

# St Bernadette's Catholic Primary School



**Our Special Educational Needs Information Report**

**2017**

# Types of Special Educational Needs

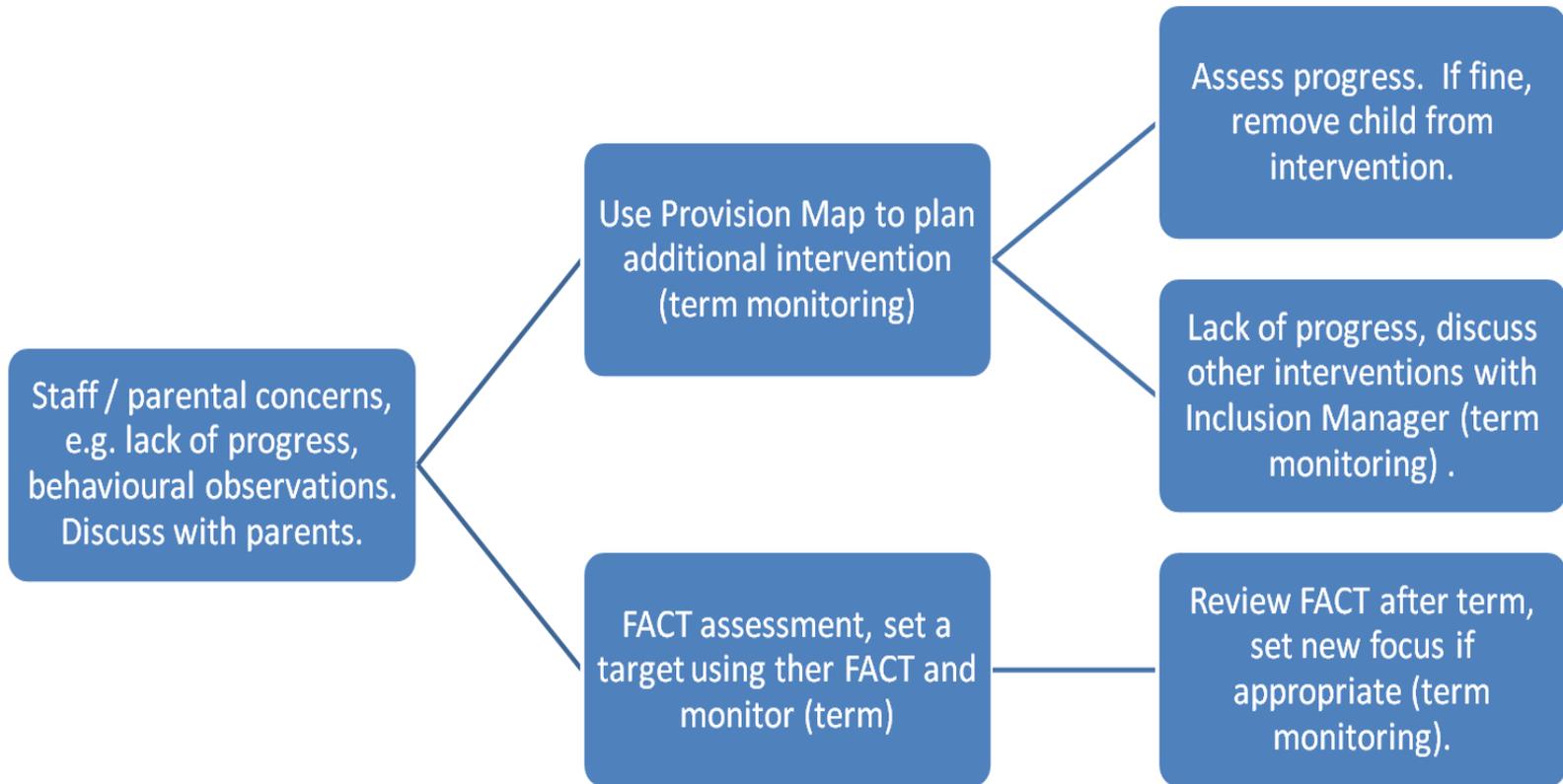
Four areas of SEN are listed in the SEND Code of Practice (2014)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

*Here at St Bernadette's, we cater for all children with special educational needs, and do our best to ensure they reach their full potential, as we do for all of our children.*

# Inclusion Policy

Our Inclusion Policy can be found on our website. We detail clearly how we identify pupils who have SEN, following this diagram.



# The School's SENCo



Mrs Zoe Romans is the school's SENCo.

As a school we have an open door policy where parents are encouraged to discuss their child's progress at St Bernadette's. Miss Ford can be contacted on the main school phone number 01908 692438, or via the school email [stbernadettes@milton-keynes.gov.uk](mailto:stbernadettes@milton-keynes.gov.uk) and will respond to correspondents as swiftly as possible. In addition to this, Mrs Romans is able to speak openly with parents or within a more private forum during the week.

If you wish to make a complaint about any aspect of the SEND provision at St Bernadette's, please do so by consulting the procedures detailed in our [Complaints policy](#).

# Specialist Expertise

Mrs Zoe Romans, has a Masters in Inclusion, specialising in Behaviour Management, has completed the ASD Lead Teacher Course and has completed the National SENCo Award

# Emotional and Social Development

## Our Learning Mentor

Mr Steve Penny

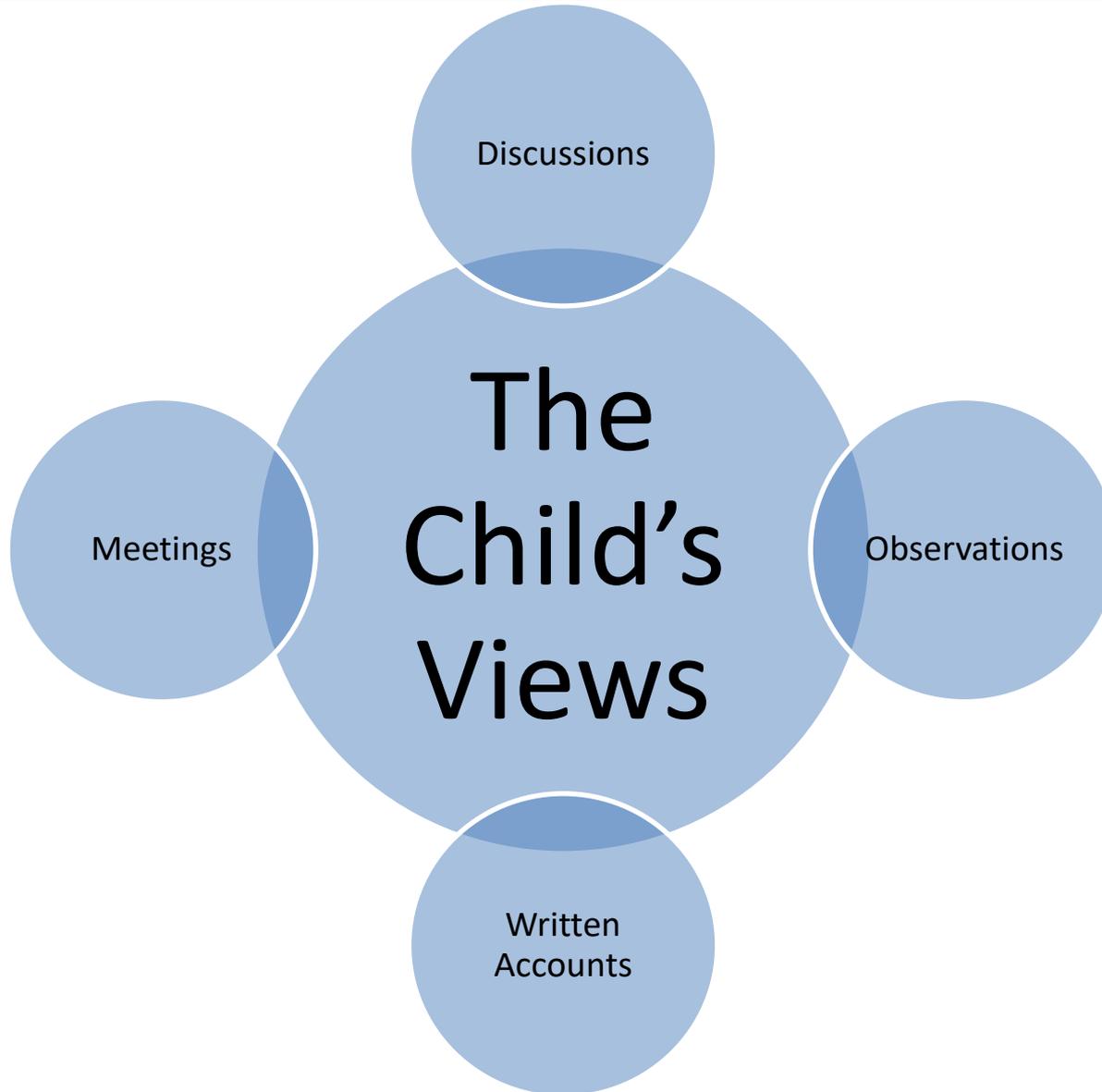


*Our Learning Mentor is based in our Oasis room to support children who have emotional and social difficulties, or who have specific issues that require short or long-term support. There are times for all children to speak with our Learning Mentor if they need to. There are also specific sessions on a 1:1 and small group basis where children work on their 'emotional literacy'. Assessments this year show that the majority of children have improved their emotional literacy after working with our Learning Mentor. We are very proud of the support Mr Penny offers.*

# Meetings with Parents

During the year 2016-2017, termly meetings with parents of children with SEN have taken place. These have worked very well and positive feedback has been received from parents. These will continue next year, and will generally fall mid-term, coinciding with parent consultations. They are to be used to plan jointly, setting short-term achievable outcomes for the children.

# How do we include children's views?



# Inclusion

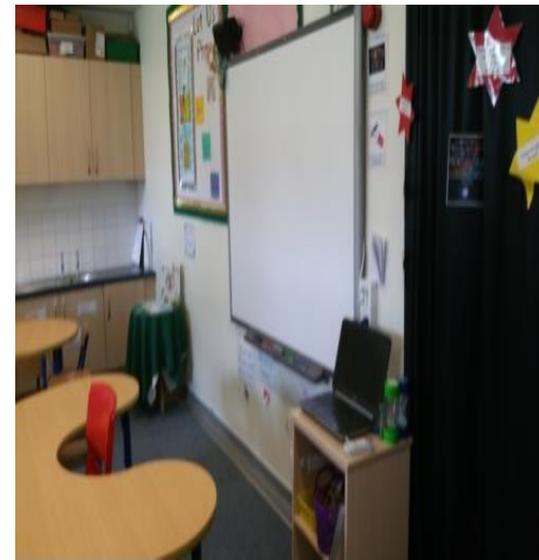
We have additional spaces for quieter work and sensory breaks in order to ensure that when children are in the classroom, they are able to be fully included. These are primarily our Explore and Oasis rooms, and our Playzone area on the playground.

Those who do not need quieter spaces can have additional access to other resources in the classroom, such as individual workstations, multi-sensory resources and ICT, which promote inclusion with their peers.

# Our principles of teaching our children with SEN

- Knowing our children
- Understanding their SEN
- Being prepared to use different approaches, including multi-sensory and highly structured.
- Listening to our children
- Listening to our parents
- Listening to other professionals
- Working together

**Our Explore room facilitates 1:1 and small group learning, as well as a place for sensory breaks, stimulation and exploration.**



# Evaluating Progress

The majority of children with SEN across both key stages have made expected or exceeded expected progress in maths. Numicon is a tool that is used consistently across the school to develop understanding of number. In addition, Maths setting has supported children to make this progress. Where progress has been less than expected additional interventions have been put in place.

In literacy the majority of SEN children have made expected or exceeded expected progress both in reading and writing. Read, Write Inc. is used to teach phonics on a daily basis in ability groups. Where progress has been less than expected catch up phonics interventions have been timetabled.

SEN pupils in Year 6 have all made expected or exceeded expected progress across all three core areas; Maths, Reading and Writing.

*“I think I’m very involved, very appreciative. The comprehensive programme that they’ve put in to helping him...we’ve seen changes year by year.”*

*“People are always there to support me, always somebody there to meet me...”*

**What do our  
parents think of  
our school?**

*“Staff at St Bernadette’s are very supportive, approachable and have helped my child to make exceptional progress this year. Thank you!”*

*“I can come to the school and I can talk about anything.”*