           Mrs Howell has continued her THRIVE work. All staff have received additional THRIVE training and receive regular updates from Mrs Howell. This will support the emotional wellbeing of pupils.         </p> <p data-bbox="1125 1207 1556 1346">           We regularly monitor the needs of the pupils in our school and ensure that staff are supported by external professionals where necessary.         </p> <p data-bbox="1125 1386 1556 1626">           We also work closely with schools/placements where new pupils transition from. As a result of these conversations, staffing arrangements have been adapted and training needs have been identified.         </p> <p data-bbox="1125 1666 1556 1843">           David McLeod – our Communication and Interaction Team link has worked with several members of staff and has been key to lots of the progress made.         </p> <p data-bbox="1125 1883 1556 1989">           David delivered Autism Awareness training on our September 2021 training day.         </p>

<p><b>Cognition and Learning Needs</b>  Moderate Learning Difficulties (MLD)  Specific Learning Difficulties (SpLD)</p> 	<ul style="list-style-type: none"> <li>• We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of the children are clearly identified.</li> <li>• We provide small group support with a focus on literacy or numeracy skills, depending on need.</li> <li>• We use intervention programmes to improve literacy and numeracy skills, e.g. Lexia and addacus.</li> <li>• We provide resources to support children with specific needs – e.g coloured overlays to help with reading for our dyslexic children.</li> </ul>	<p>The Newcastle Assessment Tool (now known as the SCART) is now embedded within our school assessment systems and this year will form a key part of the termly SENCO progress meetings.</p> <p>Our termly SENCO progress meetings have now increased to half termly to ensure no child is missed.</p> <p>This has allowed and will continue to allow us to further identify the needs of pupils in our school but also to track the steps of progress that they are making.</p> <p>The assessment tool has allowed us to report back to parents that progress is being made.</p> <p>The SENCO has continued to work with staff to ensure their assessments are robust.</p> <p>Our established ‘initial concerns’ process has continued successfully in school, so that referrals to external agencies are made more appropriately.</p>
<p><b>Social, Emotional and Mental Health Needs</b>  Mental Health Condition  Social Difficulties  Emotional Difficulties</p> 	<ul style="list-style-type: none"> <li>• We provide excellent pastoral care for our children.</li> <li>• We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe.</li> <li>• We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities.</li> <li>• We provide one to one nurture sessions for vulnerable children.</li> <li>• We put in place short term support for a child with a specific emotional need, for example, bereavement.</li> <li>• We run small group sessions with a focus on social skills.</li> <li>• We seek the expert advice and support of outside agencies, including the School</li> </ul>	<p>Our THRIVE room has continued to develop and grow and provides pupils with a safe space to regulate emotions and receive support.</p> <p>As previously mentioned, all staff have received and will continue to receive THRIVE training.</p> <p>Our bought in counselling sessions for pupils experiencing social, emotional and mental health needs have continued and will play an important part in supporting pupils.</p> <p>Our recently introduced PSHE programme will continue to cover a wide range of topics and discussion points. The programme is modern,</p>

	<p>Health Advisor and the Children and Young People’s Service (CYPS)</p> <ul style="list-style-type: none"> <li>• We have close links with Barnardo’s.</li> <li>• We employ a Parental Support Advisor to support pupils and families.</li> </ul>	<p>deep and well resourced to allow high quality teaching of PSHE in our classes. This will hopefully allow pupils to continue to develop their emotional literacy and offer them more opportunities to discuss feelings and emotions.</p> <p>Our computing curriculum has drawn upon the successful resources of ‘Project Evolve’ which is proving to be a successful addition to our PSHE offer.</p>
<p><b>Sensory and Physical Needs</b> Hearing / Visual Impairment Physical difficulties Multi-Sensory Impairment Medical Needs</p> 	<ul style="list-style-type: none"> <li>• We provide support and practical aids where appropriate to ensure pupils can access the curriculum.</li> <li>• We seek advice and guidance from school health for pupils with significant medical needs.</li> <li>• We run intervention sessions to improve pupils’ skills, e.g. gross and fine motor skills.</li> <li>• We request and act upon advice and guidance from Newcastle Children’s Vision Team and Hearing Impairment Team.</li> <li>• When it is appropriate we use ICT to enhance pupil’s access to the curriculum.</li> <li>• When required staff receive training in understanding the impact of a physical or sensory need on the teaching and learning of the child.</li> <li>• Our school has ramp access.</li> <li>• Our school has a disabled toilet.</li> <li>• Our staff understand and apply the Medicine Policy.</li> </ul>	<p>In school motor coordination intervention will continue – the best way of providing this will be further explored – with a focus on frequency and quality.</p> <p>We will continue to work with the VT and HI team to ensure our school is accessible and our provision is effective.</p>

**If you have any concerns about your child’s learning or well-being please contact school. We will be happy to discuss any concerns and work with you as we all seek to support your child in our school.**

Telephone us on: 0191 2743430, or contact us by email on [office@stbcps.co.uk](mailto:office@stbcps.co.uk)

Reviewed: September 2022