

St Bernadette's Catholic Primary School



**Our Special Educational Needs and Disabilities (SEND)
Information Report
Updated July 2026**

Introduction to St Bernadette's

St Bernadette's is a caring community which recognises and celebrates the unique, God-given nature of each individual. We value every member of the school community and develop the potential of each individual.

At St Bernadette's we 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 statutory regulations to ensure that we take the experiences and needs of all our children, staff and parents into account when planning for learning. This ensures that we capture our pupils' aspirations and that these are included in decision-making about the best support to meet their needs.

We are focussed on promoting a holistic approach to teaching within our school, with a duty to promote equity for all, with our children at the centre. All of our children are given the opportunity to achieve their best and to become confident individuals.

Virtues at St Bernadette's

Our community is based on core Christian Virtues, which foster a positive learning environment, helping us make decisions about how we behave. This creates a stronger sense of community and improves our social and relationship skills. Our Christian Virtues are a guide to how we live our lives, influencing our attitudes and actions, encouraging us all to take responsibility for our own learning and behaviour.

Through our Virtues approach we aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings in order to prevent bullying.

Sometimes when we are so busy in life, we forget the Virtues that are important, so here at St Bernadette's we focus on one Christian Virtue per half term to help us understand how to truly live that particular Virtue actually means.

What kinds of need are provided for at St Bernadette's?

Four areas of SEND 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 SEND and do our best to ensure they reach their full potential, as we do for all our children.

Our principles of adaptive teaching so children access education

- Knowing our children
- Understanding their SEND
- Teaching is flexible and responsive to the needs of learners
- Reducing barriers to learning with adaptations made following the advice and guidance of MK City Council's 'Ordinarily Available Provision' document
- Having high aspirations and expectations for our children
- Understanding what each child's success looks like
- Being prepared to use different approaches, including multi-sensory and highly structured.
- Listening to our children and involving them in their own education
- Listening to our parents who are experts on their child's needs
- Listening to other professionals and implementing recommendations
- Co-production: working together with the child at the centre
- Forging strong supportive relationships

How does St Bernadette's know if pupils need extra help?

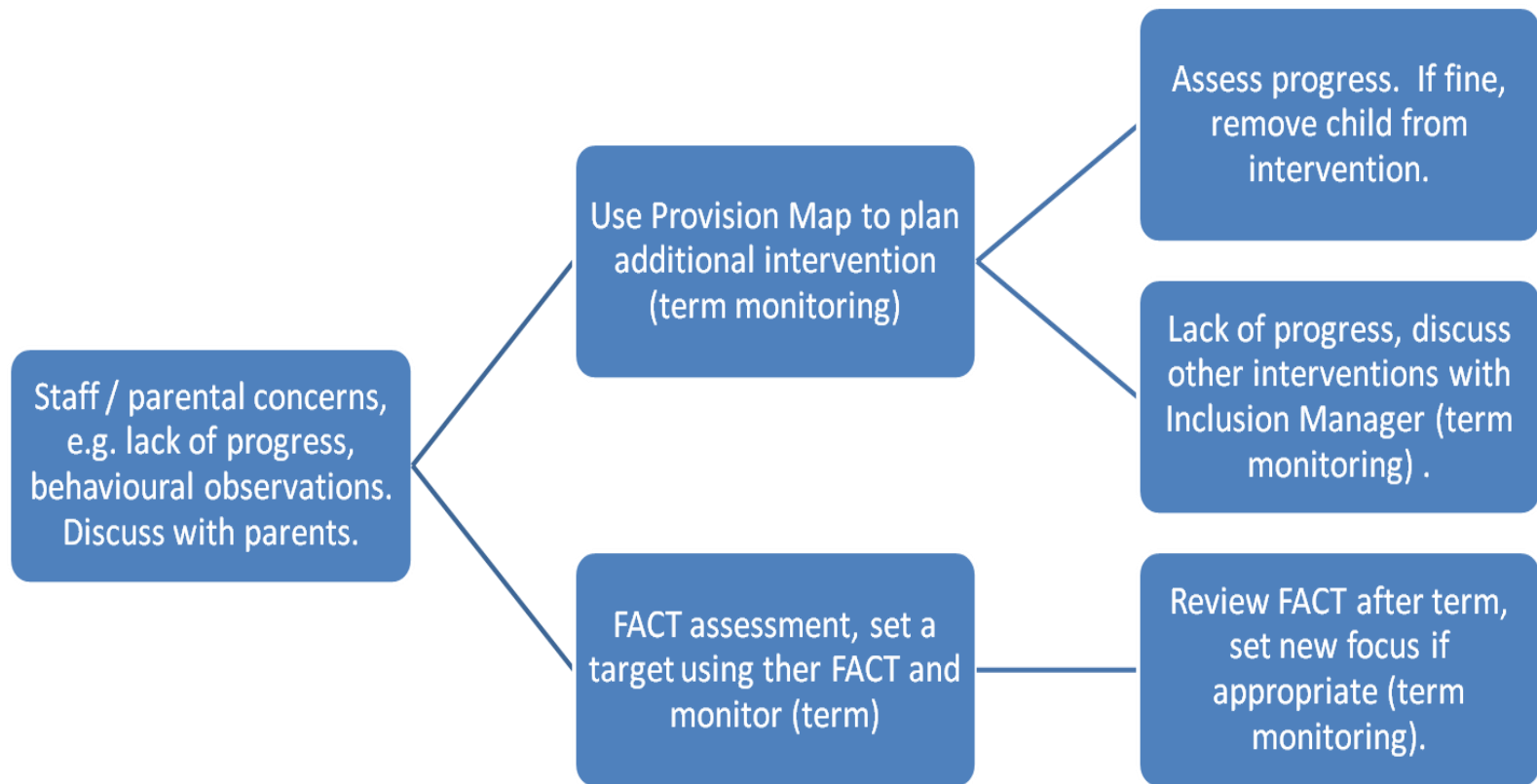
Staff will assess children regularly through observations and various assessments which will highlight any children that are not making appropriate progress (academic, use of language, social and emotional or physical). These observations will also be discussed with a member of the senior management team, and additional provision may be put in place or a specific assessment relating to the area that the child is struggling with, will be undertaken. This may include a communication assessment, called the First Assess Communication Tool (FACT) or an emotions assessment.

If these strategies do not support the child sufficiently, a referral to external agencies may be made and the child is identified formally as having special educational needs. Exceptions to this method of identification are only made when the child is assessed to have complex needs that are clearly evidenced through observations and other assessments of the child.

Class teachers at St Bernadette's operate an open-door policy, and if parents wish to discuss their child's progress, an appointment can be made with the class teacher.

Inclusion Policy

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



How are pupils involved in their own education?

Pupils' own perceptions and experiences are important in order to help Class Teachers and other professionals make decisions regarding their needs. It is essential that pupils are provided with the opportunity for their voices to be heard. At St Bernadette's this may be done through:

- Completion of a 'One-Page Profile' reviewed by school staff
- Attendance at / involvement in key meetings to ensure their views are shared
- The Inclusion Manager regularly gathers the views of SEND pupils
- Written reports
- Pictorial descriptions
- Role-play
- Alternative methods of recording, e.g. voice recorder, video recorder etc, as agreed with the pupil and the parents.

How are pupils with SEND involved in the wider life of the school?

- Children with SEND can be involved in the wider life of the school through a variety of ways for example:
- Attendance at enrichment clubs
- As members of our Mini Vinnie leadership teams (Community, Prayer and Eco-)
- As members of the Junior Park Rangers
- As Playtime Pals – supporting the play of younger children
- Attendance on trips and whole school events
- Involvement in charitable work
- Members of our school choir, taking part in public performances
- Auditioning and involvement in performing arts opportunities

At St Bernadette's we regularly review the involvement of pupils with SEND in the wider life of the school. This ensures that they are engaged in activities available with other children in the school who do not have SEND. We want our children to thrive and flourish across all areas of school life and ensure that they feel they belong within the school community.

How are parents involved in their child's education?

The school will keep parents informed at all times about their child's learning and progress. Parents will be part of a joint planning process to decide next steps for their child. Parental views are central to the decisions made regarding the support provided for their child. Parents can raise any concerns they have initially with the class teacher.

Where appropriate, the school's Inclusion Manager will then meet with parents to discuss concerns further. Parents' evenings are held during the Autumn and Spring terms and progress will be discussed here.

Every child at St Bernadette's Catholic Primary School has a home-school planner, used as an information hub with resources that parents can use with their child, a reading record for parents to read with their child, and as a communication book to share regular comments about progress and concerns about their child, between parents and the class teacher. Parent meetings and workshops may be hosted throughout the year by the school regarding special educational needs, or parents may be signposted to other workshops that may be useful to parents, by the school's Inclusion Manager.

For children with particularly complex or ongoing 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. We will use this meeting to decide whether to involve outside agencies, including specialist teachers, therapists, educational psychologists and other appropriate professional to support the school with working with this child. The child will be working towards specific and achievable outcomes, as agreed on the HSP. Parents 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. From 2026-27, HSPs will begin to be replaced by Individual Support Plans (ISPs) in line with the government's SEND reforms

Who can I contact for more information about SEND?

The Class Teachers

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about a child's learning or progress, parents are initially encouraged to request a meeting with their child's class teacher. Further meetings can be arranged to discuss strategies and progress as required.

Inclusion Manager

From September 2026, Mrs Smith will be the school's SENCo/Inclusion Manager.

Mrs Smith can be contacted on the main school phone number 01908 692438, or via email SmithM@stbernadettesschool.com and will respond to correspondents as swiftly as possible.

In addition to this, Mrs Smith can speak openly with parents or within a more private forum during the week and also runs regular bookable drop-in sessions throughout the year.

Mrs Lazzari, our previous Inclusion Manager, will remain involved with our school, using her expertise to support parents through workshops, including the Early Bird Plus programme for parents of autistic children, and those on the pathway to diagnosis

Who can I contact for more information about SEND? Cont...

Headteacher

Mrs Zamora is the school's Headteacher and oversees all areas of the school's provision. If appropriate, the Headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet a child's needs.

SEND Governor

Mrs Kocan is our SEND Governor who supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

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 found on our website.

What specialist expertise does St Bernadette's have?

Mrs Smith has a wealth of experience as SENCo and leadership in several schools and holds the SENCo qualification. She is also the school's Deputy Headteacher and qualified Mental Health Lead Practitioner for the school. She takes on the role of Inclusion Manager from September 2026 following the retirement of Mrs Lazzari.

After teaching at St Bernadette's for many years, Mrs Lazzari worked for Buckinghamshire Council for almost six years, initially assessing the needs of children with SEND and drafting Education, Health and Care Plans (EHCPs). Then supporting primary, secondary schools and parents to meet the needs of their neurodiverse pupils/children, with a specialism in autism. Mrs Lazzari returned to St Bernadette's in the capacity of 'Inclusion Manager' in March 2025 and will remain involved with the school from Sept 2026, delivering workshops for parents and advice for our staff

Our teachers and teaching assistants have collectively received training focusing on a range of different areas of SEND, for example 'autism' and 'attachment. The Inclusion Manager leads whole school training on specific areas of SEND throughout the school year.

Several members of staff across the school are trained in Signalong. Signalong is a key word sign-supported communication system based on British sign language and is used in spoken word order. It uses speech, sign, body language, facial expression and voice tone to reference the link between sign and word. Please see our school website for more information. <https://www.stbernadetteschool.com/signalong/>

Emotional and Social Development

Our Learning Mentor

Mrs Potter is the school Learning Mentor

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'. This support helps the children to make progress with their emotional and social development. In addition, by listening and gathering the views of our pupils, the Learning Mentor ensures that measures are implemented to prevent bullying. We are very proud of the support our Learning Mentor provides.

What specialist services are available?

Our Inclusion Manager seeks advice from the Local Authority Inclusion and Intervention team on a regular basis. The Inclusion Manager actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND. All staff are encouraged to, and are aware of, using the Local Offer to access relevant materials in relation to SEND.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. Our Inclusion Manager supports parents with referrals to community paediatricians, and is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children, and we actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and is an incredibly useful tool. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Our school offer can also be found on our website <https://www.stbernadettesschool.com/school-and-local-offer/>

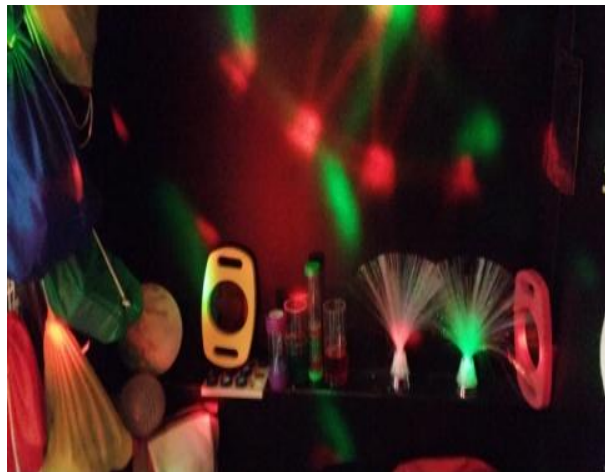
How are adaptations made to the curriculum and learning environment?

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.

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. Please see our Inclusion policy for more information.



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



How are the school's resources allocated?

The school has a limited SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant to support individuals or small groups
- Providing additional resources or specialist equipment to support learning
- Provide training for staff to ensure they support children effectively
- Adapting the learning environment where possible/appropriate to meet needs

What is transition?

When a child with SEND joins the Nursery or the Foundation Stage at the start of their schooling life, 'stay and play' sessions are arranged for parents and their children to attend at the school. A general parents' meeting is also arranged, giving parents the opportunity to ask any questions they may have. Your child may need additional transition time, which will build up to full time hours over a short period. This will be discussed.

If the child has attended a nursery or other setting of a similar nature previously, the school will arrange a visit to observe the child in that setting, and meet with the parents, staff from that setting, and any external agencies that have already been involved with the child, to ensure the child's needs and current plans for progress are fully understood, before the child begins at our school.

The school will request a minimum of three days preparation time before the 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 the child and plan for the child's arrival, including the preparation and allocation of specific resources for the 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 the child's start at the school.

When a child with SEND is moving on to their next school, a transition meeting will be held with the child's next school and all whom have been working with the child, to ensure the needs of, and plans for, the child are fully understood by the receiving school. Depending on what the child's special educational needs are, additional visits or specific resources from the setting may also be organised / distributed, before the child starts at their new school. To help children and families to decide on the right Secondary School, advice can be sought from the school's Inclusion Manager; this will also be discussed at a child's Annual Review, if the child has an Education, Health and Care Plan. Please see our website for more information and support

<https://www.stbernadettesschool.com/transition/>

How accessible is the school environment?

At St Bernadette's all teaching areas are on one level. There are two disabled toilets on site. Reasonable adjustments would be made to support any children with additional needs in our care from our limited SEND budget. We seek advice from the Visually Impaired (VI) team and the Habilitation Officer at MK City Council to ensure our setting is accessible to all within our school community.

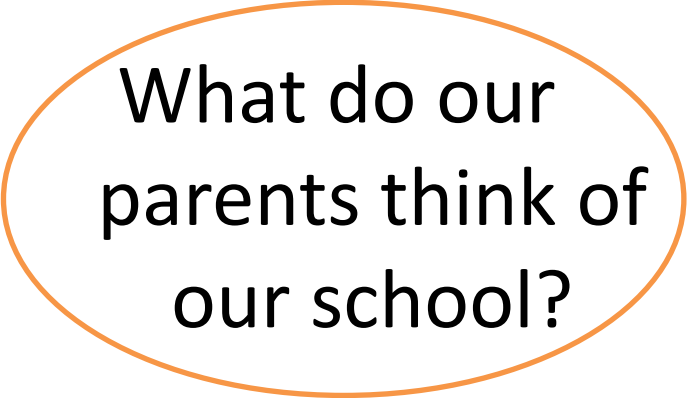
Please see our Equality, British Values policies and Accessibility Plan for more information. Please also see our school offer on our website.

“The staff at St Bernadette’s are wonderful and really know my child.”

“The inclusive spirit in St Bernadette’s is to be proud of”.

“I am thankful for the support that we have received during the year, the time that has been taken to have conversations about issues and the ongoing support that my child has received from staff.”

“The entire staff and St Bernadette’s community you all have been amazing. This little girl has so much love for her school family”.



What do our parents think of our school?

“Thank you for always having time to check in on us, support us, understand us and help us to not feel so alone at a very hard time”.

“Thank you for being such an extraordinary support to our son and family. Your patience, understanding and help made all the difference to his social and personal growth this year. You didn’t just teach him, you truly cared for him.”

“The school do their upmost to support children with SEND. Thank you!”