

Bedford Borough Local Offer

Education Setting Information Form

Name of Education Setting	St. Joseph's and St. Gregory's Catholic Primary School
Description	<p>One Body, Many Parts (Corinthians 12)</p> <p>EXCELLENCE TOGETHER: We strive to work, as a Catholic community, to secure outstanding outcomes for all our students.</p> <p>UNIQUENESS: We recognise everyone in our school as being made in God's image. By learning in a community founded on Gospel values, we ensure that our children are prepared for their lives ahead.</p> <p>EDUCATION FOR ALL: We ensure that our children and staff, of all abilities and backgrounds, are supported to achieve their very best.</p>
Age Range	3-11

Address	<i>St. Joseph's and St. Gregory's Catholic Primary School</i>
	<i>Biddenham Turn</i>
	<i>Bedford</i>
	<i>Bedfordshire</i>
Post code	MK40 4AT
School Day	8:45-3:15
Ofsted Registration	8224601

Breakfast and After School Club Opening Available?	<i>Breakfast Club - 8:00 am - 8:30 am</i> <i>After School Club - 3:15 pm - 6:00 pm</i>
Cost?	<i>Yes</i>
Cost Description	<p><i>Breakfast Club: £1.00</i></p> <p><i>After School Club:</i> <i>Up to 1 hour - £4.00</i> <i>Up to 2 hours - £7.50</i> <i>Up to 3 hours - £9.00</i> <i>(Discount for siblings)</i></p>

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>Often St Joseph's and St Gregory's Primary know that children need extra help because a doctor, or other medical professional that they have seen, tells us and asks us to help.</p> <p>Shortly before or during admission, parents and carers will inform us of any additional needs or disabilities. When a disability is identified the school will assess, plan and make</p>
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	<p>reasonable adaptations to support a successful entry to school. The process may include:</p> <ul style="list-style-type: none"> • Meeting with Parents • Application forms checked by office staff and alert the Inclusion team to arrange a meeting to discuss needs. • New applicants afternoon • Care Plan as necessary • Enhanced transitions if appropriate • External agencies sought • Through the EHCP framework • Training for medical needs • Sharing information with a previous school • Appropriate needs assessment of the school for individual needs • After assessment make reasonable adjustments to the physical environment • The pedagogy and curriculum of the school is inclusive and could be adapted if appropriate, to accommodate the needs of a child with a disability • Extra-curricular activities could be adapted so that children with disabilities can benefit from these. <p>Colleagues at the Child Development Centre let us know that children have particular challenges and, of course, parents tell us about the challenges their children have. Class teachers assess, plan, do and review the learning of all children regularly and then consider whether children in their class may need additional support in order to learn well and be happy at school. If children are highlighted in this way then the Inclusion team and class teacher consider what additional support is needed, contact their parents or carers, and arrange for that to be provided. The child is then considered to have additional needs.</p> <p>In addition, any member of the school community can ask the Inclusion team to consider the additional needs of a particular child.</p> <p>Alongside this, we look at children’s attainment and record of behaviour. When we notice that a child is not making good progress, or that they are not behaving in a way that ensures good learning we consider whether additional support is needed.</p> <p>If you, as a parent, have concerns about your child having special educational needs you need to contact your child’s class teacher or the SENDCO through the school office.</p>
<p>How will early years setting/school/college staff support my child/young person?</p>	<p>All teachers at St. Joseph’s and St Gregory’s Primary are teachers of children with special educational needs.</p> <p>When planning lessons, teachers consider the needs of all the children in the class and teach accordingly.</p>

	<p>Sometimes children need an individual programme of support. This is planned by the class teacher, in consultation with the SENDCo or Lead Behaviour Professional.</p> <p>Parents receive a copy of this plan and have an opportunity to comment. Where appropriate there is additional support in the classroom from a Teaching Assistant (TA).</p> <p>Sometimes children have small group work in or away from the classroom to support a particular aspect of their learning.</p> <p>Support is monitored by the Senior Assistant Head and SENDCo. If you have any queries about the support your child receives the best person to speak to is their class teacher.</p> <p>The Senior Leadership team reports to the Directors half-termly. Reports refer to children with SEND and the progress they make. The SENDCos in the Trust meet at least termly.</p>
<p>How will the curriculum be matched to my child's young person's needs?</p>	<p>Teachers know the children in their classes very well and use this knowledge in their planning.</p> <p>This knowledge and ongoing assessment allows the teachers to plan so that learning takes place in the classroom.</p> <p>Reasonable adaptations are made to the curriculum and the learning environment where appropriate.</p>
<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>Class teachers are usually available at the end of the school day for short queries. If a longer discussion is needed an appointment can be made. Parents can also request a telephone call from their child's class teacher.</p> <p>The SENDCO, Senior Assistant Head (Inclusion) or the Head Teacher are available to contact via the school office (by phone or email).</p> <p>There are two parent's evenings each year for each year group. - Each child receives a yearly full school report which includes targets.</p> <p>Home school books are used with some pupils as a communication tool.</p> <p>Teachers assess how children are progressing with their learning in every lesson. A formal assessment of their attainment is made three times each year.</p> <p>If a child has an individualised programme of learning support, parents receive an outline of this programme and are invited to contribute their comments.</p> <p>Children's progress in phonics (letter sounds and shapes) is assessed every six to eight weeks.</p> <p>Parents are informed when their child is receiving extra support for learning, through an Outcome Pathway meeting or by their class teacher. The Outcome Pathway is part of the</p>

	<p>Assess, Plan, Do, Review cycle that evidences the provision in place for a child. The class teacher informs parents about how successful this support has been.</p> <p>Staff are happy to meet with parents to discuss ways forward for their children.</p> <p>We run information evenings for parents e.g. maths methods evening.</p> <p>Parent support can be offered through our Family Support Worker.</p>
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<p>What support will there be for my child's/young person's overall wellbeing?</p>	<p>At St. Joseph's and St Gregory's Primary we pride ourselves on our Pastoral Care and our whole child approach. There are staff available to support a child's needs and this support can be tailored to suit individual needs.</p> <p>Medication and personal care needs are met on an individual level. Needs are taken into consideration and structures are put into place depending on the need. Medical Care Plans, where appropriate, are prepared with help from the School Nurse.</p> <p>Our Behaviour Policy is school wide and is reviewed each year. All staff use the Behaviour Policy and this helps to ensure consistent expectations within the school. The Behaviour Policy specifically includes the need to relate to children's behaviour taking their age, stage and levels of development into account.</p> <p>The school has a staff team who are experienced and trained to support children with social, emotional and behavioural challenges. Children may participate in programmes designed to support their emotional well-being. Each child's need is treated individually and support and structures are put in place accordingly. Attendance is monitored daily. There are half-termly Attendance meetings between the head teacher and attendance officer. Appropriate support is put in place for children who are having problems with attendance. We work together with parents to support pupils.</p> <p>Children's views are very important. Where appropriate we include pupils in reviews and ask their opinion on how they are getting on at school.</p>
<p>What specialist services and expertise are available at or accessed by the setting/school/college?</p>	<p>Internal expertise at St Joseph's and St Gregory's Primary includes two Behaviour Professionals, who have completed extensive training, and can deliver a variety of interventions via our in-house Nurture provision. Furthermore, several members of staff have undertaken mentor training. We employ an EAL professional who is highly skilled in supporting children new to English. We regularly run a programme called Rainbows, which supports children who have experienced any kind of loss.</p> <p>We also seek support from various outside agencies, and work closely with these agencies to ensure that children are receiving the most suitable support for their needs. Some of the services that currently work and have worked with children in the school include:</p> <p><i>Child Development Centre / Community Health Clinics (Paediatricians)</i> <i>Physiotherapy Team</i> <i>Occupational Therapy Team</i> <i>Speech and Language Therapy Service</i></p>

	<p><i>School Nursing Team</i> <i>Continence Team</i> <i>Sensory and Communication Team</i> <i>CHUMS</i> <i>CAMHS</i> <i>Social Care</i> <i>Educational Psychology Service / Early Years Support Team</i> <i>Autism Spectrum Advisory Teachers</i> <i>Counselling services, including Play Therapy</i> <i>Dramatherapy</i> <i>Carers in Bedfordshire – Young Carers Team</i></p>
<p>What training are the staff supporting children and young people with SEND have had or are having?</p>	<p>Professional development for all staff at St. Joseph’s and St. Gregory’s Primary School is recognised as central to improving the quality of learning and achievement for our students. In our school we believe that all staff should be involved in supporting pupils with special educational needs, so we make sure that staff have training to help them do this.</p> <p>Training for staff has included the following: training around ASC / ADHD; Speech & Language Therapy Training; Diabetes, Sickle Cell, Epipen and Asthma training; Dyslexia training; supporting pupils’ mental health; developing fine motor skills; supporting and developing pupils’ maths, reading and writing skills.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. In Inclusion meetings, we regularly discuss and identify staff training needs, usually related to the needs of the children in school at the time.’</p>
<p>How will my child/young person be included in activities outside this classroom including school trips?</p>	<p>Each child’s SEND are treated individually and trips planned accordingly. Support is offered for school trips if necessary. Where appropriate we speak to parents about their child’s needs regarding particular trips.</p> <p>A risk assessment may be made regarding the needs of particular children accessing a trip and judgement made about how to reduce any risk to an acceptable level.</p> <p>Access to our breakfast and afterschool clubs is for all. Colleagues working there are experienced and skilled at meeting a variety of needs and promoting inclusion.</p> <p>A risk assessment may be made regarding the needs of particular children accessing breakfast or after school club. A judgement is made about how to reduce any risk to an acceptable level.</p>
<p>How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?</p>	<p>We have close links with our feeder early years settings and the secondary schools into which our children feed. During the year, we have regular discussions about pupils who are moving to us or away from us.</p> <p>Where appropriate there are extra visits organised for pupils and we may visit feeder settings to see pupils in their familiar environment.</p>

	<p>Children joining the early years are visited at their homes. All needs are considered on an individual basis. We always try to include the children in the transfer process and seek their views.</p>
<p>How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>The class teacher plans adaptations and additions to the learning experience of each child with SEND. They do this in consultation with members of the Inclusion team and after taking parents' or carers' and the child's views into account. A description of the provision made is shared with parents/carers and their comments invited.</p> <p>Resources, such as teaching assistant support or specialist equipment, can be made available through the school. Decisions about the allocation of such resources are made by the Inclusion team. They consider the individual case and balance the needs of the child and availability of the resource.</p> <p>The effectiveness of support given to individual children is judged by class teachers each term. The Inclusion team monitor the impact of the various interventions and provisions across the school.</p> <p>The school's SEND budget is used to employ learning support assistants and behavioural support assistants who are available to work with individual or groups of children. It is also used to engage external specialists and to purchase specialist equipment that supports SEND provision.</p>
<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Decisions about the allocation of resources are made by the Inclusion team. They consider the individual case and balance the needs of the child and availability of the resource.</p> <p>When a child has an Education, Health and Care Plan, we work closely with the SEND team and other professionals to plan provision according to the child's need.</p>
<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>Working together is the best way to ensure that children are happy and make progress. We encourage a close relationship between school and parents.</p> <p>Parents may seek to become school governors.</p> <p>For pupils with SEND, we invite parents to attend three Outcome Pathway meetings per year. We also include provision to be completed at home to promote parental engagement and to support a child's progress in all aspects of their life.</p> <p>There are regular parental opportunities where the school Family Support Worker and SENDCO encourage positive communication between the school and parents/carers.</p> <p>External support will sometimes be invited in for opportunities for parents to learn more information about different aspects of their child's needs. This could be the</p>

	school nurse, Young Carers or other organisations that we may have a need for.
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Contact Name	Michelle Parton
Position	SENDCO
Telephone	01234 352062
Email	send@stjosephsandstgregorys.com
Website	https://www.stjosephsandstgregorys.com/
Notes	Office opening hours: 8:30 am – 3:30 pm

<p>Site Accessibility (To inform the images we display? Or do we want this in notes?)</p>	<p>Most of St Joseph’s and St Gregory’s Primary School is wheelchair accessible. There is a lift on the Upper Primary site. Placement of pupils with additional needs is considered on an individual basis. There are disabled toilets on both sites.</p> <p>Double glazed windows and full carpeting in most classrooms support a good auditory environment. There is an ongoing decoration schedule, which ensures all areas stay visually attractive.</p> <p>St Joseph’s and St Gregory’s has a nursery and early years department that enhances smooth transition from home to school</p> <p>There are a number of colleagues who speak community languages and, where necessary, they are able to translate.</p> <p>Equipment and adaptations needed to meet the needs of pupils are made if judged appropriate by the Inclusion team</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Wheelchair accessible?</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>Changing facilities for children & Young People?</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>Adapted toilet?</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>Hearing Loop?</td> <td style="text-align: center;">N</td> </tr> <tr> <td>Hoist?</td> <td style="text-align: center;">N</td> </tr> <tr> <td>Minicom?</td> <td style="text-align: center;">N</td> </tr> <tr> <td>1:1 staff ratios if needed?</td> <td style="text-align: center;">Y</td> </tr> </table>	Wheelchair accessible?	Y	Changing facilities for children & Young People?	Y	Adapted toilet?	Y	Hearing Loop?	N	Hoist?	N	Minicom?	N	1:1 staff ratios if needed?	Y
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Any other information you feel is needed to be included regarding your service?

