



St. Bede's RC Primary School
School Local Offer and SEND Information Report
January 2025

Our Special Educational Needs Co-ordinator is: **Chloe Bell**

Our Governor with responsibility for SEND is: **Christine Ferguson.**

At St. Bede's Roman Catholic Primary School, we welcome everybody. We aim for every child to be provided with the opportunity to achieve his or her full potential. Every pupil at St. Bede's has the opportunity to follow all National Curriculum subjects.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include providing short-term interventions as well as catering for long-term needs.

If your child has a Special Educational Need or Disability and you required further information about our provision, please contact us: **01228 528274** or email us at senco@stbedes.cumbria.sch.uk .

1. How does school know if children/young people need extra help and what should I do if I think a child may have special educational needs?

- How do you identify children with special educational needs?
- How will I be able to raise any concerns I may have?

Each child's current skills and levels of attainment are assessed on entry, including liaison with their previous school or nursery. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. If a child continues to struggle to make progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENCO work together, with parents and carers, to assess whether the child may have a specific learning difficulty. Where this is the case, agreement is reached about the SEN support that is required, the child will be added to the SEND register in school and an IEP (Individual Education Plan) will be created, outlining strengths, barriers, targets and provision. Identification includes the use of high-quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals. Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Where a pupil is not making progress, teachers, the SENCO and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils following the Assess - Plan - Do - Review cycle.

Where children have significant needs that will meet Cumberland's criteria, it may be necessary to request a statutory assessment for your child. This may lead to the child receiving an Education, Health and Care Plan (EHCP), which is a legal document outlining the support that a child needs. If school feels that this is required, discussions will take place between the family, SENCo, class teacher and all other agencies involved in the child's provision before a decision is reached. Further information about this process is available on Cumberland Council's local offer page and this can be accessed at: www.cumberland.gov.uk and typing local offer into the search bar.

If you have any concerns, please come and talk to us; we have an open-door policy. Your child's class teacher, the Headteacher and the SENCo are always here to listen. The SENCo (Chloe Bell) works Monday, Tuesday, Thursday and Friday and is available before and after school and at other times by appointment - please get in touch to arrange a meeting - senco@stbedes.cumbria.sch.uk . Equally the class teachers and Headteacher will provide prompt appointments to discuss any worries. Complaints from parents about SEND provision should be made in line with the School Complaints Procedures, please ask Mrs Winter if you require a copy of this.

2. How will staff at School support my child?

<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child and how often? • What will be their roles? • How are Governors or Trustees involved and what are their responsibilities? 	<p>At St. Bede's RC Primary School, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.</p> <p><i>Every teacher is a teacher of special educational needs.</i></p> <p>Much of pupils learning will take place in their own classroom, where careful differentiated programmes are followed. These are designed to be accessible to all pupils and therefore</p>
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pupils are given work that matches their ability. This quality first inclusive teaching is available for all pupils at St. Bede's and is known as Universal, Ordinarily Available Provision.

Some pupils will need provision over and above this, requiring targeted support. This targeted additional is usually short-term interventions to small groups or individuals who are underachieving, have a gap in their learning, are gifted and talented, have a specific need and/or speak English as an additional language. From here, specialist or bespoke provision may be required for those whose vulnerabilities impact upon then accessing mainstream provision and education.

All additional learning provision is determined by the SENCo and overseen by the Headteacher. This is then planned by teachers and overseen by the SENCo. In the case of Teaching Assistants, work/programmes are provided by teachers and the SENCo. In terms of who delivers a particular intervention, this is decided by looking at particular skill sets of staff and matching it to the needs of the children.

All progress is monitored termly, and this data allows us to see instantly whether interventions put in place have been effective and enable us to plan the next steps for individuals and small groups of pupils.

The Headteacher and SENCo report regularly to the governors on all matters relating to SEND at school. This report does not refer to individual children and confidentiality is maintained at all times.

One of the governors is responsible for SEND; currently this is Mrs Christine Ferguson. The governors agree priorities for spending within the SEND budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.

The SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at curriculum meetings to update progress on SEN issues,
- the SEN policy is reviewed annually,

	<ul style="list-style-type: none"> • the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision, • the school local offer explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.
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3. How will the curriculum be matched to my child's needs?

<ul style="list-style-type: none"> • How will that help my child? 	<p>Much of pupils learning will take place in their own classroom, where carefully planned and sequenced programmes of learning are followed. These are designed to be accessible to all pupils and therefore pupils are given work that matches their ability. This quality first inclusive teaching is available for all pupils at St. Bede's and supported through Ordinarily Available Provision.</p> <p>Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Teachers use children's interests to guide learning in many subject areas, giving all children a chance to succeed. Potential areas of difficulty are identified and addressed at the outset of work and adjustments will be made as necessary.</p> <p>It is important to understand that at St. Bede's School we are fully inclusive with all children, regardless of their SEN or additional needs, supporting them at the correct level to access all of the opportunities and activities on offer, whether this is as part of the school day or an extra-curricular activity.</p>
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4. How will I know how my child is doing and how will school help me to support my child's learning?

<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? 	<p>Every term tracking data for every pupil in school is collected to monitor progress. This is then analysed by class teachers, and with SLT during pupil progress meetings to identify pupils who are not making progress, pupils who no longer need to be on the Special Educational Needs register or pupils who need to be added to it. Where there are concerns about a particular child, this will be discussed at a parent's evening or parents will be</p>
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- How does the setting know how well my child/young person is doing?
- How will I know what progress my child should be making?
- What opportunities will there be for regular contact about things that have happened at the setting?
- How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?
- How and when will I be involved in planning my child's education?
- Do you offer any parent training or learning events?

contacted directly and invited into school to talk about their child and the next possible steps, which includes discussing possible interventions and how you can support your child at home.

Parents may of course come into school if they have concerns about their child and discuss their worries with the class teacher, Headteacher or SENCo - Chloe Bell . Miss Bell is available on a morning when you bring your child/children to school, again after school and can also see parents at other times by appointment. Miss Bell's usual working days are Monday, Tuesday, Thursday and Friday. You can contact Miss Bell via Seesaw or email (senco@stbedes.cumbria.sch.uk).

There are parents' evenings in the Autumn and Spring Terms (plus an extra one for SEN children during the Summer Term) and a written report during the Summer Term. During these meetings, you will be able to collaborate in the reviewing and target setting on the child's IEP. The SENCo is available at Parents evenings but remember you can contact her at any time during the year. In addition, the school occasionally provides parent training/learning events such as how to support your child with calculations at home.

The involvement of parents and carers in their children's education is very important to us. We encourage parents/ carers to contribute their views on their child's SEN at all meetings. We welcome parents/carers who wish to help in school or join the PTA. If you would like more information about how to get involved, please speak to your child's teacher, or ask at the office.

5. What support will there be for my child's overall wellbeing?

- What is the pastoral, medical and social support available in the setting for children with SEND?
- How does the setting manage the administration of

At St. Bede's School we are responsible for looking after the learning progress of all children: pupils with special educational needs and disabilities; pupils with short or long-term medical needs; those in care or have previously been in care or subject to special guardianship order; [pupils who have been placed on the Child Protection register, are subject to a child in need plan (CIN) or a social care Early Help; pupils with behavioural

medicines and providing personal care?

- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How will my child person be able to contribute his or her views?
- How will the setting support my child to do this?

issues which prevent them accessing full time mainstream education; those who are experiencing difficulties with making progress.

In order to meet the needs of all children, across all groups we ensure that every child is provided with the opportunity to achieve in academic, social and economic areas. At transition points, teachers and year group teams will be advised about the individual needs for children in their class, they will then continue to assess if progress is being made or if changes need to be made. Some interventions on offer at St. Bede's are targeted to support the emotional mental wellbeing of children and these are offered to those children who we feel would benefit from these the most.

During assessment periods, children will be supported both academically and with their mental wellbeing, ensuring that appropriate access arrangements are in place.

Children with medical needs requiring frequent medical care will have an IHCP outlining administration of medicines and personal care. This care will be supervised and recorded in line with our medical policy (can be found in the policies section of the school website). Additional risk assessments may be carried out for trip/visits where appropriate. All staff are provided with opportunities for allergy (epipen) training and those working alongside children with epilepsy or diabetes are also specially trained by relevant nursing teams. There is a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to the school office. You will be required to complete a form, authorising school staff to administer the medication. Our staff receive regular training in managing some medical conditions that are relevant to the children on roll. Many members of staff are trained as First Aiders. Intimate care plans are put in place where children need assisting with personal care.

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff members are caring and have the wellbeing of all children as their top priority. Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social

and Emotional Education (PSHE) using TenTen. All children are encouraged to share any worries by talking to an adult and using the worry box. If further social or emotional support is required, this can be arranged through the SENCO and may involve working 1:1 with our ELSA trained Teaching Assistants. Where appropriate, we work with parents to get support from external agencies, including Barnardo's or Child and Adolescent Mental Health Service. We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy. All children are able to access frequent relax kids sessions in their class.

We work closely with parents and carers to support our Behaviour Policy. After any incident, the child is given an opportunity to reflect on their behaviour with an adult. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include a Behaviour Management Plan, which identifies issues, targets and support. The plan is shared with parents/carers. Attendance is closely monitored. Where a child's attendance is below 95%, without a clear medical reason, parents/carers are invited in to discuss ways to improve the attendance, in partnership with school and children. The aim of this is to avoid the need for referral to the Local Authority.

The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying need and planning and reviewing provision. We take the welfare of pupils seriously. Our measures to prevent bullying are highlighted in our behaviour policy and peer on peer abuse policy. Please ask Mrs Winter for a copy of these if you need them.

6. What specialist services and expertise are available at or accessed by school?

<ul style="list-style-type: none"> • Are there specialist staff working at the setting and what are their qualifications? • What other services does this setting access including: health, therapy and social care? 	<p>St. Bede's works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs both in and out of school.</p> <p>Across our staff team, there are Teachers and Teaching Assistants who are trained in a variety of academic and emotional wellbeing interventions. We offer Lego, Decider Skills, Language Steps, EALIP, Drawing and Talking and more.</p> <p>Below are some of the outside agencies with whom we work collaboratively. You can also find more information on these services on Cumberland Council's Local offer page.</p> <table border="0" data-bbox="703 528 1845 847"> <tr> <td>CAMHS</td> <td>Visual impairment</td> <td>Hearing impairment</td> <td>Educational Psychologists</td> </tr> <tr> <td>Feeder secondary schools and nurseries</td> <td>The Gilford Centre</td> <td>Special Advisory Teachers</td> <td>Strengthening Families Team</td> </tr> <tr> <td>Speech and Language Therapists</td> <td>Bernardo's</td> <td>Carlisle School Counsellors</td> <td>Diabetic nurse</td> </tr> </table> <p>If you require more information about the above partners, for example: names and contact details, please see Miss Bell in school.</p>	CAMHS	Visual impairment	Hearing impairment	Educational Psychologists	Feeder secondary schools and nurseries	The Gilford Centre	Special Advisory Teachers	Strengthening Families Team	Speech and Language Therapists	Bernardo's	Carlisle School Counsellors	Diabetic nurse
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<p>7. What training will staff receive or have already completed to support children with SEND?</p>													
<ul style="list-style-type: none"> • Detail staff development and access to training and when this is reviewed and refreshed. • Do you have any specialist staff and what do they specialise in? 	<p><i>Some of our staff have additional qualifications and training which can be used to help your child access the curriculum. These are some of the qualifications:</i></p> <table border="0" data-bbox="703 1158 1883 1477"> <tr> <td>Senior Mental Health Lead</td> <td>Here today, gone tomorrow</td> <td>Emotional Literacy Support Assistants</td> <td>Read Write Inc - phonics, spelling, intervention.</td> </tr> <tr> <td>Manual handling</td> <td>Diabetes training</td> <td>First aid</td> <td>Safeguarding</td> </tr> <tr> <td>Drawing and talking</td> <td>Epilepsy medication</td> <td>Makaton</td> <td>Team Teach</td> </tr> </table>	Senior Mental Health Lead	Here today, gone tomorrow	Emotional Literacy Support Assistants	Read Write Inc - phonics, spelling, intervention.	Manual handling	Diabetes training	First aid	Safeguarding	Drawing and talking	Epilepsy medication	Makaton	Team Teach
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<ul style="list-style-type: none"> Do any other services work closely or in conjunction with your service? 	<table border="0"> <tr> <td>ADHD awareness</td> <td>Dyspraxia awareness</td> <td>Relax Kids</td> <td>Numicon</td> </tr> <tr> <td>EALIP</td> <td>Toe by Toe</td> <td>Sound Linkage</td> <td>Speaking and listening</td> </tr> <tr> <td>Rainbows bereavement</td> <td>Self-esteem</td> <td>Mental health first aid</td> <td>RISE resilience</td> </tr> </table> <p>All teachers and teaching assistants are provided with opportunities to further their SEND knowledge in order to support pupils. Some of the training provided is universally to all staff during staff meetings, insets or twilight meetings. Other training is targeted at individual staff, for example staff working with a child with diabetes have had specialist training from a diabetic nurse. A training calendar is displayed for staff each half term and the training is accessible to those who wish to take part. Training is always provided for medical needs annually to coincide when a child moves to a new class, so the staff can meet that child's needs as soon as the new school year starts.</p> <p>When support is needed in specialist areas we consult with relevant services as listed in the previous section.</p>	ADHD awareness	Dyspraxia awareness	Relax Kids	Numicon	EALIP	Toe by Toe	Sound Linkage	Speaking and listening	Rainbows bereavement	Self-esteem	Mental health first aid	RISE resilience
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8. How accessible is the school environment?

<ul style="list-style-type: none"> Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? How does the setting communicate with parents/carers whose first language is not English? 	<p>St. Bede's School is accessible for wheelchair users. Access to the Year 4, 5 and 6 classrooms is via a chair lift located opposite the Head Teacher's office. We also have disabled toileting facilities and provision for nappy changing.</p> <p>Where a parent/carer needs assistance with interpretation the school will do its best to be accommodating. For Polish speakers, school employ a Polish teaching assistant (Mrs Read) who will attend meetings, have shorter conversations with parents (either face to face or by telephone) and generally assist when required. For speakers of other languages, we may ask your permission to use a known speaker of that language from the community or another parent but would never reveal confidential details to the interpreter without checking that</p>
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	<p>we can discuss that topic with them present with you first. Sometimes the speech and language service and CAMHs have paid for interpreters from an agency.</p>
<p>9. How will school prepare and support my child when joining school or transferring to a new school or the next stage of education or life?</p>	
<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? • How will he or she be prepared to move onto the next stage (transition)? • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<p>If your child is to be admitted at the beginning of a term for Nursery children or at the start of the academic year for children starting in the Reception class, the Foundation Stage staff will contact you to make a home visit prior to your child starting; this is very valuable and allows staff to find out key information about your child prior to admission and where appropriate train staff in an area of need if required beforehand. Foundation Stage staff and the SENCo (if appropriate) will also liaise with any previous settings to ensure we will meet the needs of the child. For children starting in other year groups, liaison will take place with other schools and the family before admission. Children and their families will be invited to discuss their entry with the Headteacher and to visit the school, meeting key staff.</p> <p>All children in school are prepared for transition to Secondary School through a series of visits to local Secondary Schools and through PSHE sessions. Some children may require additional visits, and this is arranged by the SENCo on a needs basis. School staff from the secondary schools also visit children at St. Bede's prior to admission and liaise with St. Bede's staff about key pupil information, including academic, SEND and child protection. This helps them to prepare for your child, meet their needs on arrival and group children. On transfer all pupil records are transferred to the new school.</p> <p>For children who have an EHCP (Education, Health and Care Plan) the transition to Secondary School starts in Year 5. At the Year 5 annual review, parents are able to invite secondary schools of their choice. This is the beginning of the parents choosing an appropriate secondary setting for their child and finding out how individual secondary schools will meet their child's needs. The chosen secondary school will also be invited to the Year 6 annual review.</p>

10. How are school's resources allocated and matched to children's special educational needs?	
<ul style="list-style-type: none"> • How are the settings' special educational needs budget allocated? 	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required. In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly. Resources are allocated on a needs basis, with the children who have the greatest need being allocated the greatest support.</p>
11. How is the decision made about what type of and how much support my child will receive, who is involved in this and how will I be involved?	
<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? • How will I be involved? • How does the setting judge whether the support has had an impact? 	<p>Your child's teacher and/or the SENCO will explain any additional support or interventions to you. The effectiveness of the support and the impact on your child's progress are reviewed regularly. This information, along with the views of parents/carers and children, forms the basis for the revision of the support. Where the SEN provision does not enable a child to make adequate progress, we work with parents and carers to request an assessment for an Education, Health and Care Plan.</p>