



Bridstow Church of England Primary School - The School's offer in support of pupils with Special Educational Needs or Disability (SEND)

Information Report

Mission Statement: *"Shine as a light in the world"*

We are proud of the quality of teaching our pupils receive in every class. However, for some children additional support may be needed to help them achieve their potential or to effectively access the curriculum. This is referred to as Special Education Needs or Disability (SEND).

This document outlines what we offer to all pupils with Special Educational Needs or Disability (SEND). More detailed information about the school's policies for identification and the assessment of pupils with these needs can be found in our SEND Policy. A copy can be obtained from our school website, the school office or by contacting 01989 562623.

1. How do we define Special Educational Needs?

A pupil is considered to have Special Educational Needs or Disability (SEND) if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. This statement outlines what Brampton Abbotts school currently provides. Children with English as an Additional Language (EAL) should not be regarded as having SEND, although pupils with EAL may also have SEND.

The revised Code of Practice (March, 2014) focuses on meeting these needs in the classroom and therefore as staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us, 'All teachers are teachers of children with special educational needs'.

2. How do we identify SEN?

- concerns raised by parents/carers, teachers or the child.
- if a child scores 85 or below in a Standardised Test or if a child is 12 months or more behind the Age-Related Expectation (ARE).
- additional needs that require support (e.g. diagnosed condition from a medical professional).

3. What should I do if I think my child may have Special Educational Needs?

The class teacher is the initial point of contact for responding to parental concerns.

If you have further concerns, please contact the Assistant SEN coordinator – Rossanna Griffith (see contact details at end of this document).

4. How will I know how my child is being supported at Bridstow Primary?

- Each child's educational programme will be planned by the class teacher, in consultation with the SENCO. It will be differentiated accordingly to suit the individual needs of pupils in the class. This may include additional support from the class teacher or a teaching assistant.
- If a child has more specific needs relating to an area of their education, then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time the intervention will run for will vary according to each pupil's needs. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on a 'provision map' (this records the interventions, timings, and impact of the interventions). Some children, who are not considered SEND, may receive interventions if the teacher and SENCO consider it necessary. We firmly believe in early intervention, ensuring the youngest children that enter school are assessed and monitored to decide upon any support needed.

- We very quickly have meetings with parents to gain more information and provide them with ideas to help support the children as fully as possible. If you have any queries related to the interventions, please contact the class teacher or SEN coordinator.
- Pupil progress meetings are held each term. These are designed to identify how pupils are progressing over time and are an opportunity for the teacher, the Headteacher, SENCO and governors to highlight any potential barriers to learning that a child might be experiencing in order to further support an individual or group of children.
- Annual reports are published. However, the school prides itself upon close liaison with parents/carers. If the school has a concern about your child, you will be contacted directly to discuss how we can best support their learning. This will happen as the need arises and will not be left until annual reports are sent home.
- Occasionally a child may need more expert support from an outside agency. In these situations, a referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is recommended and implemented in consultation with the parents/carers and the child.
- The Governors of Bridstow CE Primary School are responsible for entrusting a named person to monitor the provision for SEN.

5. How will the curriculum be matched to my child's needs?

- When a child has been identified with SEN their work will be differentiated by the class teacher to enable them to access the curriculum more easily. They may also work with a teaching assistant at times.
- If a child has been identified with SEND an Action Plan will be written in conjunction with the parents and the child. Targets are set according to their specific area of need. These will be monitored by the class teacher and the SEN coordinator over the year. Action Plans will be discussed with parents/carers and the child during parents' evenings or at a specially organised meeting to suit all parties.
- Reasonable adjustments will be made should a child require specialist equipment to help them access the curriculum effectively.

6. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern or discuss progress. Appointments can be made to speak in more detail to the class teacher and/or the SEN coordinator.

7. How will you help me to support my child's learning?

- The class teacher may suggest ways you can support your child.
- The SEN coordinator may meet with you to discuss how best to support your child with given strategies if appropriate.
- If outside agencies have been involved, they may make suggestions or work with you to support you child.
- Please refer to the Local Authorities 'Local Offer' information found at:
- https://www.herefordshire.gov.uk/info/200228/Local_Offer

8. What if my child has a specific medical need?

- A detailed 'Individual Healthcare Plan' (IHP) will be compiled by the school with support from the school nurse or other agencies in consultation with the parents/carers. These are shared with all staff that will support your child with their learning.
- Reasonable adjustment (to include relevant training) will be put in place to support your child to access the curriculum effectively.

- Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where a signed Medicine Consent form is in place to ensure safety of both child and staff members. This may involve contact with the child's GP or other healthcare professionals.
- Further details of the school's approach to specific medical needs can be found in 'Supporting Pupils with Medical Conditions Policy'. Copies of which can be obtained from the school office (details at the end of this document).

9. What if my child already has an Education, Health and Care plan (EHCP)?

The school is experienced in working with already established EHC plans and will ensure that it works closely with the agencies and professionals involved to help to effectively deliver these plans. EHC plans are reviewed at least annually and the school prides itself on close liaison between the child, parents/carers and other professionals to help meet the specific needs of these plans.

10. What specialist services and expertise are available at or accessed by the school?

- Educational Psychologist.
- School Nurse.
- Learning Support Specialists.
- CAMHS (Child and Adult Mental Health Service)
- Speech and Language Therapists.
- Occupational Therapists.
- Looked After Children Support Team.
- Behaviour Support Team
- Gypsy, Roma, and Traveller Support Team.
- English as an Additional Language Team.
- Support for Visual, Hearing impairments and Physical Difficulties Team.
- Specialist child counsellors

11. What training are the staff supporting children and young people with SEN had or are having?

The training of staff is a priority for our school. Different members of staff have training related to SEND. These have included sessions on:

- Attachment difficulties.
- Speech and language difficulties.
- EAL and learning difficulties.
- 'Team Teach' training – All staff
- Tracking SEND learners.
- Theraplay training

Mrs Lewis has a Certificate in Special Education Needs and she receives regular updates in SEN through county meetings and a very supportive group of WVLN SENCos.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put into place to enable all children to participate where possible and parents are consulted closely around every trip.

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Some of the key features of our school are:

- The school is built all on one level so is accessible to all. There are no stairs or steps.
- Wide doors – the majority of our school doors are wheelchair accessible.
- We have a specialist shower block to enable on-site washing.
- We have an adapted toilet and a changing table.

14. How will the school prepare and support my child when joining Bridstow Primary School or transferring to a new school?

The transition process is managed to make the process as smooth as possible. Some of the things we do include:

- Opportunities for visits to new starters and to discuss access arrangements.
- Allowing time for teachers to talk to parents and /or child to understand individual needs.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- There are strong links with the on-site nursery to ensure smooth transition and we make visits to other nurseries before children enter our school.
- The children have many opportunities to visit our local High School, John Kyrle and to work with their students and teachers.
- In Y6, the children have a more structured level of support, including visits and visits from teachers.
- For children with SEN, we have liaison with the SENCO at the High School and if needed, a separate meeting may be arranged, involving parents/carers.

15. How will I be involved in discussions about planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher, we encourage parents to come in and talk to us at any time, after school is easier to talk and a meeting will be scheduled if needed.
- During Parents Evenings.
- Separate discussions with SENCO and other professionals involved with their child.

16. How will the school ensure that we make 'reasonable adjustment' to meet the learning needs of a SEND child?

The school's budget is organised in such a way so as to allow for specialist support to be provided for any pupil that should require it. This may take the form of staff time or equipment to help a child access the curriculum effectively.

17. What if I have a complaint about the school or an individual?

Our Complaints Policy outlines the process for making a complaint. A copy of this is accessible on the school website, or by contacting or visiting the main school reception (see contact details at the end of this document).

18. Who can I contact for further information?

If you wish to talk to someone about your child's educational needs, please contact the school's Assistant SENCO, Mrs Rossanna Griffith. admin@bridstow.hereford.sch.uk (01989) 562623

**This document has been written with reference to 'Schools SEN Information Report Regulations (2014) (see <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>)*