St Bernadette Catholic Primary School
Living and learning though Christ

SEND Information Report – September 2026

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At St Bernadette Catholic Primary School we support children with a range of needs and disabilities. Examples of the areas of need we support are: pupils with Communication and Interaction needs including Autism and Developmental delay, Cognition and Learning Needs including Dyslexia and Learning difficulties, Social Emotional and Mental Health needs including attention difficulties and pupils with Sensory and Physical needs. All pupils are valued equally and the school is committed to inclusion and equality.

For some children, additional support may be needed via our Graduated Approach to enable them to access the curriculum and make progress in their learning. If your child has specific needs, please let us know this on application to our school.

Frequently asked questions regarding SEND provision;

How does the school know if children need extra help?

All children are monitored by the school SENDCo and regularly assessed by their teachers. Where there are concerns these will be shared with the SENDCo and additional support will be planned for. This will be discussed with parents and outside agencies where appropriate. Identification and assessment of need is further detailed in our SEN Policy. Once the threshold of involvement is met, parents will be consulted with to decide if their child should be entered onto the school's SEN Register.

What should I do if I think my child may have special educational needs?

We strive to work closely with all families and if you have any worries or concerns about your child at any stage of their education, then please do not hesitate to contact their teacher or the SENDCo.

How will the school support my child?

We will support your child using our best endeavours and according to their needs. Teachers are skilled at delivering lessons to meet the needs of all the children in their class and activities are adapted to ensure all children can access them.

We currently run The Nest - a nurture provision set up for children who need more personalised learning. This provision, along with targeted interventions such as Hamish and Milo, Fluent in Five, and Monster Phonics is available where needed.

We have a MHST supporting our school and offering 1:1 direct therapy.

How do teachers adapt the curriculum so that all pupils can access it?

At St Bernadette learning is adapted based on evidence based approaches to meet the various range of needs within the class. Children are taught in ability and mixed ability groups and TA support is shared and assigned where there is the greatest need. Where appropriate we provide personalised planning through individual support plans backed up by provision maps and individual pupil timetables.

What additional support for learning is available at St Bernadette Catholic Primary School?

'The Nest' is open every afternoon for small groups of children who may need more personalised learning or have specific social/emotional/communication learning needs.

In class, various interventions are planned according to need and staff availability. All provision is monitored and reviewed by the SENDCo and SLT termly.

How will I know how my child is doing?

In school your child's progress will be monitored very closely by their class teacher.

Your child's progress will be shared with you through;

- Parents' Evenings
- End of Year Report
- Conversations with teachers
- Individual Support Plans including review meetings
- Meetings with the SENDCo
- Home/School communication book if required

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

At our school we take safeguarding extremely seriously and this is paramount at all times. We place very high importance on your child's social and emotional needs and their happiness.

All children are greeted by name and are welcomed as part of the school family – we aim to create a sense of belonging for all children. We offer opportunities for some children to attend social groups, 'soft starts' to the day and as previously mentioned, The Nest. The wellbeing of our pupils with SEND is monitored and taken very seriously.

How do we consult with our children and involve them in their education?

We strive to take a child centred approach to our planning and provision for the children. Children on our SEN register will have a Pupil Passport, co-created with the child and shared with parents. This allows them to share their likes/dislikes, what they feel they need in school, what they are good at and their interests. This is shared with all relevant adults and provides a snapshot of key information which can be reassuring to the children, especially when they are working with someone new/unfamiliar. Targets for each child to work towards are set three times per year in collaboration with parents.

Annual Reviews are held for children with EHCPs for complex needs; prior to the meeting the SENDCo will work with the child to create/update an 'All About Me' presentation to share with the adults in the meeting. If appropriate, the child will attend part of this meeting too.

How does the school monitor and evaluate the effectiveness of provision?

At St. Bernadette we review pupil progress termly. Interventions have entry and exit criteria to assess their impact. If an intervention has not had the desired impact for a pupil, external agency advice may be sought and an alternative approach will be implemented to further support their progress. Our Class and Whole School Provision maps are used to track each intervention across the school year. We triangulate information on attendance, academic progress, pupil feedback and the reviewing of Individual Support Plan targets to enable decisions on next steps for each pupil.

What specialist services and expertise are available at or accessed by the educational setting?

A wide range of outside agencies are available to support your child if this is necessary. They are usually contacted by the SENDCo and include: Occupational and Physiotherapy services, Speech and Language Therapists, Bristol Autism Team, the School Nursing Team, Community Paediatrics, Educational Psychologists and Social Services via the Family Hub or First Response Team.

We hold Coffee Mornings at least twice per year with Bristol Parent Carers and the School Nursing team, allowing parents to discuss concerns and seek advice where needed.

What training have the staff supporting children with SEN and disabilities had?

All staff have access to training opportunities to enhance their ability to support your children. If a child has a very particular need, e.g. a medical condition, the class team and other relevant staff will be trained to meet their needs and keep them safe.

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

This is an inclusive school; we strive to ensure that all children are and feel fully included in all elements of their schooling.

If there are any concerns over safety or access, a personal risk assessment may be carried out to identify any issues and make appropriate adjustments, especially on off-site trips including swimming lessons. Where appropriate, staff/child ratios are adapted to ensure the inclusion of all pupils.

How accessible is the school, both indoors and out?

Our building is completely accessible with appropriate toilet and changing facilities. We have two lifts to ensure access to all areas of the school building including the playgrounds. Accessibility is considered for all elements of school life regularly e.g. wrap around care and special events.

How will the school support my child when joining the setting or moving on to a new one?

The SENDCo or a class teacher as appropriate, attends transition meetings when a child joins us from another educational setting. We encourage additional visits, transition books/photos, multi-agency communications and most importantly information from parents.

Similarly, we work closely with secondary schools receiving our pupils, discussing the needs of each child and sharing records/information as appropriate.

Children joining us from other schools are welcomed and information is sought from families and previous schools to aid transition.

How are the school's resources allocated and matched to children's special educational needs?

For most children, it is through discussion between class teachers/TAs, parents and the SENDCO, that children's needs are identified. This information helps the SENDCo to maintain the whole school SEN register and Provision Map which informs our pupils' pathways. This then guides us in our allocation of both staffing and resources. Children with a finalised EHCP are planned for in line with the provisions outlined in Section F of their plan which is specifically determined to meet their individual needs.

How are decisions made about what type and how much support my child will receive?

We use all information we have about your child (e.g. from their previous school) to identify those who may need extra support.

Class teachers raise concerns with the SENDCo or Headteacher and we encourage parents/carers to share concerns with us too. Based on this, the school will plan appropriate interventions and necessary levels of support.

How will I be involved in the school and discussions about my child?

Parents are encouraged to liaise with teachers as much as they feel is necessary to ensure high quality support for their child. Teachers are often available at the end of the day to have a quick chat with parents/carers and if a more detailed conversation is needed, then we ask that an appointment is arranged through the school office or directly with the class teacher.

Parents can get involved in school life in a number of ways such as joining the 'Friends of St Bernadette', becoming a Reading Buddy, attending 'Open Sessions', Family Events and Parents' Evenings, SEND Coffee Mornings, 'Family Collective Worship', Mass and all other school events.

Who can I contact for further information?

In the first instance, class teachers are the best point of contact. If further information or involvement is needed, the SENDCo and Headteacher. This can be arranged through the school office.

What support agencies are available to me as a parent of a pupil with additional needs?

The Bristol website 'Findability' https://www.facebook.com/FindabilityBristol/ holds a wealth of information about support networks and processes for family with children aged 0-25 with SEND.

It is here that you will also find Bristol City Council's 'Local Offer' which outlines support within our city.

(https://www.bristol.gov.uk/bristol-local-offer)

Please see referenced policy links for the school here:

SEND Policy: https://primarysite-prod-sorted.s3.amazonaws.com/st-bernadette-catholic-primary-school-bristol/UploadedDocument/b6c8e20e-84a0-4f28-b631-e529e68598f7/send-policy.pdf

Complaints Policy: https://primarysite-prod-sorted.s3.amazonaws.com/st-bernadette-catholic-primary-school-bristol/UploadedDocument/934a3977-4800-4207-a02e-adcde50d47b3/compliants-policy-3.pdf

Accessibility Policy: https://primarysite-prod-sorted.s3.amazonaws.com/st-bernadette-catholic-primary-school-bristol/UploadedDocument/8b25be91-a834-43e8-9bc0-ea85ca4a21c0/accessibility-plan-november-2025-1.pdf