

## Bedford SEND Information

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

<b>Name of School/College/Setting</b>	St Joseph's and St Gregory's Catholic Primary School
<b>Type of setting</b>	Primary School 4-11 plus nursery 3-4
<b>Name of SENDCO</b>	Michelle Parton
<b>Address</b>	
<b>Phone Number of SENDCO</b>	01234 352062
<b>Fax Number</b>	
<b>Email of SENCo</b>	office@stjosephsandstgregorys.com mark fao SENDCO
<b>Website</b>	<a href="https://www.stjosephsandstgregorys.com/">https://www.stjosephsandstgregorys.com/</a>
<b>Link to SEN Information Report</b>	
<b>Link to SEN page of schools website</b>	<a href="https://www.stjosephsandstgregorys.com/page/?title=SEND&amp;pid=1023">https://www.stjosephsandstgregorys.com/page/?title=SEND&amp;pid=1023</a>

#### **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 are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?*

- 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, Senior Assistant Head (Inclusion) or the Head Teacher are available to contact via the school office (by phone or email).
- There are two parent's evenings each year for each year group.
- Each child receives a yearly full school report which includes targets.
- Home school books are used with some pupils as a communication tool.
- Teachers assess how children are progressing with their learning in every lesson. A formal assessment of their attainment is made three times each year.
- If a child has an individualised programme of learning support, parents receive an outline of this programme and are invited to contribute their comments.
- Children's progress in phonics (letter sounds and shapes) is assessed every six to eight weeks.
- Parents are informed when their child is receiving extra support for learning, thorough, an Outcome Pathway meeting or by their class teacher. The class teacher informs parents about how successful this support has been.
- Staff are happy to meet with parents to discuss ways forward for their children.
- We run information evenings for parents e.g. maths methods evening.
- Parent support can be offered through our Family Support Worker.

#### **2. How accessible is the setting / school / college environment?**

*Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?*

- 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.
- 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.
- St Joseph's and St Gregory's has a nursery and early years department that enhances smooth transition from home to school
- There are a number of colleagues who speak community languages and, where necessary, they are able to translate.
- Equipment and adaptations needed to meet the needs of pupils are made if judged appropriate by the Inclusion team

**3. 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?**

*How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? 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 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.
- 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.

**4. How will early years setting / school / college staff support my child/young person?**

*Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?*

- All teachers at St. Joseph's and St Gregory's Primary are teachers of children with special educational 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.
- 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.
- 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/young person's needs?**

*What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?*

- Teachers know the children in their classes very well and use this knowledge in their planning.
- This knowledge and ongoing assessment allows the teachers to plan so that learning takes place in the classroom.
- Reasonable adaptations are made to the curriculum and the learning environment where appropriate.

**6. What support will there be for my child's/young person's overall well being?**

*What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?*

- 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.
- 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.
- 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.
- 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 setting / school / college?**

*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  
Speech and Language Therapy Service  
School Nursing Team  
CHUMS  
CAMHS  
Social Care  
Educational Psychologist  
Autism Advisory Teachers  
Counselling services

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

*Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?*

- 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.
- 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.
- 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.

**9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**

*What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?*

- We have close links with our feeder early years settings schools and the 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.
- 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 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.

**10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**

*How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?*

- 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.
- 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.
- 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 setting / school / college? How can I be involved?**

*Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.*

- 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.

**12. How are children and young people 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? How are children and young people supported to ensure that their voice is heard?*

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

**13. 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 else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer*

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

SENDCo – Mrs Michelle Parton  
01234 352062

Other support, for parents, can be sought through:

**Bedford Borough SEND Advice Service**

Borough Hall, Cauldwell Street, Bedford MK42 9AP

Tel: 01234 276 267

Email: [sendadvice@bedford.gov.uk](mailto:sendadvice@bedford.gov.uk)

