



SEN and Disability

Local Offer:

St. Bernard's Catholic School

Accessibility and Inclusion

What the school provides

The school is wheel chair accessible. To ensure access for pupils and parents with disabilities the school has ensured that there are doorways and entrances to the school that are wide enough to accommodate a wheelchair if necessary. A disabled toilet is available for wheel chair users.

Although the upper floor is not accessible to wheel chairs, staff would ensure that meetings were not scheduled upstairs and would change classrooms to meet the needs of disabled children. Disabled parking space would be made available should the need arise.

The school has a wide range of ICT programmes for pupils with SEN and additional needs in addition to netbooks, kindles and tablets.

The school employs a number of very experienced and highly skilled Teaching assistants to ensure that pupils with disabilities are able to access all areas of school life.

Our nurture staff take responsibility for ensuring that parents are able to access all information and provide help and support completing documents etc. This support is usually face to face support either at home or within school.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Early identification of additional needs is vital for pupils so that they can access appropriate teaching and learning. Discussions with parents prior to their child starting school are very important in identifying additional needs. School works closely with outside agencies.

Our children are assessed regularly and targets are set with support to enable the child to make good progress. These are regularly reviewed. Every class has at least one teaching assistant to provide additional support. Individual education plans are drawn up by a team working together to enhance the child's development in all areas. This team includes: class teacher, SENCO, teaching assistant, parents/carers, and most importantly the child themselves.

In the case of medical needs, staff are trained to ensure that the right support is available. Training is usually provided by NHS or IDSS (Inclusion & Disability support) Staff at St. Bernard's have received first aid training including the use of a defibrillator.

When sitting examinations children with SEN can be supported in a number of ways depending on their needs. These include: 1 to 1 support, breaks during the exam, receiving additional time, having a scribe to write for them, having specially modified materials.

Our SEN provision maps records the intervention that have taken place / will take place that term. Progress is carefully monitored and support adjusted accordingly.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

Annual reviews take place for children with Statements/Education, Health and Care (EHC) plans. All those who are involved with the child's development are asked to contribute and receive copies of all relevant paperwork. Parents play an important part in this review as targets are set for the next year and strategies to provide support agreed.

Our Pastoral staff (family support and nurture) are available every day before and after school so that parents can always come into school and discuss any concerns or achievements. Our SENCO and class teachers work closely with parents and other agencies to review progress and evaluate the effectiveness of the provision. The most important people are the children though and therefore they are always an essential part of any evaluation.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

Risk assessments are reviewed regularly and new risk assessments carried out to ensure safety in any new situations and for children with special educational needs. These risk assessments are shared with all staff. The Headteacher is responsible for completing the risk assessments but experts are also invited to contribute to the assessment.

Handover arrangements for the start and end of the school day vary depending on the child's needs. It may be a 1:1 hand over with the teacher/teaching assistant, it could be a handover to pastoral staff or it could be a handover in the playground. Arrangements depend upon the child and parents' needs. There is an area outside the school gates for disabled parking and appropriate space could be allocated in the school car park. Children who require additional

support at break times and lunch times are supported in a variety of ways including:

- **Use of Year 6 buddies**
- **1:1 support in the main playground**
- **Adult and small group playing in the small play area**
- **Nurture support whilst eating their lunch**
- **Nurture support during break times**

Additional risk assessment are completed to provide safety outside the classroom egg school trips and parent's views are welcomed.

Parents can access our anti bullying policy on our school website.

Health (including Emotional Health and Wellbeing)

- **How do you manage safe keeping and administration of medication?**
- **How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?**
- **What would the school do in the case of a medical emergency?**
- **How do you ensure that staff are trained/qualified to deal with a child's particular needs?**
- **Which health or therapy services can children access on school premises?**

What the school provides

St. Bernard's School administers prescribed medicines. Parents complete the parental form which includes details of dosage, times and how to store the medicine. All medicine given to a child is recorded in the medicine book.

Medicines are stored in a locked cupboard or in the staff fridge.

Care plans are written with parents and specially trained staff from other agencies to ensure that we are meeting the needs of the child. These care plans are then shared with other staff in school including lunch time staff.

Staff are trained in first aid and the use of a defibrillator. Procedures for dealing with medical emergencies are all in place.

The school nurse attends meetings to provide support for staff, parents and children.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (egg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

Our school website contains details of our staff and the school prospectus also provides this information.

We have an open door policy and school staff are on the playground before and after school each day to provide early access. Our pastoral staff are available before and after school each day so that parents can pop in to share concerns and joys. Sometimes it can be necessary to make an appointment to see the SENCO/Head teacher – but this is always arranged as quickly as possible following a request. We have three formal Parents’ evenings a year and parents are often reminded that if they have any concerns they should not wait for these evenings – they should come into school and share their concerns as soon as possible.

We also have a number of parent and child events where parents are invited to come into school and work with their child egg Christmas craft, scrap heap challenge, cooking together, Maths and Literacy sessions.

Parental questionnaires are sent out annually to encourage parents to record their views and suggestions. We also put survey questions on our school app which the vast majority of our parents have downloaded. Our nurture room staff provide support in accessing information to any parents who are unable to access the information independently.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

We have a school council where pupils can contribute their own views. We also have a Young Senior Leadership team who meet regularly with the Headteacher to ensure that children have a “voice” at St. Bernard’s School.

Parental views are regularly invited through newsletters, texts and face to face meetings – both formal and informal. Parents are invited to comment on the termly pupil reports.

Parents are encouraged to become involved in the life of the school in many ways including:

- **Attending our weekly class assemblies**
- **Attending special shared meals – egg mother’s day afternoon tea**
- **Becoming part of the PTFA and helping to arrange events**
- **Coming to social events at school**
- **Attending special parent and child activities in school**
- **Attending information evenings/afternoons to find out more about what their children are learning in school**

The governors ensure that all statutory requirements are met in meeting the needs of children with SEN. One of our governors has chosen to attend training so that they can become the governor who can champion the needs of children with SEN.

What help and support is available for the family?

- **Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?**
- **What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?**
- **How does the school help parents with travel plans to get their child to and from school?**

What the school provides

Through our Pastoral staff we provide a great deal of support for families, help in completing forms and paperwork is routinely offered to families. Our nurture staff also attend appointments with other agencies with our parents if they want additional support.

They also help to put parents in contact with other agencies who can help to support their needs.

School provides help with travel plans where required.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

In addition to the standard visits to secondary school, our nurture staff arrange additional visits for pupils with SEN to help them establish relationships, self-confidence and ensure that their needs will be met. These visits are planned with the parents and the child. Our nurture staff accompanies the child/children to the school on a number of occasions, taking a smaller role on each occasion so that the children can develop a relationship with staff at the secondary school.

Extra-Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

We offer before and after school care – 7:30 – 8:50 (school begins at 8:50)

3:10 – 6:00 pm

We offer a number of extra-curricular activities at various times throughout the school year including :

- **Dance club**
- **Computer coding club**
- **Construction club**
- **Film club**
- **Sports clubs**
- **Story club**
- **Gardening club**
- **Eco club**
- **Drum lessons (additional charge)**
- **Arts & crafts**
- **Running club**

These clubs do not all take place each term. We change our clubs based on children's needs and requests.

Children entering school in Reception are given a buddy from Year 6 who helps them at break times and lunch times as well as sharing books during special buddy times.

Lunch time staff have been trained in running activities to encourage all children to take part. Additional staff are provided to ensure access for pupils with SEN that would otherwise not be able to participate.