



St Bernadette Catholic Primary School

SEN Information Report 2025 - 2026

Welcome to the St Bernadette Catholic Primary School SEN Information Report.
This report has been written with reference to the SEND Code of Practice (May 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014, relating to school systems for responding to the needs of pupils with SEND.

Frequently Asked Questions:

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?
2. How will the school support my child?
3. How will I know how my child is doing?
4. How will the school's approach to teaching and learning be matched to my child's needs?
5. What support will there be for my child's overall wellbeing?
6. What training have the staff, supporting children with SEND received?
7. What specialist services and expertise are accessed by the school?
8. How will you help me to support my child's learning?
9. How does the school enable constructive partnership working with families?
10. How will my child be included in activities outside the classroom, including school trips?
11. How accessible is the school environment?
12. Who can I contact for further information?
13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?
14. How are the school's resources allocated and matched to children's special educational needs?
15. How are decisions made about the range of support my child will receive?
16. Where can I find out about the local authority's local offer of services and provision for children with SEND?

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

The new SEND Code of Practice states *'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A school age child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age.'*

At St Bernadette we use a range of approaches to identify if a pupil has SEND, including:

- Monitoring a child's academic progress:

The class teacher and senior leadership team (SLT) make regular assessments of progress for all pupils. Through daily teacher observation and more formal termly assessments, progress is monitored. This analysis identifies pupils making less than expected progress. The class teacher meets termly with the SENCo during pupil progress meetings to discuss each pupil's needs and to plan appropriate intervention or adaptations

- Observing behaviour:

Certain behaviours can be indicators of neurodiversity. Over time, if teachers have concerns about a child's behaviour they would raise it with the school's Special Educational Needs Coordinator (SENCo) for closer monitoring.

- Listening to parents and carers:

We listen carefully to the concerns of parents and carers which allows us to build a fuller picture of a child. It is not uncommon for children with SEND to have different behaviour patterns at home compared to those we see in school and sometimes this can help to indicate where there may be a special educational need.

- Professional advice:

Sometimes children have received support for their SEND needs directly from external professionals prior to joining St Bernadette. For example, support from a speech and language therapist. The school would look to access any advice received in order to implement appropriate support. Liaison with pre-school settings or previous schools is also a valuable process to gain an insight into a child's SEND.

If a parent or the class-teacher has a concern about a child, a meeting will be arranged to discuss the concerns. The SENCo can attend the meeting if requested, and if further input and advice is needed, an additional meeting with the SENCo can be arranged.

2. How will school staff support my child?

The Co-headteachers have overall responsibility for SEND provision in School.

St Bernadette Primary School has a qualified SENCO. The SENCO is responsible for the leadership and day to day management of SEND provision.

St Bernadette Primary School has a named SEND Governor. The Governor oversees the school's work with SEND. We strive to ensure that all children get the best possible teaching in school. We have high aspirations for all children and will endeavour to meet their needs through planning appropriate activities and tasks before having to introduce additional support.

All Children - the class teacher and class based TA will support your child initially through excellent High Quality Teaching*. This includes high aspirations for all children and differentiated learning materials where appropriate. Different teaching methods may be used so that all children are involved in learning. Teachers plan lessons to build on what each child already knows, can do and can understand. Some children may be identified as having gaps in their understanding, or as falling behind age-related expectation. For a short time, they may work in a small group with a teacher or trained Intervention TA on a suitable evidence based intervention. The impact of these interventions is monitored by the SENCo.

SEN support* – a small number of children may be identified as requiring more specialist input. A member of staff with expertise in a particular area may be asked to observe the child, or give advice to the class teacher about next steps. If the school believes a child may have a special educational need, parents will be informed. Where a child has an identified special educational need, staff will work with appropriate external agencies as necessary.

Education, Health and Care Plan*(EHCP) support – where a child has an EHCP, staff are supported to meet the child's needs as outlined in the plan, and to put the appropriate provision in place.

3. How will I know how my child is doing?

All Children - The school has an open door policy and meetings can be arranged with school staff at any time via the office. Parent-teacher consultation evenings are held in the Autumn and Spring terms. At the end of the Summer term, each child receives a detailed end of year report from the class teacher. In addition to these, you will have ongoing conversations with your child's class teacher and other school staff to discuss and review your child's targets. Parents can also request additional meetings with the class teacher or a member of SLT if they wish to discuss their child's progress further. At the end of KS2, Year 6 will be formally assessed against national Age Related Expectations, using Standard Assessment Tests (SATs).

SEN support – the progress of children receiving SEN support will be discussed in an additional meeting each term with the class teacher and sometimes the SENCo. The impact of interventions is measured and next steps are discussed, using the Assess, Plan, Do, Review cycle, also known as the graduated approach*. This is recorded termly on an Individual Learning Plan* and shared with parents at these meetings.

Education, Health and Care Plans - the progress of children with statements or EHC plans is formally reviewed at an Annual Review with all adults involved in the child's education. The other two terms between the Annual Review there will still be opportunity to meet and discuss progress.

EHM – the parents of any children involved in a Families First assessment* (FFA) will be offered additional termly meetings under the early help module (EHM) system.

Children Looked After (CLA) – the carers and parents of any children currently CLA will be invited to a termly Personal Education Plan Meeting (PEP).

4. How will the learning and development provision be matched to my child's needs?

All children – High Quality First Teaching is planned carefully to meet the needs of all children in their class. Teachers follow the Graduated Approach and for those children identified as not working at age-related expectations, additional guided learning will be put in place. These are incorporated onto the class provision map so that they can be measured for impact each term. Children may work with adults in focus groups with additional support such as visuals, word banks, scaffolding.

SEN Support - The school follows the 'Assess, Plan, Do, Review' model of intervention and support as laid out in Chapter 6 of the SEND Code of Practice (DfE 2015). An Individual Support Plan may be used to outline strengths and needs and to set and review personalised targets, termly. This is done in collaboration with families. Children may be supported by external professionals. Additional guided learning is delivered by the teacher or a trained TA where necessary. At the end of the learning cycle or the end of the term, the impact of the guided learning will be measured and assessed and next steps are discussed. Children may have targeted support with specific interventions such as precision teaching, attention autism, SEN phonics programme.

Education, Health and Care Plans – provision for children with an EHC plan is decided by the Local Authority and outlined in the plan. Specific targets are given and these will be re-assessed at regular intervals. Advice received from external agencies will also be incorporated in to the child's provision.

The local authority (June 2025) published an 'Ordinarily Available Provision' document describing the provision that a local authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges. This can be accessed here: <https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision>

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

St Bernadette Primary School is committed to promoting the wellbeing of all children and the school believes that developing core strong relationships will enable our children to thrive. To help support your child's wellbeing we offer:

Pupil voice:

- We encourage the children to share their thoughts and concerns with staff and greatly value the views of all our pupils. Throughout the year, pupils' views are obtained through pupil voice discussions, the school council, Eco team and the Liturgy team.

Mental Health & Wellbeing Lead Practitioners:

- The school has a Mental Health Lead. The role of the Mental Health Lead is to support and manage pupils with mental health needs within the school environment. They promote good mental health and emotional wellbeing amongst pupils and identify any emerging mental health needs of pupils. They work alongside the SENCO and class teachers to refer pupils on to health professionals for appropriate specialist support and treatment, where appropriate.

Teaching of social and emotional wellbeing:

- The school's PSHE programme has an emphasis on developing well-being, mindfulness and citizenship.
- The school has a consistent behaviour policy which can be accessed on our school website. A solution-focused behaviour plan may be put in place for children who need

additional support in this area. This will be co-produced with parents and may with guidance from outside agencies where appropriate.

- E-safety is a strong focus within school and is taught to all children and regularly referred to during lessons.

Medical & Dietary Needs Support:

- Children with medical conditions will have an Individual Healthcare Plan. Information regarding medical conditions is handled sensitively, in line with our school policy. Staff are aware of children who may need medication at school and where the medicine is kept. It is administered and witnessed by designated members of staff.
- Referrals may be made to the school nursing service to provide additional to both schools and families if a need has been identified.

External agency support:

- When appropriate we seek support and/or advice from a range of external agencies. See section 7 for a list of agencies accessed by the school.

Our Anti-Bullying policy can be found on our website.

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

The expertise from a wide range of external agencies is sought for support and advice, including making referrals to:

Speech and Language Therapy Service
Communication and Autism Team
LINKS Behaviour Support Team
Occupational Therapists
The Collett SEN outreach Service
School nursing service

St Bernadette is also a member of the St Albans Plus Partnership. This provides the school and our families access to a range of services which can be used to support children, both within school or at home.

7. What training have the staff, supporting children and young people with SEND, had or are having?

At St Bernadette, SEND training and advice is ongoing and planned to meet the needs of our children and the continued professional development of our staff. It is important that our staff receive the appropriate training to best support our children.

All class teachers are trained in delivering a high-quality adapted curriculum designed to ensure all children make progress and achieve their potential, particularly in reading, writing and maths. They are supported in this by the SENCo and external agencies where appropriate.

Where class teachers have children with particular needs, or individual staff are involved in running provision for children with SEN, they have access to training courses specialising in the area of need.

Staff continually update knowledge in targeted areas through regular training courses delivered by specialists or school staff. We use our provision management system to plan ahead and identify areas of need for the school, and use this to inform our whole staff training programme.

Recent staff training has focussed on:

- Understanding Autism
- Reasonable Adjustments within the classroom
- High Quality First Teaching

- The school is able to access on-going advice and training from a number of external professionals (see question 6).

8. How will you help me to support my child's learning?

We work closely in partnership with parents throughout a child's time with us at St Bernadette. We recognise that by working closely with parents we achieve a more positive learning achievement and outcome for all. This is developed through:

- At the beginning of each new school year, class teachers invite parents to a meeting to hear and discuss the learning that will be happening and how they can support their children.
- Each term class teachers send out information in Curriculum Newsletters to parents about the learning that will take place so that parents can encourage their children's interest in the subjects.
- Children are set regular home learning tasks which allow parents to see what their child can achieve independently and support them with their learning if necessary.
- The school holds parent information meetings throughout the year to impart information to parents, e.g. phonics information sessions, SAT's information sessions.
- Parents are involved in meetings with external professionals, and advice on supporting learning is usually included in their reports. An SEN parent coffee morning is held once a term to support and share ideas and strategies with parents, and provide updates on local or county SEN developments.

9. How will I be involved in discussions about and planning for my child's education?

All children - We have an open door policy and encourage parents to come and discuss any child's needs with us. There are formal Parent teacher consultation evenings where parents are involved in discussions about their child's education. The school also holds a Headteachers coffee morning each term, where parents can raise any questions or issues with the senior leadership team.

SEN Support - The SENCo and class teacher meet regularly with parents of children receiving SEN Support to discuss what has gone well and what the next steps should be, as part of the 'Assess, plan, do, review' cycle. Parents are always involved in any meetings with professionals and external agencies.

EHC Plans – Parents of children undergoing statutory assessment are consulted with and involved at every stage of the process. As per statutory guidelines, the a formal Annual Review of the EHCP will be held once a year, in collaboration with parents and carers.

10. How will my child be included in activities outside the classroom including school trips?

We endeavour to ensure that activities and school trips are accessible to all children. Reasonable adjustments will always be made when necessary to ensure this is possible. An assessment of any risk will be carried out with the parent and the necessary precautions taken. Teachers carry out pre-visits for school trips to ensure they run smoothly. Additional adult support will be deployed where necessary and activities can be adapted to meet the needs of pupils. Where necessary an Individual Risk Assessment may be carried out for a specific child.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act (see Equalities Scheme) and reasonable adjustments are made for all pupils with SEND. (See the Accessibility Plan on the school website)

We are a single storey school with step-free access to the school building and all areas of the school site.

There is a disabled parking bay close to the school entrance.

There is a disabled toilet close to the school entrance.

The school is committed to supplying any additional aids that may be needed for a child to fully access the curriculum.

12. Who can I contact for further information?

A parent's first point of contact is their child's class teacher, and any information can be passed onto the SENCo and Co-Headteachers who will then contact you directly if necessary.

Contact the SENCo, Mrs Rachel Alger, directly via the school office 01727 822 489 or email senco@stbernadette.herts.sch.uk

Co-head teachers: Mrs Sandra Lavelle Murphy & Mrs Jodie Reilly
SENCo – Mrs Rachel Alger
SEND Governor - Mrs Denise Moules

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy.

Concerns about statutory assessment of special education needs are not in the scope of the academy's complaint procedure and should be raised directly with the local authority. The process for this can be found here: <https://www.hertfordshire.gov.uk/microsites/local-offer/feedback/if-youre-not-happy-with-a-decision/if-youre-not-happy-with-a-decision.aspx#>

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities. You can find this information at the following website: <https://www.hertssendiass.org.uk/home.aspx>

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At St Bernadette school we recognise that transition periods can be difficult for children and that it is essential to best prepare children as well as possible. Therefore, we have a range of procedures in place to ease periods of transition to meet a variety of needs:

Children joining Nursery - Welcome meetings for parents / carers and pupils for Nursery and Reception.

Children joining Reception or moving into Reception - Welcome meetings for parents / carers and pupils for Nursery and Reception. Meet the teacher meetings for all classes in September

Children moving from / to another school – we contact the school SENCo to discuss any special arrangements or support that may be necessary for your child. We ensure that all records about your child are passed on as soon as possible and will arrange a meeting if necessary to discuss any concerns.

Children moving to a new year group – information is passed on to the new class teacher in advance and all teachers have the opportunity to talk through each pupil in a handover meeting in the summer term. There is a moving up day for all pupils moving up to their new class in July. Some children may have a social story or make a book to support their understanding about moving to a new classroom or having a new teacher.

Year 6 to Secondary School – In the final half term, Year 6 pupils work through a focussed learning transition programme. The SENCo will meet with secondary SENCos to pass on relevant information. Secondary SENCos are invited to attend all relevant handover meetings with external agencies and health professionals, and to any EHC plan review meetings. Heads of Year 7 will visit pupils in school, and pupils will have some opportunities to visit their secondary school. Additional visits will also be arranged for pupils who would benefit from this.

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

The school has an amount within its overall budget called the notional SEN budget. This is used for resources to support the progress of all children with SEND. This funding employs TAs to support additional guided learning, buys specialist equipment, books or stationary and provide specialized training for staff.

Where a child requires provision which exceeds the nationally prescribed threshold and the child does not have an EHCP additional, top up funding can be applied for through the Local Authority. (Local High Needs Funding). This funding is usually allocated for a short period. However, only a very small number of children within mainstream education, whose needs are truly exceptional will be granted this funding.

Education Health & Care Plans – These pupils receive Top-Up Funding through their EHCP. The LA grants a level of funding dependent on the needs of the child.

'Schools are not expected to meet the full costs of more expensive educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year.' (Code of Practice 2014)

15. How is the decision made about how much support my child will receive?

At St Bernadette school the senior leadership team regularly monitor the progression of all pupils. This is discussed with class teachers at pupil progress meetings and opportunities to reduce barriers to learning and narrow the gaps are discussed. As part of quality first teaching targeted interventions are put in place for different groups of children, not just those with SEND.

The SENCo regularly monitors the children who have additional support, the children who have been identified as making less progress than expected and children who may be recently diagnosed who may require extra support. All resources, training and support are reviewed and changes to provision made as necessary. Parents are included and kept informed of these decisions and permission to involve external agencies is always sought. The school will then act upon the advice given. Only in very exceptional circumstances will children receive 1:1 support within class.

16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Local authorities must publish a Local Offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans.

Hertfordshire's Local Offer can be found at: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

DSPL7* support can be found at: www.dspl7.org.uk
Facebook page: @dsplseven

Glossary of terms

Families First Assessment: early help module (EHM): a national standard for assessing needs and deciding how best to meet them through a simple process. It avoids duplication of paperwork and improves referral between agencies.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

DSPL7: Delivering Special Provision Locally (Area 7) works with parents, carers, education settings, professionals and other agencies to ensure there is a range of SEND provision and support services available in the local community for children and young people aged 0-25.

Graduated approach: A model of action and intervention in schools to help children who have special educational needs. The Assess, Plan, Do, Review approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Individual Learning Plans: Individual Learning Plans are a means of outlining a pupil's key strengths, needs and the strategies and key adjustments to teaching needed every day. They provide a useful vehicle for meaningful discussion around learning between the teacher and the pupil, involving them positively in discussing effective approaches to enable better engagement. Also known as 1 page profiles.

High Quality Teaching: the effective inclusion of all pupils in high-quality everyday personalised teaching.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

SEN support: In the SEND Code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEN Support.

SpLD: Specific Learning Difficulty such as Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, ADD or ADHD