

SEND Information **Report**

St. Bernadette's Catholic Primary School



SENDCO: Mrs C. Armstrong

Contact Details: 01247401125

SEND Link Governor: Mrs R. Whittaker

Last Updated

Autumn 2025

Growing Together in Faith, Love and Learning

Contents

How do we identify the needs of pupils, including those with SEND at St. Bernadette?

How do we cater for different types of SEND?

What is our accessibility plan and how do we address equality?

What support can we offer to support the Four Areas of Need?

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Emotional and Mental Health;
4. Sensory and/or Physical;

(SEN Code of Practice 2014)

How do we involve parents/guardians of children with SEND in the education of their child?

How do we involve children in their education?

How do we Monitor and Evaluate SEND Provision in School?

What expertise and training do our staff have?

How do we support transition from Nursery to Reception and from Key Stage 2 to 3?

How do we involve other agencies, including health and social services, local authority support services and voluntary organisations?

What arrangements are made to manage any complaints that arise about the provision of support for SEND children?

Contact details for regularly used external agencies and the Family Support Service

How do we identify the needs of pupils, including those with SEND at St. Bernadette?

At St. Bernadette's, we value inclusion and support all of our children to **GROW TOGETHER** in **FAITH, LOVE** and **LEARNING**.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We are proud of our First Quality Teaching provision and use adaptive teaching strategies in lessons to support all learning needs. Class Teachers get to know the children in their class and are well placed to identify the challenges that children may experience. We nurture our children and aim to identify and respond to individual needs.

We monitor the progress of all learners on a daily basis during lessons, through more formal assessments and in regular pupil progress meetings. Some of our pupils may need additional support to access the curriculum and make progress at their own level. We follow the **Graduated Approach** to support all children who have additional needs. Through this process we:

ASSESS - Find out which area/s a child needs support with

PLAN - Put targeted support in place, including the use of quality short-term interventions

DO – Carry out the targeted intervention for a set amount of time.

REVIEW – Complete an evaluation of the impact that the intervention has had on the child's progress.

At the Review stage, it may be felt that a child needs the support of an Individual Plan with SMART targets to support their learning in a particular area of the curriculum or to address identified gaps in learning. This plan is shared with parents and reviewed termly.

How do we identify a child with a special educational need or disability (SEND)?

Class Teachers are best placed to identify and support the needs of children in their class. Parents are encouraged to raise concerns with the class teacher initially and Class Teachers coordinate with the SENDCo and SLT as appropriate.

Information from a variety of agencies is also used to identify children with SEND, including health professionals such as Occupational Therapy and Speech and Language therapists, the Sensory Support Service, Outreach service teachers and health and social care teams. We work closely with the services available through the **Wigan Local Offer**. Details of this are available at: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

The SENDCo works closely with staff at the **Targeted Education Support Service (TESS)**, the **Early Years Team** and with the **Educational Psychology Service**. Termly planning meetings are held to agree upon a programme of observations, consultations and plans to support our Graduated Approach.

The advice we receive in reports from outside agencies informs our **assessment** and **planning** for children within the Graduated Approach. Following a **review** of the impact of Individual Plan support and interventions over a cycle of at least two terms, we may feel that it is necessary, in collaboration with parents, to complete an **assessment of need** and apply for an Education Health Care Plan.

The Wigan Local Offer outlines the Education Health Care Plan Pathway:

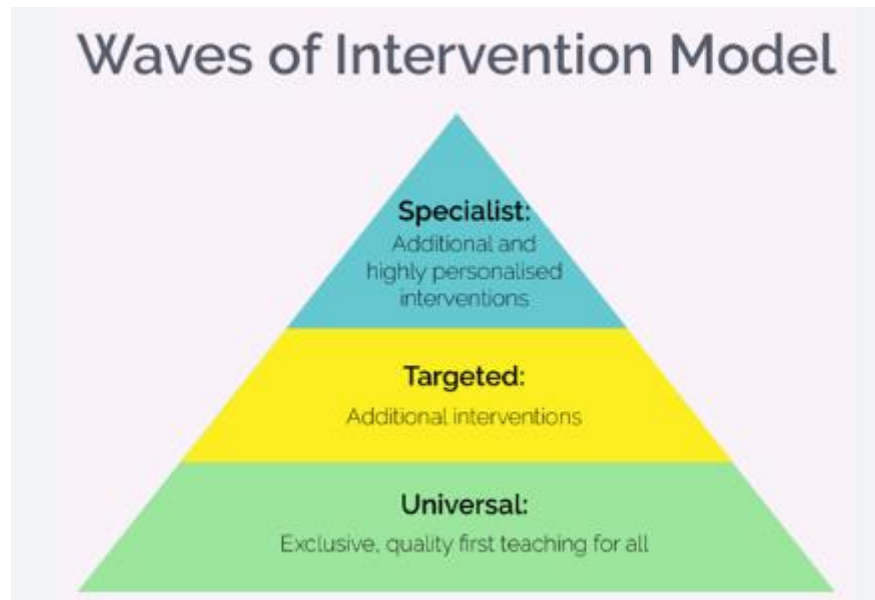
<https://www.wigan.gov.uk/Business/Professionals/SEND/Education-health-and-care-plans.aspx>

If a pupil obtains an EHCP, Wigan Council would look at the facilities within the area and decide on the most appropriate school to

support the child – this may be a St. Bernadette's Catholic Primary school or at a specialist school.

How do we cater for different types of SEND at St. Bernadette's?

The waves of intervention model describes how different levels of intervention can be understood at our school.



Universal including First Quality Teaching and Adaptive Teaching

At St. Bernadette's **First Quality Teaching within our Ordinarily Available Provision** is the first step in responding to pupils who may have SEN. Subject Leaders for each area of the Curriculum have carefully mapped out learning across the school from EYFS to Year 6 to ensure that learning experiences are cohesive and build upon prior skills and knowledge. First Quality Teaching focuses on effective teaching practices that benefit all students such as the use of visual timetables, working walls and explicit teaching of vocabulary.

We use an **Adaptive Teaching** approach which recognises that students have diverse learning styles, strengths, and weaknesses, and **it adapts teaching strategies including scaffolding, content, and pacing to accommodate these differences**. Adaptive teaching is about tailoring instruction to meet the specific needs of individual

Growing Together in Faith, Love and Learning

learners. Adaptive teaching can be seen as an extension of first quality teaching, **incorporating personalised strategies to enhance the learning experience for each student.**

Teachers have the highest possible expectations for all pupils in their class. Class Teachers and SLT monitor progress and Class Teachers will let parents know what their child is learning and how they are progressing.

Targeted Additional interventions

At St. Bernadette's we want to ensure that early intervention is put in place if a child needs support to **keep up** with new learning. Teachers live mark and monitor learning on a daily basis to ensure that misconceptions are addressed at the earliest opportunity.

It may be felt that a child needs more support and further longer term interventions can be put in place. At St. Bernadette's, we ensure that quality interventions are used and monitored:

- Interventions are usually within a group, but may be 1:1, with specific targets to help children to make progress and secure knowledge and understanding.
- Any interventions will be assessed and monitored by Class Teachers and the SLT.
- Teachers will closely monitor the frequency that children require intervention, if this is becoming regular practise then pupils will be considered for **Specialist Support**.
- Teachers complete a Teacher Concern form to share with the SENDCo and a meeting takes place between parents/carers, the SENDCo and Class Teacher.

Specialist Support

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan (EHCP Wave 4) or if they have been assessed by outside agencies
- Some children will have an 'Individual Plan' and / or a One Page Profile with individual needs and targets identified by the

teacher, SENDCo, pupils and parents. These will be monitored and reviewed termly in consultation with parents.

What is our Accessibility Plan and how do we address Equality?

On our website, we publish an Accessibility Plan that meets the requirements of the Equality Act 2010. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our Equality Information and Objectives report is in line with the Equality Duty, set out in section 149 of the Equality Act 2010. This report outlines provisions for the agreed **protected characteristics** and our inclusion of the economically marginalised.

What support can we offer to support the Four Areas of Need?

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Mental and Emotional Health;
4. Sensory and/or Physical;

(SEN Code of Practice 2014)

Each of the 4 Areas of Need will initially be supported through the universal offer of adaptive teaching strategies used to support the learning of all children in school. In addition to these adaptive teaching strategies, Class Teachers and the SENDCo may identify that it is appropriate to implement more specialist interventions, including but not limited to:

Communication and Interaction

- Intensive Interactions and the Curiosity Programme
- Attention Autism and the Bucket Approach
- Project Core resources and training <https://www.project-core.com/>
- Keys to Communication (Nursery)
- Language Link and Speech Link resources

- Referrals to the Speech and Language Service may be made if a child meets the service referral criteria
- Use of Speech and Language Support programmes including the use of Colourful Semantics
- Communication groups including Time to Talk

Cognition and Learning

- Targeting intervention as necessary from or under the direction of the class teacher
- Executive Functioning advice and support
- Sounds-Write (whole class and interventions)
- BSquared assessments to identify strengths and targeted next steps of learning
- Nessy <https://www.nessy.com/en-gb>
- Phonics Books Reading resources <https://www.phonicbooks.co.uk/>

Social, Emotional and Mental Health Difficulties

- Circle of Friends
- Three-Part Sensory Circuits
- Sensory Room
- Calm Room
- Boxall Assessments
- Behaviour Support plans
- CAMHS Referrals if a child meets the service referral criteria
- MHST team involvement

Across the school, all children have access to a range of strategies aimed at supporting SEMH needs, ensuring that children develop positive strategies to promote good mental health.

- Zones of Regulation used in all classes in collaboration with MHST (Mental Health Support Team)
- Mental Health ambassadors (with MHST)
- Online Safety Curriculum
- PHSE activities

Physical and / or Sensory Needs

- COOL sessions for gross motor skills – not happening
- Teoderescu – Write from the Start

- BBC Dance Mat
<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>
- Referrals to Occupational Therapy Service if a child meets the service referral criteria (please note that the service is not taking referrals for under 5s with sensory needs)
- Adaptations within class including but not limited to use of larger print, weighted ruler, seating plans
-

How do we involve parents/guardians of children with SEND in the education of their child?

As a school we provide:

- Termly Parents Evenings with Class Teachers
- Annual formal meeting with SENDCO at the beginning of the year.
- Class Teachers have a formal meeting with parents/guardians of children with an Individual Plan to share reviewed plans and updates on a termly basis
- Early Help/CIN/CP meetings every 4-6 weeks, if applicable
- Appointments available with SENDCo at request
- Class Teachers and SENDCo arrange meetings as appropriate to respond to changing needs or requirements
- Class Assemblies at key points during the year
- Music and drama performances at key points during the year
- Class Dojo posts and messaging options
- Annual 'Meet the Teacher' evening
- Information Evenings e.g. Reception, Phonics, SATs
- Termly 'Growing Together.....' parent/carer with child workshop sessions including sessions for Sounds-Write, Reading, Maths and Bucket Time
- SENDCo on the gate every Thursday morning
- Breakfast, Coffee or targeted information sessions with the SENDCo and, if appropriate, other key individuals including TESS or Family Hub workers

St. Bernadette's will signpost appropriate groups and organisations that are relevant. St. Bernadette's works closely with Wigan Early Help team and the family support team. We will support families through formal and informal processes (e.g. mediation). A family meeting room is available.

How do we involve children in their education?

Pupils with SEND are supported to contribute to their Individual Plan and for their EHCP Review. Strengths and interests are explored at every stage to ensure that we are engaging our pupils. Observations and informal conversations, as well as opportunities to fill in questionnaires are offered as a range of means of encouraging children to share their views. Children are listened to and staff endeavour to respond to their needs.

Subject Leaders involve children across the school with appropriate Pupil Voice activities. All children are encouraged and supported to contribute to the School Council through their elected Class Councillors and the GIFT team representatives. The MHST team have worked with school to develop the role of Mental Health Ambassadors in Year 6. We ensure that reasonable adjustments are made to ensure that children on the SEND register have the opportunities open to all children at St. Bernadette's.

How do we Monitor and Evaluate SEND Provision in School?

The SENCo completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo feeds back termly to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Parents take part in Annual Review meetings for children with an Education, Health and Care (EHC) plans. They receive copies of all relevant paperwork concerning their child. Pupils contribute to their own reviews at their own level.

Individual Plans are written for children on the SEND register and these are reviewed termly as appropriate. Children are involved in the setting of their own personal targets with the guidance and support of their teacher. Intervention Timetables identify additional support for children in key areas of their learning or development.

The Headteacher, SENDCo and appropriate Class Teachers meet regularly to monitor the identification of children included on the SEND register, those children who will be monitored and those with medical needs which may affect their learning and / or access to learning.

Our school operates an open door policy with regards to any concern that a parent may have. Regular meetings with key staff and the Senior Leadership Team look at the effectiveness of the provision made for children with SEND and disability.

What expertise and training do our staff have?

Mrs Cathy Armstrong (SENDCo) – Qualified Teacher Status and Special Educational Needs Co-ordinator to Postgraduate Level, Nurture UK Accreditation, Level 1 Counselling, Loss and Bereavement training, Wigan SLCN course, EYFS SENDCo in Wigan qualification, Wigan Early Help training, EAL Assessment with The Bell Foundation

All Class Teachers at St. Bernadette's Primary School have gained a teaching qualification at degree level.

The majority of staff in school have been fully trained to deliver Sounds-Write and provision is monitored.

All staff have been involved in training for Safeguarding Children, Prevent and Paediatric First Aid.

Relevant staff have been involved in training for or engaged with:

Intensive Interactions

Attention Autism and the Bucket Approach

PDA

NELI

Project Core
Three-Part Sensory Circuits
Speech and Language support including Colourful Semantics
Paediatric First Aid
Educational Psychologist Consultations

How do we support transition from Nursery to Reception and from Key Stage 2 to 3?

We work closely with our Pre-School to ensure that we know the children and that they are familiar with us! Nursery children have the opportunity to attend afternoon sessions in our Reception Class over the Summer term. They are invited to spend a full day in the last week of the Summer term in their new Reception Class and are able to go into the hall for dinner. We communicate with parents and nursery staff if children transfer to St. Bernadette's from other Nurseries for their Reception Year. The Early Years Team at Wigan work with school staff to coordinate transitions for children with identified SEND needs. If a child is entering school with complex needs, relevant training and risk assessments will be carried out. Stay and Play sessions in our Nursery provision are open to children and families each Wednesday morning from 9:15 until 10:45 during term times.

Every year, Class Teachers are given staff meeting time to hand over pastoral and learning information to the next Class Teacher. In the last week of the Summer term, every class swaps and attends their new class for two days.

Every Year 6 pupil is able to attend taster sessions at their secondary of choice. The Year 6 class teacher provides detailed transition information, not only about academic progress and achievements, but friendships and additional needs. Our Year 6 teacher meets with the Head of Year 7 to ensure all individual information is transferred. The SENDCo meets with secondary SENDCos to transfer SEND specific data.

In addition to the above, if a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies.

How do we involve other agencies, including health and social services, local authority support services and voluntary organisations?

In consultation with parents/carers, the relevant referrals are made through the SENDCo or Head Teacher. Health service staff, such as Speech and Language Therapists, Occupational Therapists or the Neurodiversity pathway generally coordinate their work in school through the SENDCo and are also in consultation with Class Teachers and relevant TAs. The school is able to access Outreach Support from local Special Schools if a child meets service criteria. The SENDCo and Headteacher are in regular contact with the authority and receive updates about services available. St. Bernadette's Facebook page follows the local SureStart service and (need to look up which is our local group – on computer desk in work).

What are arrangements made to manage any complaints that arise about the provision of support for SEND children?

Should you need to make a complaint about your child's provision contact the SENDCo

01257 401125

enquiries@admin.saintbernadettes.wigan.sch.uk

If the complaint is about the SENDCo, contact the Head Teacher. A copy of our complaints and compliments procedure is available on our website.

[Policies \(saintbernadettes.wigan.sch.uk\)](http://saintbernadettes.wigan.sch.uk)

Contact details of regularly used external agencies:

TESS Team - 01942 201914

Educational Psychologist – 01942 486238

Should you require any other agencies, please contact the Wigan

SENDIASS Team – 01942 233323

Family support Services



Embrace is a user-led charity dedicated to supporting disabled people and their families. Access to support from Embrace is through self-referral via their website or on 01942 233323

<https://www.embracewiganandleigh.org.uk/refer-to-us/>

Family Hub

Family Hubs are a new way of bringing together all the support a family may need, from pregnancy through to young people turning 19

(or 25 if they have a Special Educational Need or Disability (SEND)).



<https://www.wigan.gov.uk/Resident/Education/Family-Hubs/Family-hub-locations.aspx>