



Support for Children with Special Educational Needs or Disabled

Our Local School Offer

This local school offer is to help parents and carers to see what is available at our school to support pupils with Special Educational Needs and Disabilities.

The 'local offer' is a summary of what support there is in the local area for children and young people with special educational needs or a disability (SEND) and the information is for parents, carers, children, young people, practitioners and professionals.

Bristol Local Authority has the responsibility to provide the following for children/ young people with SEND:

- Education, health and social care services and support from birth to 25 for those that meet the threshold and require this support.
- The eligibility criteria for obtaining specialist services support for children and young people
- Sources of information, advice and support about specialist educational needs and disabilities in their area
- Arrangements for identifying and assessing children and young people's special educational needs and disabilities.
- How to ask for an education, health and care plan and the process to obtain one (EHCP)
- Training opportunities including apprentices
- Travel arrangements to and from school for those that qualify for this assistance
- Support to help children and young people's transitions between phases and into adulthood
- Arrangements for making complaints, mediation and the right to appeal concerning SEND support

More information is available at <https://www.bristol.gov.uk/policies-plans-strategies/the-local-offer-findability>

St Bernadette Catholic Secondary School

St Bernadette's is an 11-16 comprehensive Catholic School. The school offers a broad and balanced curriculum that enables pupils to progress in each subject area in line with their ability. We are ambitious for all of our pupils and work very closely with parents to ensure that this is the case. We aim to engender a sense of belonging, pride and ambition in each of our pupils and welcome each to become a full member of our faith and learning community.

Growing and Learning in Faith

"Our Mission is to develop the whole person in a Catholic learning community, to provide a loving Christian environment and to strive for excellence, equality, justice and fairness."

This underpins the provision and support for all pupils to meet their needs. Most pupils at some point need additional support. Some pupils on the SEND register will receive additional support that is different from and separate too the vast majority.



To ensure that pupils are supported and the aims for every pupil are achieved the following is in place:

- A qualified SENCO to coordinate the provision for all pupils with SEND
- A teacher with SEND experience that delivers interventions and targeted curriculum classes in English and Mathematics that run alongside other classes
- A dedicated team of Teaching Assistants (TAs) that deliver targeted interventions and provide in class support for some pupils.
- The Pastoral team work closely with the SENCO to identify pupils with SEND needs and review the support they are offered on a regular basis for its impact and effectiveness.
- Teaching staff receive regular updates and training to support pupils in the classroom with attachment disorder; Autistic Spectrum Disorder; Dyslexia; behavioural needs etc.
- Effective professional relationships with outside agencies
- Dedicated support from Behaviour Improvement Service; Educational Psychologist and Children and Mental Health Service (CAMHS), Speech and Language Therapist (SALT)
- A clear and effective rewards and sanctions system to support the learning of all students.

St Bernadette’s has a full accessibility plan that is compliant with the needs of pupils with disability needs.

Staff deliver interventions devised by professionals such as:

- Physiotherapy programmes
- Occupational therapy programmes
- Speech and language therapy programmes
- ASDOT- targeted intervention for pupils on the autistic spectrum.

Preparation for adulthood:

Preparing young people to move onto the next stage of their life and prepare for adult life is essential.

This is supported and implemented in the following ways:

- To support families of pupils with SEND to know what support is available to enable them to live independently and gain useful employment.
- Every pupil is given as wide a range of activities and experiences as possible and different arrangements are made where possible to make them assessable to all pupils.
- Every pupil is encouraged and supported to take a full part in the life of the school which includes extra-curricular activities.
- Every pupil has access to independent careers advice especially at Key Stage 4 and is supported to complete work experience to prepare them for the world of work.
- Suitable post 16 plans in consultation with the pupil and family are put in place to support their transition to a suitable educational setting or work with training.

Questions from a Parent/ Carers point of View:

<p>1. How does the school know if my child needs extra help with their learning?</p>	<ul style="list-style-type: none"> • On transition from primary school or another secondary school we request information for all pupils including any learning difficulties they may have and what provision has been made to support them. • Various assessments will be undertaken soon after they join the school and periodically throughout their time at the school that
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	<p>measures their Comprehension reading age, spelling age and numeracy ability this is in addition to assessments, in particular, subject areas.</p> <ul style="list-style-type: none"> • The progress of all pupils is monitored termly to ensure pupils are making at least expected progress. • The well-being of all pupils is monitored by their tutors and Achievement Coordinators (ACCO) any concerns will be discussed with parents. <p>Any additional support your child needs will be discussed with the parents/ carers.</p>
<p>2. What should I do if I think my child needs more support with their learning?</p>	<ul style="list-style-type: none"> • If the issue is one particular subject please contact your child’s teacher or Head of Learning. • If the issue is a general one please make an appointment with your child’s Achievement Coordinator. <p>If you have questions about an intervention or support your child is already receiving then please contact the SENCo through studentservices@stberns.bristol.sch.uk or the school phone number.</p>
<p>3. What range of support can my child receive?</p>	<ul style="list-style-type: none"> • The support your child receives will depend upon their individual needs. • Class teachers will be provided with information about your child’s needs and receive regular updates and training on meeting these needs in the classroom. • There are a range of interventions that support academic and social development. • Where planned support is needed parents/ carers will be informed. • Where pupils have health care needs medical professionals will contribute to Health Care Plans (HCP) • All interventions will be monitored for impact and suitability and further interventions put in place where required after the pupil has had time to apply their new knowledge and understanding. • The Governing Body is responsible for monitoring the effectiveness of provision for pupils identified with SEND: they receive reports on pupils identified and the link Governor visits and monitors the provision directly.
<p>4. How will the curriculum be matched to my Child’s needs</p>	<ul style="list-style-type: none"> • Teachers are provided with relevant information on each child’s needs to ensure their planning meets the needs of each child and they are able to make progress. • Differentiation is planned for groups and individual’s needs. • The School Leadership Team; Core Leaders and the SENCO provide support and development to ensure each teacher develops Quality First Teaching within their classroom



<p>5. How will my child’s progress be measured and how will this support their learning?</p>	<ul style="list-style-type: none"> • The progress of all students is measured by class teachers in line with school assessment procedures. This identifies how well each pupil is doing in relation to their starting point. The teacher puts in place further in class strategies and support if required to support progress of individuals. • The SENCo is available to advise teachers and faculties with differentiation. • The SENCo and the TAs regularly review the effectiveness of in class support for the pupils that receive it. • The SENCo attends regular Inclusion Panel meetings with the Pastoral Team to review pupil progress and support. • The Parents/ carers receive one full written report per year; the opportunity to meet all their child’s teachers at parents evening to discuss their progress and spotlight reports that show their child’s data regularly. • The entry and exit data for each pupil involved in an intervention is measured and used to assess the impact of the intervention. • Pupils with Statements of Educational Needs and EHCP have an annual review which is attended by parents/ carers, professionals working with the child and the school. The pupil’s progress is reviewed and their targets. New targets for the next 12 months are put in place to develop their learning further.
<p>6. How will the school support my child’s overall wellbeing?</p>	<ul style="list-style-type: none"> • The quality of relationships characterises everything that is important at St Bernadette’s. The quality of relationships between staff and pupils is essential in supporting pupils to achieve their best in all that they do. • The curriculum including Religious Education, PSHE, Curriculum Enrichment days support pupils in understanding social and emotional aspects of their development. • Individual support for pupils that need it are arranged in consultation with the ACCO and SENCo. Referrals to outside agencies are always made in consultation with Parents/ carers. • Our rewards and sanctions policy are clear and utilised to ensure all pupils know and understand what is required regarding their conduct and behaviour for learning. • Clear expectations of all St Bernadette’s pupils are shared within the school and actively encouraged by all staff. • We recognise pupils effort and improvement in a variety of ways that include; rewards R2-4 that contribute to Talent badges; praise phone calls and postcards; Prize giving awards for subjects as well as tutors prizes for pupils who exemplify the expectations of being a St Bernadette pupil. • Pupil views are sought through the school council; subject and behaviour reviews.



	<ul style="list-style-type: none"> • We monitor attendance and intervene when necessary to support improvement of an individual’s attendance. • We have trained staff who can administer medicines in line with our policy • We have trained first aiders who can support pupils with medical issues such as asthma; allergies; diabetes and are familiar with their health plans.
<p>7. What specialist services or expertise are accessed by the school to support children with SEND?</p>	<ul style="list-style-type: none"> • Educational Psychology (EP) • Autistic Spectrum Disorder Outreach Team (ASDOT) • Behaviour Improvement Service (BIS) • Speech and Language therapy (SALT) • Physical and Sensory Support Service (PSSS) • Hearing Impaired Service (HI) • Visually Impaired Service (VI) • Occupational Therapy (OT) • Physiotherapy (PT) • School Nursing Service • Child and Adolescent Mental Health Service (CAMHS) • We work in partnership with First Response; Early Help; Social Services and the Police when required.
<p>8. How accessible is the school?</p>	<ul style="list-style-type: none"> • The site and classrooms are accessible to wheelchair users • The school has an accessibility plan in line with the 2010 Equality Act. • We use translation services to support communication with families when required
<p>9. How will the school support my child on transfer from primary school and to transfer to a post 16 provision when required?</p>	<ul style="list-style-type: none"> • We have an induction programme for all pupils. Extra transition visits and support will be put in place if required. • Our very positive relationships with all feeder primary schools and transition visits ensure we have very detailed information on each child. • All Year 11 pupils have access to individual careers advice to ensure they have suitable post 16 plan in place. • Further support is provided if necessary such as supporting additional visits to the post 16 provision.
<p>10. How are resources allocated and matched to pupil’s needs</p>	<ul style="list-style-type: none"> • The school allocation of funds is monitored and audited by the Headteacher and School Business Manager, they are also audited externally in line with the Local Authority regulations. • We ensure a value for money model by costing and evaluating the impact of each intervention and type of support. • Schools receive dedicated funding to support pupils with SEND the interventions and support are met within these resources. • If spending on an individual pupil exceeds to the limit set by Bristol Local Authority “top-up” funds from BCC high needs budget will be applied for to ensure that the pupil’s additional needs can be met.



	<ul style="list-style-type: none"> • If a specialist provision is deemed appropriate by all professional and the family of a child, then an EHCP will be sought with a specialist provision named that can meet the needs of the child.
<p>11. How are decisions made about the type of support my child will receive?</p>	<ul style="list-style-type: none"> • Quality First Teaching is a must for meeting the needs for all pupils in lessons and this is promoted and monitored in all classrooms. • If additional support is needed then this will be implemented in conjunction with relevant staff, the pupil and the parents. • To ensure the effectiveness of all provision the provision map is updated every term demonstrating the interventions offered to pupils; the impact and the cost. This is shared with the Headteacher and Governing Body at regular intervals. • Where higher needs funding has been secured for individual pupils their additional interventions are reviewed in the same way. • The impact of the interventions is assessed via the entrance and exit criteria of each individual pupil as well as the weekly meeting of learning objectives.
<p>12. How are parents and carers involved?</p>	<ul style="list-style-type: none"> • Interventions and support that are deemed appropriate for meeting a child’s needs will be communicated with parents. They will be given various opportunities to discuss their child’s needs and interventions. • Parents/ carers have the tutor evening and one subject parents evening per year to discuss their child’s progress with relevant staff. • Parents/ carers can make an appointment with relevant subject staff, Tutor, ACCO or SENCO to discuss any concerns they have about their child’s progress. • We welcome feedback from parents and seek their views routinely through our parent surveys.
<p>13. What can I do if my question has not been answered or I would like more information?</p>	<p>Please contact your child’s ACCO through our school e mail address info@stberns.bristol.sch.uk or studentservices@stberns.bristol.sch.uk if you wish to contact the SENCo.</p> <p>For general enquiries or concerns please contact your child’s tutor by the school phone number 0117 377 2050 or info@stberns.bristol.sch.uk</p>