

St Bernard's Preparatory School
SEND (Special Educational Needs
and Disabilities) Information Report
2022-2023

Introduction

Welcome to our SEN (Special Educational Needs) information report, which is part of our Local Offer for learners with Special Educational Needs (SEN.)

At St Bernard's Preparatory School, we are committed to working together with all members of our school community. We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for.

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs. We make reasonable adjustments to ensure that children with SEN are not at a substantial disadvantage compared to their peers. We constantly strive to improve the accessibility of our school and curriculum.

People to contact this year are:

Name of SENDCo: Ms. A Underwood

Name of Headteacher: Mrs A Verma

The Chair of Governors, Mrs R Nockles, can be contacted via the School Office.

Our Approach

At St Bernard's Preparatory School, we believe in participation for all. We want all children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess, ensuring that learning is taking place. We meet regularly with parents to share learning targets.

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Information Report on SEN at St Bernard’s Preparatory School

How does the school know if children need extra help?	<p>We believe that all children are entitled to an education that enables them to:</p> <ul style="list-style-type: none">• Achieve their best• Become confident individuals living fulfilling lives; and• Make a successful transition to adulthood. <p>At St Bernard’s Preparatory School, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.</p> <p>Each pupil’s current skills and levels of attainment are assessed on entry, including liaison with their previous school. Regular assessments of progress are made, and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENDCo work together, with parents, to assess whether the child has a</p>
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	<p>significant learning difficulty.</p> <p>Identification includes the use of high-quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.</p> <p>Parents know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by the children themselves.</p> <p>Where a pupil is not making adequate progress, teachers, the SENDCo and parents collaborate on problem-solving, planning, support, and teaching strategies for individual pupils.</p>
<p>What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?</p>	<p>If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.</p> <p>You may also contact the SENDCo- Ms. A Underwood via the SchoolOffice.</p>
<p>Where can I see the school's policies relating to special educational needs?</p>	<p>All statutory policies can be viewed on our website and are available in the School Office.</p>

<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We have an open-door policy, which means that you are welcome at any time to make an appointment to meet with either your child's class teacher or the SENDCo to discuss your child's provision and progress, and to get advice on how you can support your child at home.</p> <p>Parents will always be informed if we begin to make provision or interventions for a child based on a SEN. The involvement of children and parents is important to us.</p> <p>You are invited to meet your child's teacher at Parent Consultations. If your child is receiving support for SEN, additional meetings are offered to discuss support and review progress. These happen in November and May. Where your child has a Pupil Passport this will be reviewed at least termly.</p>
<p>How will the school staff support my child?</p>	<p>Support is planned and reviewed by the SENDCo and the class teacher, in collaboration with parents and the pupil themselves. Additional provision may take the form of additional support from within the school, for example Teaching Assistants (TAs). It may require the involvement of specialist staff or support services. School may involve specialists at any point to provide advice on SEND and effective support. Parents are always involved in this decision.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers set high expectations for each pupil and aim to teach the full curriculum to all pupils. Teachers use appropriate assessment and data analysis to set ambitious targets. Lessons are planned carefully to address potential areas of difficulty, cater for individual needs, and break down barriers to learning.</p>

<p>How is the decision made about the type and how much support my child will receive?</p>	<p>SEN provision is additional to, or different from, that made for others of the same age. It goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from school staff or may require the involvement of specialist staff or support services.</p> <p>High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Some children and young people need something additional to, or different from, what is provided for the majority of children; this is SEN provision.</p> <p>We always try our best to ensure that provision is made for those who need it. To do this, we endeavour to:</p> <ul style="list-style-type: none"> • Know where children are in their learning • Identify any barriers to learning • Ensure decisions are informed by the insights of parents, and the children themselves • Have high expectations and set stretching targets for children • Track every child's progress towards these goals • Keep under review any additional or different provision • Ensure that approaches used are based on the best possible evidence and monitor the effect on progress.
<p>What support will there be for my child's overall wellbeing?</p>	<p>We support the emotional and social development of all our pupils, including those with SEN. Our staff are caring and have the wellbeing of all children as their top priority. Ms. A Underwood is the Pastoral Assistant Head and is available to advise on any welfare matters.</p> <p>Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social, Citizenship and Health Education (PSCHE), Relationships and Sex Education (RSE) and Circle Time.</p> <p>All children are encouraged to share any worries by talking to an adult within school. If further social/emotional support is required, this can be arranged through the SENDCo. We have a trained ELSA in school.</p> <p>Where appropriate, we work with parents to gain support from external agencies, for example, Parent Support Advisors, Family Support Workers</p>

	<p>or Child and Adolescent Mental Health Services. We take any allegation of bullying very seriously, and act in strict accordance with our school's anti-bullying policy.</p>
<p>How are the school's resources allocated and matched to the children's SEN needs?</p>	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress.</p> <p>When planning support, we always start with the child, and their individual needs. Any interventions are tracked and reviewed, at least termly.</p> <p>Resources are allocated based on need.</p>
<p>Who will explain this to me?</p>	<p>Your child's teacher and/or the SENDCo will explain any additional support or interventions to you.</p>
<p>How do we know if it has had an impact?</p>	<p>The effectiveness of the support and the impact on your child's progress are reviewed at least termly, but usually much more frequently. The views of parents and children are considered in the review of the provision in place, and this assists with the planning of next steps.</p> <p>Where the SEN provision does not enable a child to make adequate progress, we work with parents to request an Assessment for an Education Health and Care Plan from the LA.</p>
<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>Our aim is that children with SEN have access to all the extracurricular activities and school trips that are offered to our pupils. This may require additional adult support and an enhanced risk- assessment, to ensure health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.</p> <p>Where appropriate, we try to prepare children in advance for any unfamiliar environment or situation.</p>

<p>How does the school manage the administration of medicines?</p>	<p>St Bernard's Preparatory School has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to Reception. You will need to sign and complete a form, authorising school staff to administer the medication.</p> <p>Our staff receive regular training in managing medical conditions that are relevant to the children on roll e.g., diabetes, allergies, and asthma.</p> <p>All members of staff are trained as First Aiders.</p> <p>Ms. A Underwood is the Designated First Aider.</p>
<p>How are the governors involved and what are their responsibilities?</p>	<p>The SENDCo reports termly to the governors on all matters relating to SEN at St Bernard's Preparatory School. This report does not refer to individual children and confidentiality is maintained at all times.</p> <p>The school has a specific governor who has responsibility for SEN.</p> <p>The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need to make progress.</p>
<p>Who is the SENDCo at St Bernard's Preparatory School?</p> <p>How can the SENDCO be contacted?</p>	<p>The person with responsibility for the provision for children with SEN is the SENDCo (Special Educational Needs and Disabilities Coordinator).</p> <p>The SENDCo at St Bernard's Preparatory School is Ms. Amy Underwood and she can be contacted on the school phone number: 01753 521821</p> <p>or by email:</p> <p>AUnderwood@stbernardsprep.org</p> <p>Meetings with Ms. Underwood can be arranged by phoning the school.</p>

	<p>If possible, you will be able to speak to Ms. Underwood when you ring. If she is not available, please leave a message and she will try to contact you within 24 hours.</p>
<p>What training do staff supporting Special Educational Needs and/ or Disabilities have?</p>	<p>All staff receive regular training. Training for staff relates to the needs of the school and pupils and this takes place both in school and through external course providers.</p> <p>Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Collaboration between education, health and social care services is important to us.</p> <p>These include, but are not limited to, educational psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.</p>
<p>How accessible is the school both indoors and outdoors?</p>	<p>We endeavour to enable children with SEN and disabilities to have access to our facilities. Much of the school is wheelchair accessible, although some of the facilities are not. There is a disabled toilet large enough to accommodate changing.</p>
<p>How are parents involved in the school? How can I get involved?</p>	<p>The involvement of parents in their child's education is important to us. We encourage parents to contribute their views and opinions at all meetings.</p> <p>We have an active parent group called Friends of Prep School (FOPS)</p>

<p>How will my child be able to contribute their views?</p>	<p>The involvement of children in their own education is important tous. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion considered in matters relating to them.</p> <p>Your child’s views will be sought when identifying their needs and planning and reviewing provision. Your child can express their views on their SEN at any time. The children’s views are recorded on the Pupil Passport.</p>
<p>What steps should I take if I have a concern about the school’s special educational needs provision?</p>	<p>In the first instance, speak to Ms. Underwood, the SENDCo.</p> <p>If you are still concerned, you should speak to the Headteacher, Mrs A Verma.</p> <p>You may also contact the Chair of Governors by writing to:</p> <p style="text-align: center;">Chair of Governors</p> <p style="text-align: center;">St Bernard’s Preparatory School</p> <p style="text-align: center;">Hawtrey Close</p> <p style="text-align: center;">Slough</p> <p style="text-align: center;">SL1 1TB</p>
<p>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</p>	<p>We always do our best to support pupils during times of transition. Before joining St Bernard’s, we will ask all new children to visit the school for assessment and spend some time in the class with the children they will be joining.</p> <p>Transition to secondary school is supported by close liaison between our Year 6 team and SENDCo and their secondary colleagues.</p>

<p>Where can I get information on what provision is made through the local authority?</p> <p>Where can I see the Slough Local Offer?</p> <p>Where can I get support?</p>	<p>More information on what is available to children with SEN and their parents/carers in Slough can be found on the Slough Local Offer website.</p>
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