



## Shirehampton Primary School

### SEN Information Report – January 17

The Local Offer will provide information about:	Our setting will:
Identify the particular Special Education Needs of a child	<ul style="list-style-type: none"> <li>• Receive information from pupils' previous schools and educational settings.</li> <li>• Monitor the progress made by all children regularly. This is completed by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning, including emotional development the school can quickly identify the need for additional support. This will then be discussed with parents / carers and the pupil concerned.</li> <li>• Use thorough and individualised assessment of children, including: observation, termly class-based assessment, diagnostic assessment and pupil progress meetings.</li> <li>• Communicate and consult effectively with all stakeholders, including: Parent's meetings, target setting with children, Early Years Foundation Stage home visits, Individual Education Plan (IEP) meetings, Annual Review meetings, involving outside agencies</li> <li>• Monitor and review the progress made during interventions</li> </ul>
Consulting and working in partnership parents of children with SEN	<p>We provide:</p> <ul style="list-style-type: none"> <li>• Parents Evening meetings with the class teacher (3 x year)</li> <li>• Individual Education Plan and/or Personal Support Plan meetings for parents</li> <li>• Family Link Worker – dedicated member of staff to work with parents and support staff</li> <li>• 'Open-door' policy with class teacher / SENCo / Family Link Worker</li> <li>• Relevant information about how parents can support their child at home</li> <li>• Annual reports to parents</li> </ul> <p>If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate. School will look into the concerns, share what is discovered and agree with parents what will happen next.</p>
Securing the services, provision and equipment required by children with SEN	<ul style="list-style-type: none"> <li>• Regularly review IEPs to ensure high quality teaching in class, appropriate interventions and access to external agencies including: Educational Psychology (EPS); Specialist Behaviour and</li> </ul>

	<p>Learning Improvement services; Outreach Services, including BAT (Bristol Autism Team) and Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals</p> <ul style="list-style-type: none"> <li>• Work with First Response, Early Help, Social Services and Community Police.</li> <li>• Use the Pastoral Team to support families. The team is made up of a full time Learning Mentor, Full time Deputy Learning Mentor, Play Therapist and Family link Worker.</li> <li>• Operate a Nurture Room where children can develop the necessary social, emotional and behavioural skills needed to successfully access our curriculum.</li> <li>• Assess children for dyslexia. The head teacher is a qualified teacher for dyslexic children.</li> <li>• Provide two highly trained TAs deliver individual programmes of support for all children who benefit from having an IEP.</li> <li>• Use expertise from our team of TAs, staff are trained in Better Move On, Better Reading Partners, TEEACH, Thrive, precision teaching and have basic speech and language qualifications.</li> <li>• Support Young Carers through the very active Young Carers group who meet weekly.</li> <li>• Requirements of DDA met e.g. lifts for children who use a wheelchair</li> </ul>
<p>Supporting children with SEN in moving between phase of education and in preparation for adulthood</p>	<ul style="list-style-type: none"> <li>• Welcome all new learners with an Induction programme</li> <li>• Have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Personalised transition programmes are developed for children that will benefit from this additional support which include transition photo albums, additional visits and multi professional meetings.</li> <li>• Encourage all children in year 6 to visit their new secondary school at least once with the staff from their new school coming in to see them at Shirehampton Primary too.</li> </ul>

	<ul style="list-style-type: none"> <li>• Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.</li> </ul>
<p>How facilities that are available can be accessed by children with SEN</p>	<ul style="list-style-type: none"> <li>• Continue to be wheelchair accessible and we have 2 hygiene rooms to support children with toileting needs.</li> <li>• Have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.</li> <li>• Monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.</li> <li>• Provide all newsletters and school documents translated into Polish and Turkish.</li> </ul>
<p>The schools approach to teaching, learning and development of children with SEN</p>	<ul style="list-style-type: none"> <li>• Ensure the provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.</li> <li>• Identify the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), an Individual Education Plan (IEP) will be created, detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents.</li> <li>• Monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• Inclusively educate children with SEN within an age appropriate classroom with their peers most of the time</li> </ul>
<p>How the school adapt the curriculum provision and additional learning support available to children with SEN</p>	<ul style="list-style-type: none"> <li>• Provide all teachers with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</li> <li>• Plan differentiation for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language</li> </ul>

	<p>and/or pictures to support them to understand new vocabulary.</p> <ul style="list-style-type: none"> <li>• From year 1 upwards set the children for mathematics as this allows individual learning styles to be catered for more efficiently and learning to take place at the rate of the children.</li> <li>• In year 1 set for English to support development and close gaps between pupil groups.</li> </ul>
<p>The additional learning support available to children with SEN</p>	<p>Continue to employ:</p> <ul style="list-style-type: none"> <li>• Phase based TAs work alongside class teachers to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN</li> <li>• Differentiated resources to support children with SEN's independence</li> <li>• Support from outside agencies when necessary</li> <li>• Specialist staff in school: SENCo, Family Link Worker, SEN TAs, Learning Mentor, Behaviour Specialist, Play Therapist, Speech and Language Therapist, Educational Psychologist, Thrive (emotional well-being) TA and ASD trained TA</li> <li>• Lunch time coaches (supports social development)</li> </ul>
<p>How the progress towards any of the outcomes identified for children with special educational needs will be assessed and reviewed, including information about how those children, their parents will take part in any assessment and review</p>	<ul style="list-style-type: none"> <li>• Provide annual reports and regular Parents' Evenings, spread across the year give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.</li> <li>• Review, at regular intervals, all interventions that are in place</li> <li>• When appropriate, contact parents/carers at any point to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.</li> </ul>
<p>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation</p>	<ul style="list-style-type: none"> <li>• Hold Learning Walks and/or Observations every term to review effectiveness of provision</li> <li>• Seek the views of parents/carers and pupils verbally and through surveys</li> <li>• Hold annual consultation meetings, and seek advice termly, with the EP and behavior specialist</li> <li>• Review IEPs 3 x year with pupils, parents and relevant staff</li> <li>• Analyse data trends for SEN pupils on a termly basis</li> </ul>
<p>What activities are available for children with special educational needs in addition to the curriculum</p>	<ul style="list-style-type: none"> <li>• Provide targeted mentoring programmes during, including lunch times, before and after the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. For example – Better Move On, Nesy, Sports coaching, Thrive, music lessons to eligible children, School and Eco Council, family trips during the holidays and all after school clubs</li> <li>• Carry out a personalised risk assessment / positive handling plans where there are concerns for safety and access to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.</li> </ul>
<p>What support is available for children with special educational needs</p>	<ul style="list-style-type: none"> <li>• Use educational outside agencies include: Educational Psychology (EPS); Specialist Behaviour and Learning Improvement services; Outreach Services, including BAT (Bristol Autism Team),EWS, The Hope and the disabled children’s team.</li> <li>• Use specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals</li> <li>• Work with First Response, Early Help, Social Services and Community Police.</li> <li>• Employ a Pastoral Team to support families. The team is made up of a full time Learning Mentor, full time Deputy Learning Mentor, Play Therapist and Family Link Worker.</li> <li>• Operate a Nurture Room where children can develop the necessary social, emotional and behavioural skills needed to successfully access our curriculum.</li> <li>• Assess children for dyslexia. The head teacher is a qualified teacher for dyslexic children.</li> <li>• Employ two highly trained TAs deliver individual programmes of support for all children who benefit from having an IEP.</li> <li>• Use the expertise across our team of TAs, staff are trained in Better Move On, Better Reading Partners and have basic speech and language qualifications.</li> <li>• Support Young Carers - The school has a very active Young Carers group who meet weekly.</li> </ul>
<p>How expertise in supporting children with special educational needs is secured for teaching staff and others working with those children</p>	<ul style="list-style-type: none"> <li>• Regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions)</li> </ul>

	<p>and Wave 3 (individualised support and interventions).</p> <ul style="list-style-type: none"> <li>• Ensure our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.</li> <li>• Ensure all our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, SEMH and speech and language needs</li> </ul>
<p>How the emotional and social development of children with special educational needs will be supported and improved</p>	<ul style="list-style-type: none"> <li>• Ensure the well-being of all of our pupils is our primary concern at Shirehampton Primary. They are supported with their social and emotional development throughout the school day, through the curriculum, including our Nurture Room, and extra-curricular activities. Personal, Social and Health Education (PSHE), Thrive and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.</li> <li>• Arrange additional support from specialist staff, including our Family Link Worker, when needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need; this could include an individual Thrive action plan or personalised positive handling plan.</li> <li>• Base our Behaviour policy upon Restorative Approaches in School (RAiS), placing the victim at the heart of the process; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</li> <li>• Regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Ensure relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.</li> <li>• Seek pupils' views through school council, pupil conferencing and questionnaires.</li> </ul>