

SEND Offer: St Bernadette's Catholic Primary School 2024-2025

Loving, serving and growing together with Jesus
Diocese of Northampton, Milton Keynes Council

At St Bernadette's Catholic Primary School we:

- develop a loving, caring community which recognises and celebrates the unique, God-given nature of each individual;
- value every member of the school community and develop the potential of each individual;
- create an education environment in which we are all encouraged to enjoy our work whilst aspiring to the highest standards of achievement and behaviour

In our school, the teaching and learning, achievements, attitudes and well-being of every person are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children, staff and parents into account when planning for learning. We are focussed on promoting a holistic approach to teaching within our school, with a sense of duty to promote equality for all at the centre.

Children are identified as having Special Educational Needs through a variety of ways including:

- Liaison with your child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school Inclusion Manager
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
- Liaison with external professional (e.g. speech and language therapist)
- A medical diagnosis
- Following a cycle of 'Assess, Plan, Do and Review' after concerns are raised, to see if the child responds to intervention

1. How does our school know if your child needs extra help?

- *Staff will assess children regularly through observations and assessments which will highlight any children that are not making appropriate progress (academic, social and emotional), which will be discussed with you.*
- *These observations will also be discussed with the Inclusion Manager or a member of the senior management team, and additional provision may be put into place, or a specific assessment relating to the area that your child is struggling with, will be undertaken. This may include a communication assessment or an emotions assessment.*
- *The findings will be fed back to you and be used to plan appropriate support for your child.*
- *A plan is then drawn up, individually tailored to your child's strengths and needs, which is written and worked on together by the home and the school.*

2. What should I do if I think my child may have special educational needs and/or disabilities?

- *Parents can raise any concerns they have initially with the class teacher.*
- *Where appropriate, the school's Inclusion Manager, Mrs Lazzari, will then meet with you to discuss your concerns further.*
- *An individual plan will then be drawn up to support your child as part of a joint-planning process, to the support the child both at school and at home.*
- *Attend relevant information sessions and drop-in 1:1 meetings with Mrs Lazzari - Inclusion Manager*
- *Contact Mrs Lazzari directly to discuss your concerns: LazzariF@stbernadettesschool.com*

3. How will the school staff support my child if he/she has been identified as having special educational needs and/or disabilities?

- *Specific resources tailored and adapted for your child could be used in order to make lessons accessible.*
- *Where appropriate, your child may be taught in smaller groups, or have additional adult support.*
- *Intervention groups that may be led by a teacher or a teaching assistant may be arranged and detailed on the year group provision map. The type of support decided upon will be dependent on the type of need that the child has.*

- *For children identified as having special educational needs, depending on the need, a Home-School Support Plan may be drawn up with parents where your child's strengths and needs are recorded.*
- *Learning outcomes will be decided upon for your child, which will be reviewed during termly meetings, with new outcomes then being set.*
- *Provision for your child is agreed upon and this provision is monitored by the class teacher and / or the Inclusion Manager.*
- *If satisfactory progress is not being achieved, the school will meet with you to discussing requesting the involvement of external agencies, such as the Speech and Language Therapist, Educational Psychologist or Specialist Teacher from the Inclusion and Intervention team at the Council.*
- *The Inclusion Manager monitors teaching and learning by for example; making discreet visits to children in classes frequently, obtaining feedback from teachers and support staff, providing regular opportunities for teachers to drop in to a 1:1 'surgery' to ask for advice about how to better meet the needs of a pupil or discuss a particular type of need, delivery of targeted SEND training and/or signposting to the latest research to keep up-to-date on how best to meet pupil needs*

4. How will the curriculum be matched for my child who needs extra support or has special educational needs and/or disabilities?

- *This will depend upon the special educational needs that your child has and the complexity of their needs. Each case will be assessed on an individual basis.*
- *The school promotes a high-quality teaching ethos. This means that every child will receive teaching of a high standard.*
- *This is achieved through the setting of Phonics in Year 1 and 2, ensuring that the children have targeted teaching when learning the skills of reading. From Year 3 'Accelerated Reader' is employed as a consistent approach to reading, in which children's understanding of the texts they have read are continually reviewed. Interventions are then put into place to support those who need it. Within maths and writing lessons an adaptive approach is adopted within the classroom, ensuring work is targeted to every child's level of attainment, whilst still capturing the opportunity of listening to the ideas of his / her peers. This also applies to all foundation subjects, such as geography or PE. We use White Rose Maths to support our maths teaching.*
- *Other provision that your child may receive may include different resources such as ICT, multi-sensory, visual aids, voice recorders, writing frames and many others as appropriate. Additional interventions that your child may need on a small group and / or one to one basis will be recorded on the year group provision map.*

- *These provisions will be monitored frequently and reviewed termly, including analysis of your child's academic progress, to decide if these provisions should continue or if others should replace them.*
- *Your child may have a Home-School Support Plan which will detail specialised, specific support or intervention that your child may require, which could be advised by an external professional, such as a Specialist Teacher or an Educational Psychologist. This will be drawn up in collaboration with you, the parents.*

5. How will the school and I know how my child is progressing and how will the school help me to support my child's learning?

- *Teachers at the school operate an open-door policy, and if you wish to discuss your child's progress, an appointment can be made with the class teacher.*
- *Parents' evenings are held during the Autumn and Spring terms and progress will be discussed here.*
- *For children with special educational needs, a termly meeting will also be arranged. This meeting will be used as an opportunity for planning the child's Home-School Support Plan (HSP), using a collaborative approach between the family and the school. If you are not contacted for such a meeting, but feel that you would like one, please arrange this with the class teacher.*
- *The school will measure how well your child is progressing through assessment of their academic progress, and regular observations of their behaviour and learning patterns.*
- *Your child may be working towards specific and achievable outcomes, as agreed on their HSP.*
- *You will be part of the planning and reviewing process of these outcomes, and expectations regarding progress will be shared and discussed during the termly meetings.*
- *Every child at St Bernadette's Catholic Primary School has a home-school planner, used as an information hub with resources that you can use with their child, a reading record for parents to read with your child, and as a communication book to share regular comments about progress and concerns about your child, between you and the class teacher. If you require a more individualised communication system, please discuss this with the school.*
- *Parent Hub sessions and workshops may be hosted throughout the year by the school regarding special educational needs, or you may be signposted to other workshops that may be useful to you, by the school's Inclusion Manager.*
- *Zones of Regulation is a whole school approach to support children with their emotional regulation. A parent session is held annual alongside an additional session around behaviour management in school.*

- *Signalong is a whole school approach. Please find the link on our school website <https://www.stbernadettesschool.com/signalong/>*

6. What support is offered from the school to ensure the well-being of my child who requires extra help or has special educational needs and/or disabilities?

- *St Bernadette's Catholic Primary School adopts a child centred approach to the support it provides for children with special educational needs. Every effort is made to gather your child's views about support that is planned for them, and regular reviews of their viewpoint on the support are sought; if they are not engaged with a particular provision, it is unlikely that it will work for them.*
- *The school employs one full-time Learning Mentor, Mrs Potter.*
- *The Learning Mentor will conduct an emotional literacy assessment or Boxall Profile on children that have been identified as having emotional, social or behavioural needs, attendance difficulties, or are in receipt of Pupil Premium, and use this to decide upon the appropriate support they, or other staff members, can give to your child, under the guidance of the school's Inclusion Manager.*
- *For children of the highest level of emotional, social and / or mental health need who are in receipt of some additional funding, a school counsellor can be employed to work with them.*

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

- *The school places a strong emphasis upon the professional development of the staff.*
- *The Inclusion Manager, Mrs Francesca Lazzari, has worked for Bucks Council as an advisor to primary and secondary schools in the field of neurodiversity*
- *The school has received training for Signalong and this is employed as a whole school approach.*
- *The school is able to refer to a Speech and Language Therapist, Educational Psychologist, and Specialist Teachers that visit to advise the school and work with children with special educational needs, as appropriate.*

8. What training has been provided or what are you planning to offer for staff to support children with special educational needs and/or disabilities?

- *Teachers receive training on how to support children with special educational needs on a termly basis as a minimum.*

- *Regular discussions with the school's Inclusion Manager, advice from external agencies is received, and meetings take place throughout the year.*
- *For those working as Special Educational Needs Teaching Assistants, specialist training relating to the needs of the individual child they are working with is arranged.*
- *An internal training programme for classroom Teaching Assistants is also organised by the Inclusion Manager and other members of the Senior Leadership Team.*
- *All staff have access to free professional development opportunities run by the Local Authority on supporting children with SEND.*
- *Annual behaviour training session during school INSET at start of school year.*
- *The Inclusion Manager leads a parent session around the school behaviour systems and consequences on an annual basis (usually in the Autumn term).*

9. How will children be included in activities outside the classroom including school trips?

- *Children who need extra help or have special educational needs will be able to access the activities outside the classroom provided by the school.*
- *For every school trip, a separate risk assessment for individual children with special educational needs is completed, and appropriate support is put in place.*
- *This may include additional adult support, analysis of areas that may be unsafe for your child and how these can be avoided, and an awareness of 'quieter' areas for children that need regular breaks.*
- *All risk assessments are completed on an individual basis, using support strategies that are appropriate to the individual child.*
- *If your child has physical needs, and where the appropriate lifting or changing equipment isn't available at a venue, we do encourage parents/relatives to attend the trip to support in changing.*
- *Analysis conducted by the Inclusion Manager on how SEND students are involved in aspects of school life such as; extra-curricular clubs, positions of responsibility, trips, auditioning and participation in the arts*

10. How accessible is the school environment?

- *The building is fully wheelchair accessible with no stairs.*

- *There are three disabled toilets that include changing facilities, one with a fitted changing table for children with physical needs.*
- *If your first language is not English, the school will endeavour to seek a translator, or work with you to ensure an English speaker is present. Where possible, the school will support you with the understanding of relevant paperwork.*

11. How will the school prepare and support my child who needs extra help or special educational needs and/or disabilities to join the school, transfer to a school or the next stage of education and life?

- *When your child joins the Nursery or the Foundation Stage at the start of their schooling life, 'Stay and Play' sessions are arranged for you and your child to attend at the school.*
- *A general parents' meeting is also arranged, giving you the opportunity to ask any questions you may have.*
- *If your child has attended a nursery or other setting of a similar nature previously, the school will arrange a visit to observe your child in that setting, and meet with the parents, staff from that setting, and any external agencies that have already been involved with your child, to ensure your child's needs and current plans for progress are fully understood, before your child starts at St Bernadette's.*
- *Some children require a longer transition period when first joining our school. The details of this transition plan will vary from child to child and will increase to full time hours over time. This will be discussed with you.*
- *The school will request a minimum of three days preparation time before your child joins the school in another year group, or midway through the year. This will give the class teacher time to receive any paperwork relating to your child and plan for your child's arrival, including the preparation and allocation of specific resources for your child.*
- *A transition meeting will also be held with the parent and the class teacher and / or the Inclusion Manager, as well as with any external agencies, to plan together for your child's start at the school.*
- *When your child is moving on to their next school, a transition meeting will be held with your child's next school and all that have been working with your child, to ensure the needs of, and plans for, your child are fully understood by the receiving school.*
- *Additional visits or specific resources from the setting may also be organised / distributed, before your child starts at St Bernadette's.*
- *To help you to decide on the right secondary school for your child, you can seek advice from the school's Inclusion Manager; this will also be discussed at a child's Annual Review, if your child has an Education, Health and Care Plan.*

- Please see our school website for additional information and support around transition <https://www.stbernadettesschool.com/transition/>

12. How are the school's resources allocated and matched to children with special educational needs and disabilities?

- *A notional special educational needs amount is allocated in the school's budget by the Local Authority.*
- *This is used primarily to employ staff to support children across the school, as well as to purchase specific resources to reduce barriers to learning*
- *Where your child's needs are identified as being long-term and complex, a discussion at the local authority forum is held and based on their advice an Education, Health and Care (EHC) Plan may be applied for.*
- *If it is decided at the forum that an EHC plan is not appropriate then additional support and funding will be provided to support your child based on their advice.*
- *The EHC plan has your views and your child's views at the heart of it.*
- *After the school has gathered all of their evidence and submitted the paperwork, the EHC Plan, if agreed upon, takes a further 20 weeks to be received. The Plan will have any additional funding allocated written in it, and what this funding should be used for. This process includes a meeting midway through where you, and all of the professionals involved with your child, draft the plan together.*

13. How is the decision made about what type and how much support my child with special educational needs and/or disabilities will receive?

- *When your child has been identified as having special educational needs, the school will meet with you to formulate a plan and decide upon the support that your child will receive.*
- *You, the class teacher, Inclusion Manager, and other professionals working with your child, will make this decision together.*
- *Where your child is able enough to understand the process, your child will also be involved in this decision. This may be through his / her views being shared by them at the meeting, or through observations of your child's behaviours and performance, that will*

indicate their preference for particular types of support. The school will support your child to give his / her views if they don't feel comfortable speaking at the meeting, through different mediums that are appropriate. This will then be shared at the meeting.

- *All support provided is regularly reviewed, through observation, and termly review meetings with you, the parents.*

14. Who can I contact for further information at your school?

- *If you would like to discuss a matter regarding your child, your child's class teacher is your first point of contact. Teaching Assistants may work with your child at regular times, but the class teacher remains the first point for you to go to.*
- *If you have other worries that you would like to discuss with the school, you can also contact the school's Inclusion Manager Mrs Francesca Lazzari. The school's Deputy Headteacher, Mrs Melanie Smith, and the school's Head teacher, Mrs Jane Zamora are also available for discussions.*
- *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 on the school website.*
- *If you and your child are considering joining the school, the school's office staff will be able to signpost you to the appropriate person to discuss this with, usually the Head teacher.*

15. Are there any other support services available for SEND advice?

- *For further information regarding support services that are provided within Milton Keynes Local Authority, please see their Local Offer which can be found at <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>*
- *For further information regarding organisations/charities that may support you to meet your child's needs:*
 - <https://mksendias.org.uk/> Milton Keynes SEND IAS
 - <https://www.bdadyslexia.org.uk/> British Dyslexia Association
 - <https://www.kooth.com/> Kooth
 - <https://www.ipsea.org.uk/> IPSEA
 - <https://sossen.org.uk/> SOS SEN
 - <https://nasen.org.uk/> NASEN

