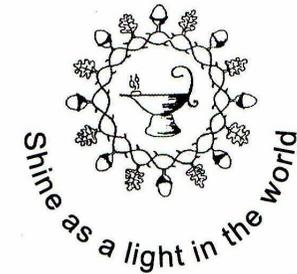


Local Offer for Children with Special Educational Needs or Disabilities (SEND) **Bridstow CE Primary School**

February 2014

Name of SEND contact at school: Assistant SENCO Rossanna Griffith Named SENCO: Paul Sockett
Contact details: TEL- 01989 562623 E-mail: rgriffith@bridstow.hereford.sch.uk
Contacts status within the school: Assistant SENCO Numbers of years in this post: 9+ years
Name of SEN Link Governor: Alison Beynon Contact details: TEL- 01989 565247 E-mail: alibeynon@yahoo.co.uk



The school ethos values all pupils and their diverse abilities are equally celebrated.

Bridstow School is a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

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.

Once this occurs, we develop specific needs-based plans which help support their development and accelerate progress.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, through High Level Needs Funding, known as the Top Up funding panel.

Other useful documents, such as our SEN and Inclusion Policy which gives more details on how children are identified, and our Accessibility Plan, are available on the school website.

Please contact Paul Sockett or Rossanna Griffith at Bridstow School if you need any further information.

School offer to pupils who require support that is "additional to and different from" that received by other pupils

- Pupils with English as an additional language (EAL) As below plus involvement of English as an Additional Language Team
- Children in care As below plus involvement of social work team/Looked After Children Team
- Traveller pupils As below plus involvement of Gypsy Roma Traveller Service
- Pupils with medical needs As below plus involvement of Health Services
- Young carers As below plus involvement of Young Carers Team/CAMHS
- Pupils at risk of exclusion As below plus involvement of Behaviour Support Team. Educational Psychologists, Education Welfare Team.
- Pupils from families under stress As below plus involvement of CAMHS/Parent Partnership

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Details of provision and skills:

Aspect	Name of resource	Particular expertise
Assessment :	<p>York Assessment of Reading for Comprehension.</p> <p>nferNelson Single Word Spelling Test</p> <p>nferNelson Progress in Maths</p> <p>Renfrew Word Finding Vocabulary Test (Expressive Vocabulary)</p> <p>BPVS (Receptive Vocabulary)</p> <p>Emotional Literacy</p> <p>Dyscalculia Screening</p>	<p>Assistant SENCO and all TAs have received the relevant training and updates.</p> <p>Assistant SENCO and some TAs have received the relevant training.</p> <p>Assistant SENCO has received the relevant training.</p> <p>Assistant SENCO has received the relevant training.</p> <p>Assistant SENCO has received the relevant training.</p> <p>Maths co-ordinator trained.</p>
<p>Communication and Interaction Support</p> <p>Speech, language and communication needs:</p>	<p>Teaching Talking</p> <p>Time to Talk</p> <p>Small Speech Group</p> <p>Signalong</p> <p>Talk Boost</p>	<p>We have been doing Teaching Talking in our school since it was first introduced in Herefordshire, 2 of us have had all the relevant training. We have groups running in both Reception and Year 1.</p> <p>We use Time to Talk either 1:1 or in a very small group.</p> <p>We have a weekly speech group for those children who have S&LT programmes. 3 of us are Eklan Trained. Small group targeted intervention programs are delivered to pupils to improve speech and language skills.</p> <p>All support staff trained.</p> <p>Class 1 teacher, EYFS TA, and Assistant SENCO have received Talk Boost Training.</p>

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	PECS	<p>A program to support communication using pictures and symbols.</p> <p>Our school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success.</p> <p>Support and advice is sought and implemented from external agencies (S&LT) to ensure any barriers to success are fully identified and responded to.</p> <p>All staff has had training in how to identify and support children with Speech and Language problems.</p>
Expressive language:	<p>Rhodes for Language</p> <p>Teaching Talking</p> <p>PECS</p> <p>Language Builders</p> <p>Visual support (Communicate in Print)</p> <p>Talk Boost</p>	<p>Assistant SENCO and TAs trained</p> <p>Reception teacher, Assistant SENCO and EYFS TA trained</p> <p>Support and advice is sought and implemented from external agencies(S&LT) to ensure any barriers to success are fully identified and responded to.</p>
Receptive language:	<p>Teaching Talking</p> <p>PECS</p> <p>Visual support (Communicate in Print)</p> <p>Language Builders</p> <p>Signalong</p>	<p>Assistant SENCO and TAs trained</p> <p>Assistant SENCO and TAs trained</p> <p>Assistant SENCO and TAs trained</p> <p>Elklan trained Assistant SENCO and some TAs.</p> <p>All support staff are Signalong trained.</p>
Literacy Reading:	<p>Rapid Reading</p> <p>Acceleread Accelerwrite</p> <p>Toe by Toe</p> <p>Totem Series</p>	<p>Several of us have experience using the Rapid Reading Programme and it has proved to be very successful.</p> <p>This programme has been used successfully in the past, especially for children with Dyslexic traits; However we are not using it at present.</p> <p>Successful with Dyslexic children, not being used at present.</p> <p>A very good phonics reading scheme for reluctant readers with worksheets.</p>

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	POPS Family	Reading scheme used with children with S&L difficulties.
Writing:	<p>Rapid Writing Rising Stars Skills Builders 1:1 support given to children with specific difficulties.</p> <p>Clicker 6</p> <p>Communicate in Print 2</p> <p>2 AlphaSmart keyboards</p>	<p>Brilliant programme to get interest into writing. Used 1:1 or in a small group these books help to build children's confidence in their literacy skills.</p> <p>Assistant SENCO, teaching and support staff have had training. Clicker is a child friendly talking word processor that enables children of all abilities to develop their literacy skills.</p> <p>A program to support writing with pictures or symbols (Widgit Rebus symbol system) as an aid to Literacy. Assistant SENCO and TAs trained</p> <p>The AlphaSmart is a battery powered word processing keyboard. They support students who have difficulty producing written language or learning disabilities that make their writing unreadable or difficult to produce.</p>
Spelling:	Read Write Inc - Get Spelling	<p>Read Write Inc is used throughout the school, SEN children work at appropriate level.</p> <p>All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills.</p> <p>All support staff are effectively deployed to ensure pupil progress, dependence and value for money.</p>
Maths:	Numicon Assisting Maths Scheme	<p>All staff are trained and the Numicon resources are used throughout the school.</p> <p>A whole-school mathematics resource with daily lesson plans, differentiated pupil materials and assessment opportunities aimed at meeting the needs of all.</p>
Cognitive difficulties Moderate and Severe Learning Difficulties:	An individual support programme is put in place to support all areas of the child's learning. This will be reflected in an IEP which will be linked to PScals if appropriate.	<p>Use of 'child friendly' and needs based plans – pupils, parents and staff are involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child.</p> <p>Whole school policies are evaluated annually to ensure inclusion and progress for SEND pupils.</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</p> <p>External support is sought and any advice implemented to support individual pupils' needs.</p>

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Specific learning difficulties:	A programme is put in place to support all areas of the child's learning. This will be reflected in an IEP which will be linked to P Scales if appropriate.	External support is sought and any advice implemented to support individual pupils' needs. On line Dyslexia courses completed by several staff. ICT is used to reduce barriers to learning where possible.
Provision to support particular conditions e.g. Autism, Downs etc:	Continual communication between staff and parents. All staff training sessions on particular condition/difficulty. Nest – children know there is a safe place in school where they can go to get help/support.	Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. Use of Inclusion Development Programme and resources. All staff has completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills. All support staff are effectively deployed to ensure pupil progress, independence and value for money.
Behavioural, Emotional and Social Development Needs Emotional development/Pastoral care:	TalkAbout SEAL Friends Programme Social stories, Comic Strip Conversations Circle time Building on Social Skills Socially Speaking Social skills for Primary Pupils 1 Emotional Literacy The Nest; a quite safe place for time out. Attachment Training Jenny Knock	Assistant SENCO trained to use the Alex Kelly Talkabout resources. They are really valuable resources that help develop social skills, self awareness and self esteem. Training done. Assistant SENCO has completed the Friends training. If using this resource support 1:1, support should be provided by an EP. Circle Time training. 3 of us are trained to use these (Elklan) Good social skills programme. Assistant SENCO trained to use this assessment of children's emotional needs. The Nest is where the Assistant SENCO is based. It is described as being at the 'heart of the school' physically and emotionally. RG (the assistant SENCO) is known to all the children, and adults as being the person who will listen to your problems and help to find a solution. RG has Learning Mentor training, Well Being co-ordinator training and CAMHS training. RG is also the Lead Professional in the school's CAFs Assistant SENCO and Reception/Class 1 teacher.

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	<p>Attachment Training Kamran Khan Attachment in the classroom Heather Geddes Therapeutic Play Interventions</p>	<p>Kamran has given the whole school training on attachments and understanding children with social, emotional and behavioural difficulties. A guide to understanding Attachment theory in relation to the classroom. Very useful resource. Assistant SENCO has received training and uses therapeutic play with children on advice from the children's play therapist. The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves. The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated. Small group targeted programs are delivered to pupils to improve social skills and emotional resilience as well as 1:1 support.</p>
Behaviour:	<p>Social Stories Visual support (Communicate in Print) On line behaviour training The Nest; a quiet place for time out.</p>	<p>Individual Social Stories are written for the pupil by the Assistant SENCO using, Communicate in Print if appropriate. All staff has had Communicate in Print training. We use this program to produce Widgit symbols to create visual timetables etc. Assistant SENCO has completed the online Behaviour Course as well as other behaviour courses. RG can provide a variety of strategies and pastoral support for children and their families as required. The school's behaviour systems are predominantly based on a positive approach. The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised. Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</p>
Provision for supporting relationships between peers:	<p>Buddy System The Nest/Learning Mentor</p>	<p>The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated. Small group targeted programs are delivered to pupils to improve social skills and emotional resilience. Pupils use the Nest to talk about their problems and can spend time there with either RG or a group of friends to talk about their issues. RG runs Friendship groups when appropriate using Talkabout resources.</p>

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Provision for supporting children's relationships with parents:	CAF process. Use of School Nurse Offering of Triple P information. Meetings with parents and children when appropriate to discuss difficulties.	Assistant SENCO is CAF trained, has completed the online Lead Professional training and also has Multi-Agency working training. Assistant SENCO attends local MAG meetings to keep aware of courses available. Communication with parents is of paramount importance and is judged to be highly effective. External support is sought and any advice implemented to support individual pupils' needs. Support is offered to parents and agencies/courses signposted to families.
Social:	Pupil Premium Free School Meals etc Pupil Voice After school clubs, breakfast club etc	Assistant SENCO meets termly with the parents of children eligible for Pupil Premium to discuss how best to support the individual child with a view to increasing progress and closing any gap. Communication with parents is of paramount importance and is judged to be highly effective. Support is offered and signposted to families in order to reduce the impact of any disadvantage. The School Council provides a 'pupil voice' which can lead to changes in school practices and procedures and encourage a greater level of involvement. All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils.
Hearing impaired:	Sound field Systems in all classrooms and Hall.	Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed. ICT is used to increase access to the curriculum where appropriate. The Assistant SENCO and relevant staff completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.
Visual impairment:	Use of coloured overlays etc	External support is sought and any advice implemented to support individual pupils' needs. LST training attended.
Physical difficulties:		We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We strive to improve access to the physical environment of the school, adding specialist

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	<p>Gross Motor. Motor Group (Twice weekly group run for children with Motor Difficulties following a personal exercise programme set by the Physiotherapist.</p> <p>Fine Motor Some of the children have programmes set by OTs. 1:1/Small Group fine motor support twice weekly for pupils using Pindoras Box Exercises. Write from the Start Programme. Writing slopes, special writing aids, pencil grips etc provided.</p>	<p>facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.</p> <p>TA has LST training. External support is sought from the Physiotherapist and any advice implemented to support individual pupils' needs. Trained SEN TA follows program set by Physio team and meets termly with Physiotherapist to discuss program.</p> <p>LST training attended.</p> <p>Occupational Therapy Support is sought and any advice/program implemented by the SEN TA to support individual pupils' needs on a 1:1 basis.</p> <p>Perceptuo-motor program to support fine motor and perceptual skills for effective handwriting. Occupational Therapy Support is sought and any advice/program/aid is implemented.</p>
<p>Medical/health difficulties:</p>	<p>Care plans are set up for children with medical conditions such as Asthma, Diabetes, Cystic Fibrosis and Incontinence due to kidney removal etc. The Assistant SENCO compiles a rota for the TAs to provide continual care when appropriate. Regular meeting set up between parents, professionals Assistant SENCO and TAs where appropriate.</p>	<p>To meet the needs of current pupils all staff have received Cystic Fibrosis, Diabetes and Epipen training. Incontinence Nurse, Community Nurse and School nurse Assistant support is also given. Most TAs/teachers have received first aid training. CNS medical funding/other additional funding is applied for by Assistant SENCO when appropriate. Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes. Additional adults are deployed to increase pupil success and independence. Staff understands and implements the medicine administration policy. The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</p>
<p>Monitoring of provision Impact and quality:</p>	<p>Pupil Tracker</p>	<p>Pupil Tracker is the schools online tracking system that is available to all staff and Governors.</p>

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	<p>Staff training</p> <p>Regular classroom observations.</p>	<p>Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils.</p> <p>Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes.</p> <p>All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils.</p> <p>All staff has completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills.</p> <p>All support staff are effectively deployed to ensure pupil progress, independence and value for money.</p>
Arrangements to support staff development:	CPD online	<p>Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</p> <p>All staff has completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills.</p>
Provision mapping and resource accountability:	<p>Pupil Tracker</p> <p>Governor involvement</p>	<p>Pupil Tracker is the schools online tracking system that is available to all staff and Governors.</p> <p>Regular meetings ensure that Governors are kept aware of SEND in school.</p> <p>Regular meetings of the Standards and Pupils committee monitor standards achieved by pupils at the school, particularly in relation to the Ofsted document 'A Good Education for All'. The committee also monitors the school's success in promoting Inclusion, ensures that the school development plan is focused on appropriate priorities for raising standards at the school and also ensures that school policies are reviewed on a regular basis to promote improved standards and contain appropriate targets/success criteria.</p>
Relationships with parents:	<p>Teacher/parent consultations.</p> <p>Meetings with Assistant SENCo.</p> <p>Meetings with Assistant SENCo and outside agency, School Nurse etc.</p> <p>CAFTAC meetings.</p> <p>Annual Reviews.</p> <p>Phone calls when appropriate.</p> <p>Emails.</p>	<p>All staff has relevant Safeguarding training and the Assistant SENCO has Group 4 Safeguarding and Basic Portage training.</p> <p>Communication with parents is of paramount importance and is judged to be highly effective therefore it is really important that a good relationship is formed through meetings either formal or informal when appropriate.</p> <p>Teaching staff are on hand after school to meet with parents and hold regular Parent Teacher meetings to discuss pupil progress. The Assistant SENCO has regular meetings with Pupil Premium families.</p>

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	Home school books. Text system. Assistant SENCO has done home visits in the past when necessary.	
Management and conduct of reviews:	Reviews are carried out following the guidelines given by the SEN team.	The assistant SENCO and the Head have both completed training on the management of reviews.
Experience of Community Leadership:	The Assistant SENCO is the local IPCO Co-ordinator and the IPCO meetings are held at Bridstow School.	Assistant SENCO is the IPCO Co-ordinator and organises meetings etc. The Assistant SENCO also chairs the REFs (Ross East Federation of Schools) meetings. The Assistant SENCO has meetings at school with other SENCOs who have asked for help and advice.
Effectiveness of partnership working:		We work not only with other schools in our federation but also with other schools in our area. (IPCO). We work very closely with JKHS to help the transition of all our pupils but especially those with SEN. We organise meetings for parents, take children on extra visits and work closely with outside agencies and JKHS to ensure the transition goes smoothly. We also have a good reputation for supporting the transition of our Looked After Children, providing information, attending meeting etc in order for their transition to go as smoothly as possible.
Strategy leadership and management:		The Assistant SENCO recently sat on the Top up Tariff Development Committee.