

St Bernadette's Catholic Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT



2026-2027



Our School

“At St Bernadette’s Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus, using our talents and gifts to make our school special. We show respect to all and welcome you.”

At St Bernadette's School, in line with our Catholic ethos, we believe that all our children are individuals and unique. We constantly endeavour to meet the needs of every child in our care. We aim to develop children into confident and resilient learners, to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

St Bernadette’s Catholic Primary School currently has 522 children on role (September 2026). There are currently 129 children on SEND register with a range of needs. 15 children have an EHCP and 5 children have a SEND Support Provision Plan.

We offer three main levels of support – universal, targeted and specialist. All children with SEND get universal support through high-quality teaching and most will get targeted support. Those children and young people with more complex or severe needs will also have specialist support. If your child needs specialist provision, school staff will usually need to get specialist advice. This kind of support is usually given to children and young people with long-term complex needs and/or disabilities, often with an Education Health and care (EHC) plan.



Meet our SENDCo

The SENDCo is Mrs Taylor.

If you would like to contact Mrs Taylor, please email
SENDCO@stberns.bham.sch.uk

Parents are invited to see Mrs Taylor once a month at SEND Clinic or at parents evening (by appointment request only).



Special Educational Needs and Disabilities

At St Bernadette's School, we support children with a variety of differing Special Educational Needs and Disabilities, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

When pupils have an identified Special Educational Need or Disability (SEND) before they join our school, we work closely with parents and carers and the professionals and settings who already know them. We use the information available to understand their strengths, needs and any potential barriers to learning so that appropriate support can be planned from the outset.

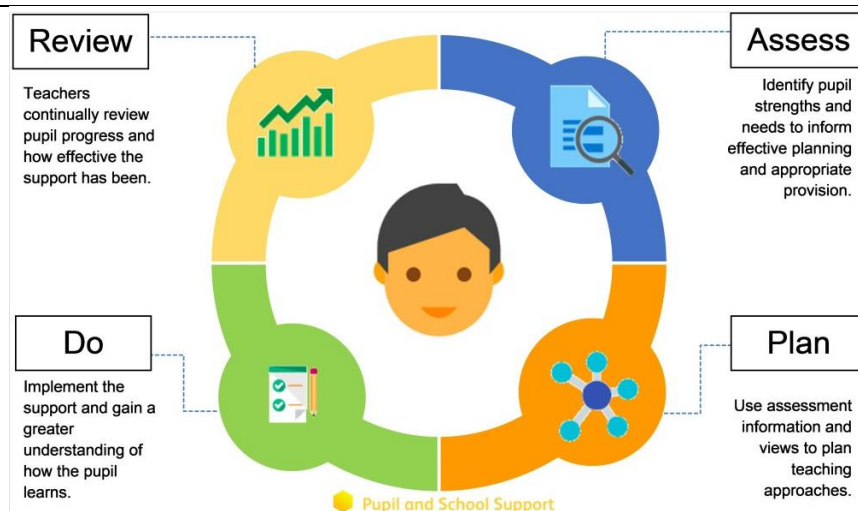
At St Bernadette's School, **Assess, Plan, Do, Review (APDR)** is a **continuous cycle that forms part of our approach to teaching and supporting all pupils, not only those identified as having SEND**. Teachers continually assess how pupils are learning, plan appropriate teaching and support, put this into practice and review the impact. This ongoing cycle helps us to respond to pupils' needs and adapt teaching and provision as necessary.

Assess – We identify a pupil's strengths, needs and any barriers to learning using observations, assessments, progress information, the **SEND Toolkit Tracker** where appropriate, and discussions with the pupil and their parents/carers.

Plan – Appropriate outcomes and targets are agreed based on the pupil's identified needs. For pupils with SEND, individual targets are recorded and monitored through **Insight**, our school assessment and tracking system. These targets help staff plan appropriate adaptations, interventions and support and provide clear steps towards longer-term outcomes.

Do – The planned support is put into place. The class teacher remains responsible for the pupil's learning and progress, including where a pupil receives additional support from a teaching assistant, intervention or specialist professional.

Review – Staff review the pupil's progress towards their targets and consider the impact of the support provided. This information is used to determine whether support should continue, be adapted or whether new targets should be set, beginning the next APDR cycle.



Teaching staff will share information about the support they are receiving and set targets with you for your children. This will take place three times a year.

For pupils on the SEND register, **targets recorded on Insight are shared with parents/carers by email three times each academic year**, enabling families to understand the priorities being worked towards and to be involved in reviewing their child's progress. **For pupils accessing our Hub provision, targets are reviewed and shared six times each academic year**, reflecting the smaller-step approach and more frequent monitoring required within this provision.

The **SEND Toolkit Tracker** is used to support the identification and monitoring of smaller steps of progress for pupils with SEND. It enables staff to identify an appropriate starting point, select meaningful next steps and demonstrate progress that may not always be evident through age-related curriculum assessments.

Where a member of staff has an ongoing concern about a pupil, this will be discussed with parents/carers and the pupil will be monitored closely. Staff may also complete a SENDCO referral form so that further advice and support can be considered. Following a period of targeted support, assessment and review, we will consider whether the pupil requires provision that is **additional to or different from** that ordinarily available to pupils of the same age.

Where appropriate, and following discussion with parents/carers, the pupil may be identified as having SEND and added to the school's SEND register. The APDR cycle will then continue as part of a more targeted **Graduated Approach**, with support becoming increasingly personalised and specialist according to the pupil's individual needs. Parents and carers remain an important part of this continuous process and will be kept informed about their child's needs, targets, support and progress.



At St Bernadette's School, we offer smaller setting groups with a tailored curriculum and a focus on closing gaps in English and Maths skills in most year groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are

Our approach to teaching children with SEND

deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

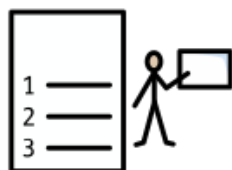
We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Targeted/Specialist support:

- Interventions for small groups or individual children for additional Maths support by Teaching Assistants.
- Buddy systems for support during playtimes, lunchtimes, and class.
- Provision of specific resources and equipment, e.g. Specially designed chairs and grab rails, if advised by the Physical Difficulties Team (PDSS).
- Attendance and family support officers who with the families of persistent absentees offer support and guidance.
- Wellcomm Assessment to focus on Speech and Language Development, and subsequent implementation of support & strategies as required.
- NESSY Program.
- Phonics Groups.
- Small group reading support in class through guided reading, and individual reading support.
- Precision Teaching.
- Support for children with EAL status –Quality First Teaching strategies provided to Teachers (English as an Additional Language) Co-ordinator Miss Bowden.
- Dyslexia Gold Program for KS2 pupils (dyslexia traits).
- Third Space Learning (Maths) intervention.
- Happy Minds Programme implemented across the school.
- Gross and fine motor skills interventions.
- Speech and Language interventions.
- Sensory Circuits.
- Play Therapy.
- Horner.
- Word Wasp.
- Fresh Start.
- Compass.

We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (September 2026).



Curriculum adaptations

Visual timetables	Task boards	Buddy System
Assistive technology (Clicker & Talking Postcards)	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Checklists	Fidgets	Quiet spaces
Ear defenders	Timers	Explicit instruction
Overlays	Enlarging text	Radio aids

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

	We also seek advice and equipment from outside agencies as and when the need arises.
 Parent Consultations	At St Bernadette's School, we work closely with parents and carers and recognise they have much to contribute to our support for children with SEND. We hold coffee mornings throughout the year where parents can meet up and support each other in a safe environment. During these sessions, we gather parent feedback on the SEND provision at St Bernadette's School, signpost parents to training courses and support groups and offer opportunities to meet up with outside agencies. For children who have an Education, Health and Care Plan or require specialist support (over and above what is ordinarily available), we will invite you in for further meetings in the year. These meetings celebrate your child's learning, look at the progress they have made against the targets set, create new targets, and discuss the next steps. During the year, a parental questionnaire is sent to gain views on the school and the SEND provision.
 Child Consultations	Pupils' views are very important; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school. Children are fully involved, and their views feed directly into all policies, procedures and daily teaching of children with SEND.
 Evaluating Provision	At St Bernadette's school, progress is reviewed in senior leadership meetings and with class teachers. The next steps are then discussed. Ideas are shared and discussed in staff meetings to ensure up-to-date research and policy is in place. Children's individual progress towards their goals is reviewed at regular intervals (three times a year). Children are baselined before receiving interventions and the impact of these interventions are reviewed by the SENCO and staff. Children are asked if they feel the adjustment or intervention is helpful and makes a difference. Annual reviews are held for children with Education Health Care Plans.
	At St Bernadette's primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand

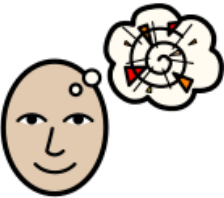
Staff Training

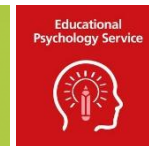
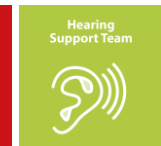
the systems within the school and they are given information about the children they are working with.

The senior leadership team within the school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Intensive Interaction	Colourful Semantics	Bucket time
			
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Bereavement Support	Nurture support	Speech and Language
			
Dysregulation	Attachment	Reading Support	Sensory needs
			

	ADHD	Safeguarding	Writing support for SEND	Sensory Circuits
 Transition Support	<u>Nursery to Reception</u> We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO. We hold 'taster' sessions follow in the second half of the summer term in preparation for their September start. Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets, and taster sessions in each new class. <u>End-of-Year Transition</u> When children move up a year, the new class teachers hold a welcome meeting for parents. We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share support plans. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.			
 Outside Agencies	We work with the following agencies to provide support for children with SEND:      School Health Advisory Service Behaviour Support Service Language, Learning and Strategic Support - D Smart Communication and Autism Team (CAT) – A Fazal Birmingham Educational Psychology Service (EP) – L Thomas Physical Difficulties Support Service (PDSS) – A Begum Hearing Support Team (HS) – C Hasler View the Local Offer website to find out more about the above agencies: https://www.localofferbirmingham.co.uk/send-support-and-information/specialist-send-support-services/ Traded Services or NHS Core Services: Speech and Language Therapy (SaLT) – R Rose/ P Nasiri Occupational Therapy – E Hartland			

	We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share this information with you and arrange a meeting. If you would like a referral to an outside agency, please book a SEND Clinic appointment to discuss with the SENDCo.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs. All children are encouraged to go on our day trips and residential. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaint Procedure	Your first point of contact is your child's class teacher and/or phase leader. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office. Mr Lenihan – Chair of Governors Mr Carroll – SEND Governor
 Birmingham Local Offer	The Birmingham Local Authority Local Offer can be found at https://www.localofferbirmingham.co.uk/home/parents-and-carers/ It includes information about the wide range of services available to support all areas of a child's life (0-25 years), especially those with a Special Educational Need or Disability (SEND). This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood. Every local authority in England has a duty to provide children and young people (0-25 years) with support if they have Special Educational Needs and/or

	Disabilities - this is known as the Local Offer. Every local authority has to publish what support is available on a website: this is called the Local Offer Website. This Local Offer website gives information about the support the local authority expects to be available across education, health and social care. The information on the website is clear and easy to find. It says who a particular service is for, how to apply, and how decisions are made about who gets that service. <table border="1" data-bbox="453 409 1484 698"> <tr> <td>SENAR</td><td>0121 303 0829</td></tr> <tr> <td>School Health Advisory Service</td><td>0121 465 5457</td></tr> <tr> <td>Forward Thinking Birmingham</td><td>0121 250 1560</td></tr> <tr> <td>Child Development Centre</td><td>0121 465 1582</td></tr> <tr> <td>Birmingham Children's Trust</td><td>0121 303 1888</td></tr> <tr> <td>SEND Information Advice Support Service</td><td>0121 303 5004</td></tr> </table>	SENAR	0121 303 0829	School Health Advisory Service	0121 465 5457	Forward Thinking Birmingham	0121 250 1560	Child Development Centre	0121 465 1582	Birmingham Children's Trust	0121 303 1888	SEND Information Advice Support Service	0121 303 5004
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 Feedback	‘Great attention and response whenever required + overall school and teachers willingness and love towards T is very significant to T's wellbeing and sense of belonging’. (Y4 parent, 2026) ‘I am very happy with the support I am gaining from Mrs Taylor in regards to C. Mrs Taylor understands and listens to all of our struggles and helps C and myself massively. Thank you for your support all the time’. (Reception parent, 2026). ‘Mrs Taylor has been amazing taking on each child's needs by ensuring the parents are being heard. For the first time, I don't feel like it's a battle. They are helping to make sure he has the support he needs such as sensory breaks. Any questions we have she is very approachable and does her best to help as well as all that is putting on workshops for parents in school to have our voices heard with the teams that will help us to support our children at home and school’. (Year 1 Parent, 2026).												