



SEND Information Report

Reviewed by:	Tonia Robertson and Aga Kawka-Olenjnik
This Review:	November 2025
Next Review Due:	November 2026
Cycle:	Annual

***At our school, with Jesus in
our hearts, we have:***

***The passion to learn;
The courage to fail;
The strength to love.***

***With Christ as our guide and
example we celebrate the
uniqueness of the individual.***

***Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

As a Federation of St. Bernadette's and St. Patrick's Catholic Schools we celebrate the unique contribution of each individual and are committed to the inclusion of all members of our community. We welcome and celebrate diversity in our community. We embrace the UN Convention on the Rights of the Child and ensure that all pupils achieve the highest standards possible.

Q. How will my child get a place at St. Bernadette's or St. Patrick's Catholic Primary School?

A. Full details can be found in policy *PM1 Admissions Arrangements 2026-2027*.

Details of admissions for our Pandas Nursery Class at St. Patrick's can be found at:

<https://www.st-patricks.hants.sch.uk/welcome-to-pandas-nursery/>

Details of admissions for our on-site St. Bernadette's Bee pre-school at St. Bernadette's can be found at:

<https://www.st-bernadettes-bees.co.uk/> (please note that Bees is run independently of the school).

Q. How do you know if children need extra help and what do I do if I think my child has special educational needs?

A. We have a range of ways we identify children who may need extra help with their learning or may have additional needs. These include:

- On entry observations.

Prior to children starting in Year R the teaching team liaise with all of our feeder pre-schools and complete home visits to gather as much information about our pupils as possible. All children will be assessed and bench-marked when they start in Reception Class which will form part of their on-going Early Years monitoring.

- At least termly monitoring of progress in English and Maths.

This monitoring will be discussed at regular Pupil Progress meetings with the Headteacher and/or SENDCo. We will quickly be able to spot any child who is not making the progress we would expect.

- Regular assessments of reading and spelling age.

At least once a year your child will be tested on their reading and spelling skills to give them an 'age'. Your child's ability to recognise, segment and blend phonics sounds is reviewed every 6 weeks in EYFS and Year 1 (and beyond if appropriate).

- Concerns raised by your child's Class Teacher or Learning Support Assistant.

We pride ourselves on the relationships which are formed between your child and their teaching team.

- Concerns raised by you.

We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance.

- Professional Diagnosis and Outside Agencies

We work with the School Nursing Team on any medical issues your child may have, as well as having close relationships with a range of external professionals who can support both in school and at home.

Q. How will the school and I know how my child is doing at school?

A. Your child's Class Teacher will 'assess, plan, do and review' the learning for every child in their class. The Teacher will regularly observe and assess your child, and will then plan an engaging and challenging curriculum accordingly. We believe in high quality first teaching where by your child's Class Teacher is best placed to plan, adapt and guide your child's learning.

Each school within our Federation has a Special Educational Needs and Disability Coordinator (SENDCo) who has the responsibility of supporting children with additional needs to make progress. It is their job to oversee all the additional support given, monitor the impact of this support and to review, where necessary. It may also be appropriate to include the Headteacher and/or Senior Leadership Team in monitoring pupil progress.

The Class Teacher will work alongside their classroom Learning Support Assistant, yourself and your child, along with guidance from the SENDCo, to write a 'Pupil Passport' each term. This will be shared with yourself and your child so that we are all aware of how best to support your child. This is a working document and is under constant review and subject to be updated at any time. We endeavour to include the child throughout this process and to value their input, however this may depend on the age and stage of the child.

For those children who have an Education, Health, Care Plan (EHC Plan), parents will be invited to a formal Annual Review. This is in addition to the 'assess, plan, do, review' of the pupil passport which happens at least termly.

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

A. At the start of each academic year, Class Teachers will share with you what the learning will be for that year and their expectations for the children. This may be held virtually or face-to-face. Soon after there will be the first of two formal invitations to meet with your child's teacher for Parent Meetings (again these may be held virtually). The second Parent meeting will be held in the spring term. The SENDCo has appointments available at Parent's evenings. Every child will receive a written report from their Class Teacher, which will be issued to parents towards the end of the academic year, in July.

Q. How will the staff support my child?

A. Your child's Class Teacher will adapt activities and lessons based on the support identified in your child's Pupil Passport, which will enable the children to work at a suitable level (based on their individual starting points) and with an appropriate amount of challenge. Standards of teaching are monitored regularly to ensure that it is of a high quality and meets the needs of all pupils.

The school's Special Educational Needs and Disability Coordinator will work alongside the Class Teacher to arrange any additional provision for the children with special educational needs. This may also be in collaboration with the Headteacher and/or the Senior Leadership Team.

Q. How is the decision made about what type of support a child will receive and how often this will be?

A. All children are entitled to inclusive, high quality first teaching. Should your child require additional support, the Class Teacher will discuss the child's needs with the SENDCo. Different children will require different levels of support in order to make progress relative to their starting points. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

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

A. All our Class Teachers use regular assessment opportunities (both formal and informal) within and between lessons to judge how your child is doing and will plan lessons which meet the needs of all pupils. We have high expectations of all our learners in all areas of the curriculum.

A broad curriculum is delivered to all our children and there may be opportunities to work with specialist teachers, for example in P.E., music or computing. All classes have off site visits as well as visitors to school throughout the year to bring their learning alive in an engaging and purposeful way. In Year 6 there is a residential visit.

Children with physical disabilities will be included in all areas of the school curriculum. The Specialist Teacher Advisors for Physical Disability may be consulted to support with risk assessments, adaptations to the environment etc. to support accessibility.

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

A. Your child will be fully integrated into the life of their school and curriculum. We recognise the strengths of every child as an individual and strive to ensure all our pupils contribute to the spiritual, social and cultural activities in school.

We work closely with specialist teacher advisors to complete risk assessments for children with physical disabilities in advance of any off site activity, such as swimming, a school visit or residential trip.

We work hard to ensure that no SEND pupil is treated any less favourably than any other pupils. As such, we endeavor to include all pupils in all aspects of school life.

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

A. We are an inclusive Federation; we welcome and celebrate the unique contribution of each individual. We pride ourselves on building high quality relationships with the children and families in order to develop high self-esteem. The Class Teacher has overall responsibility for your child's wellbeing whilst in school, and as such will be your first point of contact. The Class Teacher can liaise with the SENDCo for additional support with any pastoral, medical or social emotional needs. On occasion it may be appropriate to contact outside agencies for guidance and we will work alongside them where necessary. Each school has both a qualified Emotional Literacy Support Assistant (ELSA) and an Early Years Emotional Literacy Support Assistant (EY ELSA) who works under the guidance and supervision of the

Hampshire Educational Psychology Service. The ELSAs are available to work with vulnerable children or those who require pastoral support. School staff can access a local Mental Health Support Team (MHST) and make referrals to their service.

Q. What training is provided for the staff who are working with children with additional needs?

A. We have two dedicated Special Educational Needs and Disability Coordinators. Mrs Robertson is based at St. Patrick's and Mrs Kawka-Olenjnik is based at St. Bernadette's. Both work 3 days per week. Both SENDCos are fully qualified teachers with experience of teaching children in Key Stage 1 and Key Stage 2. They have also completed a Masters level qualification in Special Educational Needs. Please contact the school office using the contact details on the school website in order to arrange a time to speak with the SENDCo.

The SENDCo is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies/procedures. We are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary.

Q. What specialist services are you able to access?

A. Where appropriate, the federation is able to access expert advice in a range of areas, such as the School Nurse, Educational Psychology, Occupational Therapy, Speech and Language Therapy, Primary Behaviour Service, Family Support Service and Children's Mental Health Services (including Mental Health Support Teams), amongst others. Referrals to these outside agencies and support services are subject to their own guidelines and time frames. We also work alongside Children's Services, the Local Authority and voluntary organisations, where appropriate.

Q. How accessible is the building?

St. Bernadette's:

The school building is wheelchair accessible and all classrooms are on the ground level. There is a disabled toilet as well as a changing space. The playground is accessible via level pathways.

A disabled parking space is available in the school car park with access to the main entrance.

St. Patrick's:

The school building is wheelchair accessible via a ramp in the school hall (for Key Stage 2 pupils) or via the main entrance (for Key Stage 1 pupils). A set of four steps separates the two key stages. There is a disabled toilet in Key Stage 2 which is large enough to accommodate changing. The playground is accessible via level pathways.

The Woodlands Early Years Centre has accessible toilets and changing facilities. This building is single-storey with ramp access.

Two disabled parking bays are provided in close proximity to the ramp leading to the school hall.

The need for additional facilities and/or equipment can be discussed on a case-by-case basis, and will be accommodated where possible. We are regularly reviewing the physical environment of the school to increase the extent that all children, including those with physical disabilities, can access education and wider curriculum opportunities.

Please see our *Accessibility Plan* for further information.

Q. How are your parents and carers currently involved in school? Who can I contact for further information about getting involved?

A. We strive to create a sense of community and the parents/carers of our pupils are a key part in this. Prior to joining, parents are able to visit open day/evening events.

For those with children starting in Year R, a New Parents' meeting is held annually, in addition to a home visit and settling in sessions. There are two formal parents' evenings where you have a chance to meet with the Class Teacher (either virtually or face-to-face).

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all areas of the curriculum.

If your child has additional needs we will share information throughout the year, and you may be asked to contribute towards the targets which are set for your child.

Q. How will you prepare and support my child to move onto Secondary School?

A. We work closely with All Hallows School, our main 'feeder' school, to ensure all pupils are familiar with their new setting. Where possible, the children will have opportunities to visit during Year 6. The SEND Department at All Hallows School run an annual additional support programme specifically tailored to aid transition for more vulnerable pupils.

For pupils moving to other Secondary Schools or transferring to other Primary schools during their time at St. Bernadette's or St. Patrick's, we work closely with that school to ensure that all relevant information is shared, and follow any transition plan they may have in place.

Q. What steps should I take if I have a concern about the provision for special educational needs?

A. If you have any questions or concerns your first point of contact should be to speak to your child's Class Teacher. If you do not feel satisfied after this initial contact, you can contact the school to arrange a meeting with the Headteacher and/or SENCo. In the unlikely event that you do not feel your concerns have been addressed, we have a clear complaints structure in place which is agreed with our Governing Body. However, we will always endeavour to work with you to resolve this.

Please refer to the *CP1-F Complaints Policy* for further information.

Q. Where can I get further information about the services for my child?

A. As part of Hampshire County Council, the Hampshire Local Offer should be your first point of reference for any further information. This can be found at the Family Information and Services Hub:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

There is free, impartial advice available through Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) in Hampshire. Their website can be found at:

<https://www.hampshiresendiass.co.uk/>