

Bedford SEND Information

St Joseph's and St Gregory's Catholic Primary School

Name of School/College/Setting	St Joseph's and St Gregory's Catholic Primary School
Type of setting	Primary School 4-11 plus nursery 3-4
Name of SENDCO	Michelle Parton
Address	Chester Road, Bedford, MK40 4HN (Upper site: Biddenham Turn, Biddenham, Bedford, MK40 4AT)
Phone Number of SENDCO	01234 352062
Email of SENCo	send@sjsq.beds.olicatschools.org
Website	https://www.stjosephsandstgregorys.com
Link to SEN Information Report	https://www.stjosephsandstgregorys.com/page/?title=SEND&pid=1023
Link to SEN page of schools website	https://www.stjosephsandstgregorys.com/page/?title=SEND&pid=1023
SEND Information report updated with parent working group October 2022	

School's Inclusion/Mission statement
One Body, Many Parts (Corinthians 12)

1. 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?

What opportunities will there be for me to discuss my child's progress with the staff?

- 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.
- The SENDCO, Deputy Head Teacher or the Head Teacher are available to contact via the school office (by phone or email). send@sjsq.beds.olicatschools.org
- There are two parent's evenings each year for each year group.

How will I know what progress my child should be making?

- Each child receives a yearly full school report which includes targets.
- Staff are happy to meet with parents to discuss ways forward for their children.

How does school know how well my child is doing?

- Teachers assess how children are progressing with their learning in every lesson. A formal assessment of their attainment is made three times each year.
- Children's progress in phonics (letter sounds and shapes) is assessed every six to eight weeks.

How will you explain to me how his or her learning is planned and how I can help support this outside of the school?

- The learning Journey flow chart for a child at St Joseph's and St Gregory's shows how support is offered
<https://www.stjosephsandstgregorys.com/site/data/files/documents/send/5BE8D21F520B7ADE3FADA3B498D14527.pdf>
- If a child has an individualised programme of learning support, parents receive an outline of this programme and are invited to contribute their comments.
- **Parent voice- school sign post parents to recommendations for resources and strategies that can support the child and parents at home.**
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How and when will I be involved in planning my child's education?

- **Parent voice - early intervention is vital. School and home work together to communicate the**

child's needs and listen to each other.

- Parents are informed when their child is receiving extra support for learning, through, an Outcome Pathway meeting or by their class teacher. The class teacher informs parents about how successful this support has been.

What opportunities will there be for regular contact about things that have happened at school e.g. a home school book?

- 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.
- Home school books are used with some pupils as a communication tool.

Do you offer any parent training or learning events?

- We run information evenings for parents e.g. maths methods evening.
- Parent support and information can be offered through our Family Support Worker.

2. How accessible is the school environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment?

- 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.
- 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.

Are there disabled changing and toilet facilities?

- There are disabled toilets on both sites.

How does the school communicate with parent carers whose first language is not English?

- There are a number of colleagues who speak community languages and, where necessary, they are able to translate.

How will equipment and facilities to support children and young people with special educational needs be secured?

- Equipment and adaptations needed to meet the needs of pupils are made if judged appropriate by the Inclusion team
- St Joseph's and St Gregory's has an Early Years setting for children aged 3 – 5, that enhances smooth transition from home to school

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

How do you identify children with special educational needs? If the setting / school / college is specialist which types of special educational need do you cater for?

- Often St Joseph's and St Gregory's Primary know that children need extra help because staff are highly skilled in identifying needs, through observations and knowing the children well.
- Often St Joseph's and St Gregory's Primary know that children need extra help because a doctor, or speech therapist that they have seen, tells us, and asks us to help.
- 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 are regularly asked to 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.
- In addition, any member of the school community can ask the Inclusion team to consider the

additional needs of a particular child.

- 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.
- **Parent voice - Adults working in school have training opportunities to learn about different areas of SEND.**

How will I be able to raise any concerns I may have?

- 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 SEND email address.

4. How will the school staff support my child?

Who will oversee and plan the education programme and who will be working with my child person and how often? What will be their roles? All teachers at St. Joseph's and St Gregory's Primary are teachers of children with special educational needs.

- **Parent voice – teachers and other adults in the school community support parents on their child's learning journey and support them to understand their child's needs.**
- When planning lessons, teachers consider the needs of all the children in the class and teach accordingly.
- Sometimes children need an individual programme of support. This is planned by the class teacher, in consultation with the SENDCO or Lead Behaviour Professional.
- 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).
- Sometimes children have small group work in or away from the classroom to support a particular aspect of their learning.
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Who will explain this to me?

- Support is monitored by the SENDCO.
- If you have any queries about the support your child receives the best person to speak to is their class teacher.

How are the school governors or trustees involved and what are their responsibilities? How does the school know how effective its arrangements and provision for children and young people with special educational needs are?

- 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.

5. How will the curriculum be matched to my child's needs?

What is the school's approach to adaptive learning?

- Teachers know the children in their classes very well and use this knowledge in their planning.

How will that help my child/young person?

- This knowledge and ongoing assessment allow the teachers to plan so that learning takes place in the classroom.

How does the school adapt the curriculum and learning environment?

- Reasonable adaptations are made to the curriculum and the learning environment where appropriate.

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

What is the pastoral, medical and social support available in school for children with SEND?

- 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.

How does the school manage the administration of medicines and providing personal care?

- 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.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- 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.
- 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.

How will my child be able to contribute his or her views? How will the school support my child to do this?

- 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.

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

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

- St Joseph's and St Gregory's Primary seeks support from various outside agencies. We 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:

Child Development Centre / Community Health Clinics (Paediatricians)
 Physiotherapy Team
 Occupational Therapy Team
 Independent Speech and language therapy support
 Speech and Language Therapy Service
 School Nursing Team
 CHUMS
 CAMHS
 Social Care
 Educational Psychologist
 Autism Advisory Teachers
 Counselling services

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

Will he or she be able to access all of the activities of the school and how will you assist him or her to do so?

- 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.
- 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.

Do you welcome all children to breakfast and afterschool clubs?

- 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.

What plans have you in place to support children with special educational needs at these clubs?

- A risk assessment may be made regarding the needs of particular children accessing sports clubs, breakfast or after school club. A judgement is made about how to reduce any risk to an acceptable level.

9. How will the school prepare and support my child to join the school transfer to a new school?

What preparation will there be for the school and my child before he or she joins the next school?

- We have close links with our feeder secondary schools that our children feed into. During the year, we have regular discussions about pupils who are moving to us or away from us.

How will he or she be prepared to move onto the next stage?

- Where appropriate there are extra visits organised for pupils and we may visit feeder settings to see pupils in their familiar environment.
- Children joining the early years are usually visited at their homes, or parent meetings are planned. All needs are considered on an individual basis. We always try to include the children in the transfer process and seek their views.

What information will be provided to his or her new school? How will you support a new school prepare for my child?

- Information is shared with new schools as part of the transition process, so that any support required for a child can be put in place.

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

How is the decision made about the type and how much support my child will receive?

- 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.
- 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.

How does the school judge whether the support has had an impact?

- 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.

How is the school's special educational needs budget allocated?

- 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.

11. How are parents involved in the school? How can I be involved?

- Working together is the best way to ensure that children are happy and make progress. We encourage a close relationship between school and parents.
- Parents may seek to become school governors.

- There are regular parental opportunities where the school Family Support Worker and SENDCO encourage positive communication between the school and parents/carers. 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 school nurse, Young Carers or other organisations that we may have a need for.
- Parent Coffee mornings
- Parent drops ins with the Educational Psychologist
- Emails to parents with relevant information that could be of interest

12. How are children included in the planning for their support and provision?

How do you involve my child in planning what their education provision and support looks like?

- Children have the opportunity to speak to adults about what they are learning, why they are learning it and how they learn best. We do this on a 1-1 basis where appropriate.

How are children supported to ensure that their voice is heard?

- We also have a school council where class representatives contribute to school decisions.

13. What can I expect for home learning, during extended periods of school closures, for my child with an Education, Health and Care Plan?

- See appendix 1 and 2

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who can I talk to if I am worried?

- The first point of contact for parents of children already at the school is their class teacher.
- The office staff are also well trained and experienced in addressing parents' queries and directing them to the right person.

Who else has a role in my child's/young person education?

- The other points of contact include the Deputy Head and Head Teacher and the SENDCO.

Who is the SEN Coordinator and how can I contact them?

- SENDCO – Mrs Michelle Parton send@sjsq.beds.olicatschools.org 01234 352062

What other support services are there who might help me and provide me with information and advice?

- Other support, for parents, can be sought through:

Bedford Borough Council Local Offer

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Bedford SEND Information, Advice and Support (SENDIAS)

Borough Hall, Cauldwell Street, Bedford MK42 9AP

Tel: 01234 276 267

Email Sendiass@bedford.gov.uk

