

Version Control

| Version | Date | Author | Changes made: |
|---------|---------|--------|--|
| 0.1 | 2.11.21 | SMT | Graduated Approach information added. Detailed provision added. |
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Special Educational Needs (SEN) Information Report for Parents

General Information

We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office to request additional information.

What is the Academy ethos/approach to SEN and Disability?

St Bede aims to support all pupils in making good progress as soon as they start with us. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas.

Pupil progress is tracked very carefully on entry to Nursery and Reception and high expectations for progress are set for all pupils. Early identification of any problems ensures that appropriate support and interventions are put in place, so that all learners are able to access their entitlement to education.

What are special educational needs (SEN) or a disability?

The Code of Practice 2014 on Special Educational Needs gives the following definition of Special Educational Needs (SEN):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

The kinds of special educational needs (SEN) for which provision is made at the school

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - o the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO and/or a senior leader may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions:

- Small group phonics (Rapid Phonics/Bug Club)
- Toe by Toe
- IDL
- SpLD appropriate resources
- Ladywood Outreach Premium Package (bespoke interventions)
- SALT sessions
- Mental Health and Wellbeing Intervention
- Nurture and Friendship groups
- Pastoral Team intervention
- Behaviour Lead intervention

Adaptations to the Curriculum and Learning Environment.

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

- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Fully accessible grounds and classrooms for wheelchair users, including ramps and disabled toilet facilities.
- The school is currently working towards achieving the 'Inclusive Classroom' award

A child will have 1:1 support from a Special Needs Assistant (SNA) when they have been allocated specified hours in an Education, Health and Care Plan (EHCP). SNAs also support children with SEND who are undergoing assessment for an EHCP or who have additional learning, language, behaviour or emotional needs as part of the graduated approach. SNAs will work within their classroom as much as possible and support their child to access the adapted curriculum alongside their peers. They will also deliver bespoke interventions as set out in the child's Provision Map.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.



3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take 5 into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. They are invited to attend parents' meetings in the Autumn and Spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Individual Provision Maps are written for children who have special educational needs and these are discussed fully with parents and pupils. Parents may also request information at any time regarding the progress of their child.

Successful applications for additional SEN funding will result in an Education, Health and Care Plan (EHCP) being issued. Children with an EHCP will have an annual Person Centred Review meeting where parents will be involved in planning suitable provision for their child to ensure that measurable outcomes are achieved.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01204 61899.

What support will there be for my child's overall well-being?

St Bede monitors pupils' well-being carefully and plans to support pupils and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil. A robust Personal, Social, Health, Relationships and Economic (PHSRE) curriculum is delivered that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. In addition to the PSHRE curriculum, St Bede has an experienced pastoral team that supports individuals and groups of pupils in a range of ways, including bespoke support packages and the use of interventions with school staff or external agencies e.g. Bloom Wellbeing.

St Bede also arranges workshops for parents to help them to support their child in various ways and these have included E-Safety and phonics, in addition to curriculum areas.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Parents of children with special educational needs are fully involved in reviewing their progress towards agreed targets and in setting new targets. They are also kept informed about the provision for their child at school and staff provide guidance to parents about strategies that they can implement at home to support their child.

EHCP person centred reviews will involve families in planning appropriate provision and reviewing children's outcomes based on the support that they have received.

How does the school involve children and young people in their education and in the decision making process?



All children are involved in setting their own targets for development, where this is appropriate. Children are involved when Provision Maps are reviewed and their ideas and aims are taken into consideration when any new plans are written. The Academy culture supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development.

The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Person Centred Reviews, playing a much greater role in shaping the direction of provision where appropriate.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

What specialist services are available at the school?

The agencies and professional services currently accessed by the school are:

- Ladywood Outreach Advisory Service
- Educational Psychology Services
- Speech and Language Therapy Service
- Occupational Therapy
- Health Visitors
- School Nurse
- Paediatric Learning Disability Services
- Bloom Wellbeing Service
- Pupil Referral Unit
- CAMHS

Support services for parents of pupils with SEND

The following service may be able to offer support and advice for parents:

Bolton Information and Advisory Service (formally Parent Partnership) - 01204 848 722

Ladywood Outreach services - 01204 333400

School Nursing Team - 01204 462468

Social Care – 01204 337729/30 (South), 01942 634625 (West)

Speech and Language Therapy Service - 01204 462670

Occupational Therapist - 01204 463484

Physiotherapist - 01204 463477

Other agencies are also available when referrals are made or further advice is sought.

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer is available on Bolton City Council's Website. There is a link to this on the school website.

How should complaints regarding SEND provision be made and how will they be dealt with?

All complaints are dealt with in line with the Academy's Complaint Procedure which is available on the website or by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head of School or the Chair of the Local Governing Body, as outlined in the Complaints Procedure.

How do I get a copy of the school SEND policy?



St Bede's SEND policy is available in the Policies section of the website. A copy is also available from the school office on request.

Who do I contact for further information?

Mrs Cassandra Allen is the SENCO. If you would like to discuss any area of concern with Mrs Allen, please contact the school office to arrange an appointment.
SEND Governor – Mrs Nikki Isherwood.

Details of Provision on Offer at St Bede to Support Pupils

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|---|---|--|--|---|
| How SEN are identified (Reg 2) | <ul style="list-style-type: none"> Formative teacher assessment within class Use of summative assessments Monitoring of progress made across a range of subjects Monitoring by specialist SEN teacher Support from external agencies, such as Ladywood and Educational Psychology Service (EP) | <ul style="list-style-type: none"> Information from parents Information from class teacher and intervention group leaders Information from SEN specialist teacher Information from Speech & Language therapists following referrals in or out of school Formative assessment of communication development Ladywood Outreach monitoring and assessment EP Assessment | <ul style="list-style-type: none"> Information from parents Feedback from class teacher Information from any pastoral interventions and specialist SEN teacher support Monitoring of progress in related areas in EYFS and National Curriculum Observation in class, playtimes, lunchtimes Behaviour logs, changes in attitude, CPOMs Boxhall Profile Possible specialist involvement – EP, Nurture Group, CAHMs, Thrive | <ul style="list-style-type: none"> Information from parents/health visitors/school nurse Age-related checks e.g. vision/hearing Observations in P.E. at playtimes If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children |
| How whether a child / young person has a SEN is assessed. (Reg 2) | <ul style="list-style-type: none"> Diagnostic tests linked to specific areas of concern (in-house) Assessment by external professionals Pupil Progress meetings Assessment by class teacher Assessment by specialist SEN teacher Support staff feedback | <ul style="list-style-type: none"> Assessments by Speech & Language Therapists referred by school Ladywood Outreach Health – i.e., school nursing Class teacher assessments Specialist SEN teacher assessments Support staff feedback | <ul style="list-style-type: none"> <input type="checkbox"/> Concerns raised by class teacher or parent if additional strategies are needed to support the pupil | <ul style="list-style-type: none"> <input type="checkbox"/> Additional support or advice needed to assist pupil to access full curriculum in school. |
| Type of SEN provision | <input type="checkbox"/> Pupils with an | <input type="checkbox"/> Speech and Language | <input type="checkbox"/> Nurture | <input type="checkbox"/> Sensory support service |

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|---|---|---|--|---|
| made throughout the school | <p>Education, Health & Care Plan</p> <ul style="list-style-type: none"> • Pupils who receive SEN provision but do not have an EHCP • SEN teacher • Intervention groups | <p>Therapy</p> <ul style="list-style-type: none"> • ELKLAN • Talking partners • Kagan strategies and collaborative learning • Time to Talk • Socially Speaking | <ul style="list-style-type: none"> • CAMHS • Behaviour chart and individual rewards • Now and next cards, visual timetables • 1:1 sessions • Pastoral support from SEN teacher • Learning mentor | <ul style="list-style-type: none"> • 1:1 sessions • Dough Gym • Occupational Therapy • Physiotherapy |
| <p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 1 Universal Provision</i></p> | <p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>In-class targeted teacher support</p> <p>In-class targeted TA support</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Access to intervention groups</p> <p>Access to homework clubs</p> <p>Access to on-line activities</p> <p>Individual or group reading</p> <p>Parent workshops & Family Learning</p> | <p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words</p> <p>Increased visual aids, modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>ELKLAN strategies</p> <p>Communication Friendly Spaces</p> <p>Support for language development at home</p> | <p>Whole school behaviour policy</p> <p>Safeguarding policy</p> <p>Whole school rules</p> <p>Whole school rewards and sanctions systems</p> <p>Class rewards and sanctions</p> <p>Extra-curricular clubs</p> <p>Circle Time/Class Assembly</p> <p>Clubs</p> <p>PSHE focus work</p> <p>SEAL activities</p> <p>Emotion Coaching and Learning mentor interventions/counselling</p> <p>Mindfulness</p> | <p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Class seating plans carefully considered</p> <p>Writing aids</p> <p>Pencil grips</p> <p>Brain gym</p> <p>Support from community nurses and external agencies</p> <p>Allergy training/plans</p> |

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| How the curriculum and / or school environment is adapted for pupils. | Skills programmes for literacy and numeracy Group teacher input Group teaching assistant input Additional individual reading support | In-class group support for speech and language ICT – Packages Talk for Writing SEN teacher support – language building groups, speaking and | Pastoral groups for self-esteem, social skills with SEN teacher support Group activities e.g. social skills In-class support for developing behaviour targets, access or safety | Additional fine motor skills practice Fine/gross motor intervention groups In class support for supporting access, safety |
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| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|--|--|--|---|--|
| <i>Wave 2 Targeted Group Interventions</i> | Additional guided reading sessions Gifted and talented sessions Individual tutor support 1:1 sessions Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group literacy support Additional phonics support One Page Profiles where necessary Read Write Inc Toe by Toe/Word Wasp Working Memory Dyscalculia interventions Dyslexia interventions | listening groups Time to Talk/Socially Speaking Lego Therapy Tales Toolkit ELKLAN/Narrative Therapy and WELLCOM Bespoke Speech and Language therapy packages Now and Next Visual cues Choice basket One Page Profiles where necessary | Additional group support One Page Profiles where necessary Behaviour Symbols Early Bird Early Help Thrive and EP intervention Tiered response Star Approach to identify triggers Personal rewards/incentives Reporting to parents Learning Mentor intervention Exit passes and calm down spaces Solihull Parenting Approach | Sensory Audits and interventions (Ladywood) One Page Profiles where necessary |

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| <p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 3 Targeted 1:1 or Small Group Interventions</i></p> | <p>Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support Individual/small group phonics support Tutor support Basic skills groups Advice from external agencies</p> | <p>In-house Speech and Language support S&L support from TA S&L support from teacher EAL support from TA EAL support from teacher Advice from EP/specialist teacher Targeted parent workshops</p> | <p>Small group or 1:1 social skills Individual counselling Individual mentoring or support Individual reward system Social skills training Anger management interventions Peer mentoring Advice from EP/specialist teacher Pastoral support plan Tiered response Parent behaviour support groups</p> | <p>Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc Occupational Therapy programmes Access to iPads Use of appropriate resources e.g. hearing aids/lamps Advice from EP/specialist teacher Sensory Audits and interventions (Ladywood)</p> |
|---|--|---|--|--|

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|---|--|--|---|--|
| <p>How the effectiveness of the provision is evaluated. (Reg 3a)</p> | <p>Progress tracked each half term in core subjects Pupil Progress Provision Mapping Lesson observation, SENCO monitoring</p> | <p>Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate</p> | <p>IEPs reviewed and updated regularly</p> | <p>Regular visits from external agencies to monitor progress.</p> |
| <p>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)</p> | <p>All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development.</p> | | <p>Transition Pre teaching Any additional needs or considerations included in risk assessments Additional staffing ratios where needed Individual behaviour strategies/plans as appropriate</p> | <p>Any additional needs or considerations included in risk assessments Additional staffing ratios where needed</p> |

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| What specialist skills/ expertise do school staff have? (Reg 5) | Specialist SEN teacher, specialised in SPLD | Staff Trained in ELKLAN strategies ECAT school | Specialist SEN teacher Learning mentor | |
| What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5) | Educational Psychologist discussions with class teachers to support and implement strategies. Ladywood SPLD support. | EYFS staff trained in ELKLAN strategies and WELLCOM Teaching assistants trained by S&L therapists to deliver specific programmes Staff training by Ladywood Outreach | Internal training within staff meetings and unit meetings Whole school behaviour management training Emotion coaching training – TAs Thrive to address other training needs MAPA for SMT | Teachers given advice and recommendations from Sensory Support Services to work with children Ladywood courses on sensory processing difficulties OT and Physio advice |
| SENCo is in the process of achieving the National SENCO Award. | | | | |

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|--|--|---|--|--|
| What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10) | Educational Psychologist assessments Ladywood Outreach | Speech and Language therapists Ladywood | Nurture Healthy Schools Team School Nurse CAMHs Family Worker Health Visitor Social Care | Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses |
| How equipment and facilities to support pupils is secured. (Reg 6) | Where possible, items are secured using the school budget and/or monies allocated for SEN based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils. | | | |

How pupils with SEN are supported during transition? (Reg 12)

Where appropriate, prior to starting at St Bede the team meets with staff from feeder nurseries so that children can make the best start at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns.

When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years.

Year 6 pupils will have additional transition days to their High School in liaison with Ladywood Outreach Service, where appropriate. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENCOs and staff. Pen Portraits and forms will be completed by class teachers for transition to High School.

How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)

PSHE Curriculum Sessions to give children the platform to discuss relevant and current issues and voice their opinions and thoughts

High quality Maths Curriculum

Nurture Groups

Black Sheep Press transition materials

Additional transition days to High School

Meeting with High School teachers

All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing