



**BASINGSTOKE.**  
**SEN Information Report.**  
**“Love One Another As I Have Loved You”**  
***(John 15, Verse 12).***

**St. Bede's is a mainstream Primary School with an inclusive ethos. We aim to provide a broad and balanced curriculum where children with Special Educational Needs (SEN) are afforded opportunities to reach their full potential. As identified in the 2015 Code of Practice, we provide support for children in the following areas of need: cognition and learning; communication and interaction; social, emotional and mental health difficulties; sensory and/or physical needs.**

**Headteacher: Mr. Jamie Carroll**  
**Inclusion Manager: Miss Monica Barker**  
**SEN Governor: Mrs. Katie Strickland**

**1. HOW DOES ST. BEDE'S KNOW IF ITS STUDENTS NEED EXTRA HELP?**

At St. Bede's VA Catholic Primary School, children are identified as having SEN through a combination of ways, which may include some of the following:

- Liaison and information sharing with previous school or pre-school setting.
- Concerns raised by a parent/carer.
- Concerns raised by a member of staff: for example, if behaviour or self-esteem affects a child's ability to perform.
- Liaison with external agencies e.g., a physical/sensory/medical issue.
- Use of tools for standardised assessment, e.g., for language, reading/maths ability
- A child performing below 'age-expected' levels (or equivalent e.g. percentile rankings).
- Children with an Education Health Care Plan (EHCP) which already identifies all or some of their needs. Educational placement of children with an EHCP remains a decision finalised by the Local Education Authority.
- If staff have a concern about a child but it is not deemed to be SEN per se, they are recorded on the class SEN Register as 'Early Intervention' (EI) and monitored by staff.

**2. HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us - contact your child's Class Teacher about your concerns initially. If you feel like you would like to speak to a senior member of staff, ask to arrange an appointment with the Inclusion Manager, the Deputy Headteacher, or the Headteacher. Appointments can be arranged in person, by phone or by email. Please see our school details.

**3. HOW WILL ST. BEDE'S SUPPORT MY CHILD?**

- Our Inclusion Manager will oversee the progress of any child identified as having SEN in partnership with the staff and senior leadership team.
- Your child's Class Teacher will oversee, plan and work with each child with SEN in their class to ensure that appropriate progress is being made in each area of learning.
- There may be a Teaching Assistant (TA) assigned to work with your child either individually or in a group. This may be a temporary arrangement designed to promote independent learning or part of ongoing support with a bespoke programme, tailored to the individual.
- Children with an EHCP may have an allocated Learning Support Assistant (LSA) who will support them.

**4. WHO WILL EXPLAIN WHAT MY CHILD REQUIRES, AND HOW OFTEN WILL THIS HAPPEN?**

- The Class Teacher will meet with you formally in the Autumn and Spring terms, in order to discuss your child's progress and the support they are receiving.
- Class Teachers at St. Bede's are always happy to discuss your child's needs.
- An appointment can be made with the Inclusion Manager to discuss support in more detail if required.
- Children with SEN are provided with specific targets recorded in a Personal Learning Target sheet (PLT). These will be shared with you and your child and are reviewed regularly by staff working with your child.

## **5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?**

- As a school community, promoting our children's emotional, pastoral and social well-being is a priority.
- St. Bede's has two dedicated members of staff undertaking the role of Emotional Literacy Support Assistant (ELSA); they both undertake additional roles in school.
- Any other designated staff working with vulnerable children will work under the direction of the Senior Leadership Team/Inclusion Manager.

### **5a HOW DOES THE SCHOOL MANAGE HEALTH AND FIRST AID DURING THE DAY?**

- Key staff are trained in the emergency administration of EpiPen treatment for allergic reactions. This training, along with other First Aid qualifications, such as asthma/diabetes/minor accident management/pediatric first aid, is updated regularly. Please ensure that you liaise immediately with the school if your child has or requires a care plan related to allergy, asthma, or another health condition; please provide regular updates of information regarding this.

### **5b WHAT SUPPORT IS THERE FOR BEHAVIOUR, PROMOTING INCLUSION AND INCREASING ATTENDANCE?**

- St. Bede's has a clear Behaviour Policy. The school works closely with Hampshire Primary Behaviour Support (PBS) and Inclusion Services to actively support inclusion. As a school, we liaise with all external providers to provide a 'team around the child' approach to behaviour management.
- St. Bede's has a strong emphasis on supporting attendance and punctuality with each child in school. Attendance is monitored daily and encouraged through a series of positive strategies and in partnership with the home and family early on, should issues emerge. Lateness and absence are recorded and reported to senior members of staff who may involve outside agency assessment and support if this becomes a concern.
- We are also able to offer help when appropriate, to children and families through other local agencies who work in partnership with us. This may include Family Support Advice or Support Workers via Children's Services.

### **5c HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR IDEAS AND VIEWS?**

- Children with SEN are regularly encouraged to discuss their progress and take part in the target-setting process after it has been reviewed.
- At transition times between Key Stages, it may be relevant for your child to have a TPA (Transition Partnership Agreement), in order to assist them with readiness for a new stage in their education. This would take the form of a short meeting with parents/carers, new school/new teachers, any relevant external agency practitioners and the Inclusion Manager. Your child will contribute to his/her TPA.
- Similarly, if your child has an EHCP, their views and ideas will be sought and noted down, with their Class Teachers or Teaching Assistant before any Annual Review meetings. This will be overseen by the Inclusion Manager.
- Children at St. Bede's are routinely asked to reflect on their learning journeys and share their feelings and suggestions about progress, throughout the school year. Children are given the opportunity to hold positions of responsibility and work towards gaining excellence in the field of social skills' progress, as well as academic achievement.

## **6 HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The ground floor of the school is wheelchair accessible.

- Accessible toilet facilities are available off the main reception area.

## **7 HOW WILL THE CURRICULUM BE DIFFERENTIATED TO SUIT MY CHILD'S NEEDS?**

- Our long-term curriculum plans are available to parents/carers on the school's website, alongside links to help support your child with her/his learning
- All learning activities within class are carefully planned and differentiated at an appropriate level, so that all of our children are able to access learning according to their specific needs. Children may also follow individual learning programmes, for example with their Learning Support Assistant, specific to their SEN
- The Class Teacher, alongside the Inclusion Manager and Teaching Assistants, will discuss and contribute to provision of support to suit the child or group.
- Children with SEN will have access to appropriate resources, needed to support their learning and assist with their progress.
- The Inclusion Manager reports to the Headteacher and Governors regularly, to inform them about the progress and required learning support of children with SEN. Information shared will conform to data protection, and ensure that confidentiality around the child is maintained at all times.
- St. Bede's has a named Governor responsible for SEN – Mrs. Katie Strickland - who also meets regularly with the Inclusion Manager to share progress and keep the Governing Body and LA informed, where necessary.
- The school is allocated an SEN budget so that children with SEN receive the support needed in order to make progress and develop. This may include the provision of equipment and/or personnel-based resources.
- Children may use specific resources/equipment/specialised professionals to support their learning, for example, 'Nessy'/Occupational Health practitioners

### **7a HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

- St. Bede's will ensure that the identified children are making appropriate progress and that the gap is narrowing between them and their peers.
- Our school is also mindful of the fact that the levels of attainment of some children with SEN will not be commensurate with their peers; it may also be necessary to measure progress using modified assessment materials.
- PLT targets are continually reviewed and modified, to ensure targets are being met. Other assessments are carried out to monitor impact, for example Reading Age Tests and Spelling Age Tests. Alongside this, is DEST testing in the Summer of Year R, to predict progress or difficulties with the acquisition of literacy.
- St. Bede's provides continual impact monitoring through the SEN Register; children move off the Register once sufficient progress has been made. Parents/carers will be informed of decisions involving their child's SEN status at all times.

## **8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

- You are welcome to make an appointment to meet with either the Class Teacher or Inclusion Manager at a range of times throughout the school year in order to discuss how your child is getting on. Should you require more than the parents' consultation evening meetings, please speak to your child's Class Teacher in the first instance
- At such times, we can offer advice and practical ways to help and support your child at home.
- Our SEN children may have a Home-School communication book, where parents/carers and school can send short messages written informally, as appropriate.
- The previously-mentioned PLT form will be discussed with you and duplicated for your records should you request this. Suggestions to promote enhanced progress for your child's particular learning style are welcomed, when discussing SEN initiatives; we look forward to creating an inclusive dialogue with parents/carers, given their firsthand knowledge of our students.
- When the PLT is reviewed, comments are made against each target to show progress and ideas for next steps of learning suggested for your child's future achievements and development.
- If your child is in receipt of an EHCP, you will be invited to their Annual Review meeting to discuss their progress.

## **9. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school, we track and analyse the children's learning and progress against national expectations and criteria and age-related expectations, on an ongoing basis.
- In addition to this, your child's Class Teacher continues to assess each child and notes areas of improvement or where further support may be needed.
- Children's school academic progress from Year R to Year 6 is also tracked using a variety of assessment methods.
- Triangulation meetings are held at least termly between each Class Teacher and the Senior Leadership Team. At these meetings, discussion takes place concerning children who are not making expected progress; identified children are placed on plans to address concerns.
- Where specific learning needs are apparent, St. Bede's uses a range of assessments which we employ to explore a child's strengths and difficulties in more depth. Examples include the *DEST (Dyslexia Early Screening Test-Key Stage 1)*, *DST (Dyslexia Screening Key Stage 2)*, *SWRT (Single Word Reading Test)*, *SWST (Single Word Spelling Test)* *BPVS-British Picture Vocabulary System*.
- The Headteacher and Inclusion Manager report regularly to the Governing Body, and the Inclusion Manager attends briefing sessions provided by the SEN LA Service and with the SEN Governor, where appropriate (see section 6); the Inclusion Manager also attends half-termly 'SEN Circle' meetings run by two of the County Educational Psychologists.

## **10. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- St. Bede's ensures that all children are included in all parts of the school curriculum. We aim for full inclusion on outside school activities, such as trips and journeys. We will provide the necessary support to ensure safe and successful activities, and this may involve advance discussion with parents/carers. For example, it might be appropriate for a parent/carer to accompany a child on a school trip, depending upon individual needs. This may be particularly true for residential visits.
- A careful risk assessment is taken prior to any off-site activity, to ensure that all participants' health and safety are not compromised. In the unlikely event that we consider it unsafe for a child to take part in such an activity, then alternative and similar learning opportunities will aim to be planned and provided within an alternative environment, where possible.
- St. Bede's operates some extended services including a variety of lunchtime and after school-activity clubs, as well as a Breakfast Club and an After-School Club; we aim for these to be as inclusive to all children's needs. Each child's needs, whether temporary or more permanent, will be considered on an individual basis.

## **11. HOW WILL SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING OR TRANSFERRING TO ANOTHER SCHOOL?**

- We encourage all new entrants to visit the school, prior to starting.
- We prepare, rehearse and create 'social stories' with those children in mind, for whom transition is likely to be challenging.
- For children starting in the Reception Class, the Headteacher holds a parents'/families' meeting, in addition to a planned series of pre-school visits throughout the second half of the summer term, in order to help everyone get to know each other.
- If your child has identified pre-school SEN, our Inclusion Manager will liaise with the pre-school placement and staff/agencies in the summer term to facilitate a smooth transition and put initial strategies in place before September, for example, via pre-school Speech & Language providers or OUTREACH services, before care is transferred.
- Similarly, if your child has complex needs, then a TPA or EHCP review meeting will be attended and used to support entry/exit to or from St. Bede's. Where children with SEN are transferring to secondary placements, additional transition is provided in terms of extra pre-visits; staff also liaise closely with secondary colleagues and SENCos/Inclusion Managers to ensure all relevant information is shared.
- Transition for children with SEN, between year groups and Key Stages within school, will be covered by our annual programme of transition and teacher handover to the next class.

- Where a child with SEN is preparing to leave St. Bede's, we will arrange additional visits, work with families and put in place strategies to support smooth transition.

## **12. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSIBLE AT ST. BEDE'S TO SUPPORT A CHILD'S SPECIAL EDUCATIONAL NEED?**

- Our Inclusion Manager has attained the NASENCo accreditation; she is a former Headteacher and has been teaching for over 25 years.
- St. Bede's has a culture of sharing good practice and expertise with professionals in the local area; this enables us to ensure our staff have as much knowledge and a regularly-updated skills base as possible, within the field of supporting achievement and development of children with SEN.
- Our school building environment is able to accommodate and cater for children's day-to-day needs, e.g., visual timetables and work station areas.
- At school we maintain close links with outside professionals and agencies in order to enhance the daily school experience of any child with SEN. Relevant services include PBS, School Health professionals, Educational and Clinical Psychology, Pediatrics, Speech & Language Therapists, CAMHS, Children's Services, Locality Teams, Hants. Specialist Advisory Teachers, Occupational Health, and Hants. OUTREACH Service.

## **13. WHAT TRAINING DO STAFF SUPPORTING CHILDREN WITH SEND HAVE, OR ARE CURRENTLY RECEIVING?**

- At St. Bede's we ensure that staff have a range of specialisms and skills, in order to enable us to support our children in the most effective ways.
- Specific training held by our staff includes Child Protection Training, Precision Teaching, ELSA, Numicon Maths, Speech and Language Training, Core Training for Designated Teachers for Looked After Children, and 'Team Teach'.
- St. Bede's also operates a regularly-updated skills training programme for support staff, facilitated by the Headteacher and Inclusion Manager.

## **14. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- If you have any questions, please speak to your child's Class Teacher in the first instance.
- If you would like to discuss broader issues surrounding SEN, please contact our Inclusion Manager – [m.barker@st-bedes.hants.sch.uk](mailto:m.barker@st-bedes.hants.sch.uk)
- Contact the school office for further information about the school and to arrange any further meetings with staff.
- You may also wish to visit the following SEN-related websites, for further information:

-Hampshire Education Authority's Local Offer, outlining services available to children and young people who have additional needs/SEND:

[www.hampshirelocaloffer.info](http://www.hampshirelocaloffer.info)

-Support For SEND:

<http://www3.hants.gov.uk/parentpartnership>

-IPSEA (Independent Parental Special Educational Advice)

[www.ipsea.org.uk](http://www.ipsea.org.uk)

-Hants Supporting Parents

<http://www.barnardos.org.uk/index.htm>

*Monica Barker Sept. 2019*