



SEND POLICY and INFORMATION REPORT

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	M Diskin (Vice Principal), July 2025
Reviewed by:	A Riding (Principal), July 2025
Review date:	July 2026
Signed:	Sue Kelly, Chair of Governors

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our SEND vision is HIIP

HAPPY

- We are dedicated to ensuring students with SEND feel happy and confident by providing them with a positive and safe environment; one where they feel included and cared for.
- Students are supported both academically and pastorally in lesson by either the teacher, or, if needed, an SSA.
- Further support is offered to SEND students out of timetabled lessons. We hold homework club during lunchtimes and provide support during enrichment activities.

INCLUDED

- Students with SEND are educated, wherever possible, in an inclusive environment, receiving quality first teaching alongside their peers.
- We provide a broad and balanced curriculum; one that is relevant and differentiated to ensure ALL students have equal access to learning.
- All teaching staff share responsibility for the progress of SEND students in their care.
- Integrating students with their peers during social times is also one of the key priorities in the SEND provision we offer.

INDEPENDENT

- We strive to develop independent learning skills amongst our students with SEND.
- Quality first Teaching, differentiation and embedding support tools during lessons; all contribute to developing independence amongst our SEND students.
- At St Bernard's, our SSAs embed the 'helicopter' approach to support. This involves consolidating the understanding of a task with a student, then moving away to enable students to work independently on the task.
- Our SEND team help to integrate students with their peers out of lesson time by helping them develop independent life and social skills.

PREPARED

At St Bernard's we want all our students, including those with SEND, to leave school in Y11 as happy, confident and independent young adults. During their journey from year 7 to year 11, SEND students will develop a range transferable social, life and academic skills; ones that will help prepare them for the wider world, further education and a career. We strive for students with SEND to be as successful as and have the same opportunities as their peers.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Miss Michelle Diskin** who can be contacted on 01709 828183.

The Deputy SENDCO is **Mrs Jane Hawke**.

The SENDCO will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

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- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor (Sue Kelly)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: For example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning: For example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties: For example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs: For example, visual impairments, hearing impairments, processing difficulties, epilepsy

SEND Levels at St Bernard's

E: Students have an Educational Health Care Plan

K: SEND Support in school/working with outside agencies/quality first teaching and effective differentiation

M: Monitoring/Quality first Teaching & effective differentiation

5.2 Identifying pupils with SEND and assessing their needs

If parents/carers have any concerns or questions related to their child possibly having a special educational need, we recommend that they contact the SENDCO directly. We will then follow a graduated response in order to gather all necessary information in order to support each child effectively.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We also collect information from pastoral and support staff, along with any relevant outside agencies. These include the Educational Psychology Service, Learning Support Service and the Speech and Language Team.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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Where a child is looked after by the local authority, we follow the same process as above, with their carers, alongside Virtual School and Social Care.

When considering why some students may not be making expected levels of progress, consideration is also given to factors that are not SEND but may impact on progress and attainment. For example, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child, being a child of a serviceman/woman, disability (although the Code of Practice outlines the 'reasonable adjustment' duty under the Disability Equality legislation, this alone does not constitute SEND).

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will form part of the student profile and/or support plan.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Where a child is looked after by the local authority, we follow the same process as above, with their carers, alongside Virtual School and Social Care.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

Students are identified as having a SEND in a variety of ways: primary transition, teacher/parent referral and outside agencies. Assessments are made based on previous school and outside agency assessments and current in-school assessment.

The SENDCO will conduct SEND specific observations and assessments when a referral is made to ensure the student is receiving quality first teaching: *The SEND Code of Practice makes it clear that high quality teaching, adapted for individual pupils, is the first step in responding to possible SEND*. Wherever possible, we want our students to stay in their timetabled lessons and access quality first, differentiated teaching and learning (Wave 1)

Plan

Once a student is assessed as having a SEND, they will be identified as a K and will be offered SEND support. A student support plan is set up with specific outcomes unique to the student. This plan is shared with parents at the review meetings. If a student has an EHCP (E), their student support plan will integrate the outcomes contained in their EHCP.

Do

Students accessing SEND support (K/E) may receive in class SSA support and sometimes further interventions specific to their individual needs (Wave 2/3). The SEND interventions will be based around the individual outcomes contained within their student support plan. Interventions are mostly based around the areas of: Literacy, Numeracy and SEMH.

Review

Outcomes and intervention progress will be reviewed three times a year between the students, parent/carer and mentor. If students have met their outcomes, then these will be adjusted or removed.

The SEND reviews take place termly. During these reviews, parents, SEND mentors and students discuss both their SEND outcomes and their academic and pastoral progress across school. This can be led either by the SEND team or Academic Mentors.

As part of the Annual Review Process, EHCPs will be reviewed yearly in addition to the above dates. Early reviews can be requested if students' needs have changed.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

To ensure smooth transition to Year 7 at St. Bernard's, we carry out visits to primary schools, meetings with primary SENDCOs, teachers and parents during Year 6. We will also endeavour to attend Year 6 annual reviews for students with EHC plans.

If your child is moving to another school we will:

- Contact the SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
- Make sure that all records about your child are passed on as soon as possible

Students with special educational needs are supported through the post-16 transition, including help with completing applications, careers advice and preparation for interviews.

Where a child is looked after by the local authority, we follow the same process as above, involving their carers, alongside Virtual School and Social Care.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

- Handwriting intervention
- Literacy intervention (Including Accelerated Reader)

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- Numeracy intervention
- Social, Emotional and Mental Health support sessions
- Social skills session for pupils with autism or autism traits
- Speech and language interventions
- Counselling
- Homework club

5.7 Adaptations to the curriculum and learning environment to ensure accessibility to pupils with SEND

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

- Adapting 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 such as smaller teaching groups and additional adult support
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing subject teachers with individual pupil profiles that highlight barriers to learning and teaching strategies to overcome these.
- Providing bespoke interventions for pupils requiring extra support with literacy, numeracy, speech and language and social, emotional and mental health.

5.8 Additional support for learning

We have student support assistants who support children in the classroom and who also deliver specific interventions such as literacy, reading and speech and language.

We also have an HLTA SEMH specialist who provides bespoke support for students with social, emotional and mental health difficulties.

Teaching assistants will provide enhanced support when a pupil has an EHC plan or requires a specific 1:1 instruction around a particular skill.

Teaching assistants will support pupils in small groups when delivering certain interventions such as literacy or social skills.

We work with the following agencies to provide support for pupils with SEND:

- Learning Support Service
- Physiotherapy Team
- Occupational Therapist Team
- Educational Psychology Service
- CAMHS

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- SENDIASS
- Educational and Health Care Assessment Team
- Virtual Schools
- Speech and Language Team
- Early Help

Where a child is looked after by the local authority, we will also work with Virtual School and Social Care

5.9 Expertise and training of staff

In addition to the SENDCO, Deputy SENDCO and HLTA, we have a team of student support assistants.

Our HLTA and Level 3 Student Support Assistant delivers specific interventions and are specialists in the following areas:

- Speech, Language, Supporting Hearing Impaired Students and Physiotherapy
- Literacy

Our HLTA is a specialist in Social, Emotional and Mental Health and delivers bespoke programmes to support students in this area.

Our student support assistants have all undertaken the Outstanding Teaching Assistant Programme.

In the last two academic years, subject staff have been trained in the four areas of SEND and the pedagogical approaches to ensuring an inclusive classroom.

Middle Leaders have also been trained on how to adapt their curriculums to meet the range of needs of our pupils.

5.10 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need.

Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHC plan clearly lays out the type of support needed as a recommendation.

Equipment is provided on an individual basis. Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy or Inclusive Learning Services.

A range of coloured overlays, writing slopes, pencil grips, fiddle toys and other equipment is available when required or advised by specialist services.

5.11 Evaluating the effectiveness of SEND provision

The progress of students with special needs will be evaluated by evidence from the following:

- Reviewing pupils' individual progress towards their outcomes each term

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- › Reviewing the impact of interventions after an agreed timeframe
- › Collection of pupil voice
- › Monitoring by the SENDCo, including learning walks and book-looks
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Meetings with parents

Where a child is looked after by the local authority, we follow the same process as above, with their carers, alongside Virtual School and Social Care.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. We also offer SSA support to students who attend enrichment activities.
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND, in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments to ensure that children with additional needs are not at a substantial disadvantage when compared with their peers. This requires thought to be given in advance to what children with SEND and young people might require and what adjustments might need to be made to prevent that disadvantage.

Our Accessibility Plan can be found on the policies section of our website. This states how the school's physical environment enables disabled students to access school facilities and relevant information and communication.

Admissions

This school will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan;
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan;
- Considering applications from parents of children who have SEND but do not have an EHC plan;
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs;
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

5.13 Support for improving emotional and social development

We have a committed Pastoral Team at St. Bernard's, including a full-time Chaplain. This team supports pupils socially and emotionally on a daily basis and will provide individual help to students in the form of 1:1 sessions, parent meetings and referrals to the SENDCO, School Counsellors and Early Help.

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We have an HLTA, who specialises in social, emotional and mental health. They work with students on a 1:1 basis and in small groups to provide bespoke support.

St Bernard's launched its RESPECT programme in 2019 which has included staff/student training and raising of awareness for the following issues:

- Assessing for suicidal crisis
- Identity
- Supporting with panic attacks
- Safer internet use
- Self-harm

We have a zero-tolerance approach to bullying and have trained a group of students to be Anti-Bullying Ambassadors.

Pupil voice collection from students with SEND is gathered to ensure that their voice is heard and that they are receiving the right support.

Pupils with SEND are encouraged to be part of the school council, student voice groups and chaplaincy events/activities.

5.14 Working with other agencies

We work with a large number of agencies in order to support individual students' needs. Our most common partner agencies are listed in section 5.8. We work with these agencies in a variety of ways including:

- To provide specialist assessments and advice about how to support a student
- To attend meetings with staff, parents and students in school
- To provide additional support to a family
- To write reports to support request for EHC plans

5.15 Complaints about SEND provision

The SEND Co-ordinator will be pleased to meet with parents or carers who have a concern about their child's Special Educational Needs in general, or in relation to the Curriculum. If the situation is not resolved within 7 days, the complainant should follow St Bernard's complaints procedure which is accessible from the school website in the policies section.

The parents or carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents/carers can request support from **Rotherham SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service) about any concerns they may have. Their contact details are: **01709 823627**

Another useful source for information regarding SEND is **Rotherham Parent Carers Forum**. Their address is: Rotherham Parent Carers Forum, 131 Green Lane, Rawmarsh, Rotherham, S62 6JY. Telephone: 01709 296262 • Email: info@rpcf.co.uk • Website: www.rpcf.co.uk

5.17 Contact details for raising concerns

Miss Michelle Diskin – SENDCo: 01709 828183
Mrs Jane Hawke – Deputy SENDCo: 01709 828183

5.18 The local authority local offer

Our local authority's local offer is published here: www.rotherhamsendlocaloffer.org.uk
This website will also provide a link to our SEND information pages on our school website.

5.19 The steps that St Bernard's take to prevent disabled pupils being treated less favourably than other pupils

St Bernard's closely monitors all aspects of school life to ensure that students with a disability are not being treated less favourably than other students. This includes:

- Appropriate Access Arrangements for exams in line with JCQ guidelines.
- Ensuring that all students have access to all school trips. Where adaptations to trips have to be made, these are made in partnership with parents/carers
- Monitoring of attendance and early intervention to support if there are any long-planned absences.
- Adjustments to PE changing facilities or extra time for changing so that students can take part in physical education
- Ensuring that all students can take part in the full school curriculum and ensuring that the environment and resources are appropriate so that students with disabilities have the same opportunities as others in school
- Providing ICT equipment for lessons and at home

5.20 The facilities we provide to help disabled pupils access the school

Please see the school's accessibility plan which details how we support disabled pupils to access the school and how we improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits facilities or services provided or offered by the school.

5.21 Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Please see the school's accessibility plan which details how communication can be provided to students in different formats and through the use of equipment.

5.22 Increasing the extent to which disabled pupils can participate in the school's curriculum

Please see the school's accessibility plan which shows plans and implementation to ensure that disabled students can access the full extent of our curriculum.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions policy
- Anti-bullying policy
- Education of children with medical and/or health needs policy
- Equality policy
- Positive discipline policy

These can be found at www.sbch.org.uk/welcome-sbcs/policies/