

BISHOPTON PRIMARY SCHOOL

2014 Code of Practice – Special Educational Needs and Disability Information Report



This document aims to provide parents and carers with all of the information they need to understand how their child's needs will be met by both the school, and also by the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

The SEND needs that the school provides for: Bishopton Primary
➤ Bishopton Primary School is a mainstream school which aims to meet all of our children's needs. ➤ As a fully inclusive school, our intention is to ensure that all pupils achieve their potential personally, socially, emotionally and academically across the curriculum. ➤ Children require different strategies for learning and need a range of different teaching approaches and experiences. They acquire, assimilate and communicate information at different rates. ➤ We provide specific support and advice where necessary and have access to a range of outside specialist services.
Our policy for identifying children and young people with SEND and for assessing their needs
➤ Teachers identify SEND and adapt teaching to match the diverse needs of pupils through Quality First Teaching. ➤ Clear targets and outcomes are set and recorded in an IEP (Individual Education Plan). This demonstrates the short-term targets which are reviewed each term. ➤ If inadequate progress is made the class teacher will consult with the school SENDCo to see if further assessment from outside agencies is needed. ➤ If the child continues to demonstrate significant cause for concern, a request for an 'Education, Health and Care Plan' (EHCP) will be made. A range of written evidence about the child will support the request. ➤ Further details can be found in the school SEND Policy.
How we consult with families of children with SEND and involve them in their child's education
➤ Parents and carers are very important in the effective working relationship with school. ➤ Parents are fully involved in the identification, assessment and planning of support. ➤ Termly reviews of IEP targets take place in addition to parent's evenings and an annual report. ➤ If any outside intervention is sought parents are informed and their consent gained. ➤ All parents of children identified to have SEN will receive copies of their IEP's. ➤ Parents and children are asked to contribute their views on progress and provision.
Our arrangements for assessing and reviewing a child's progress towards their potential outcomes
➤ Early identification is vital. ➤ The class teacher is responsible for assessing each child's progress. ➤ If concerns about a child exist, the class teacher and SENDCo closely monitor progress in line with existing school practices ➤ If a child isn't making expected progress the next step in the graduated approach (through reviews of IEP targets) is a discussion around whether a higher level of additional support is necessary.

Our approach to teaching children with SEND
➤ The SEND Code of Practice states that 'teachers are responsible for all children's progress including those with SEND'. ➤ At Bishopton Primary School we ensure that all children with special educational needs receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential. ➤ We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. ➤ There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom. ➤ Individual SMART targets are put in place where necessary in IEPs. ➤ EHCP's are in place for those children with higher levels of need.
How we prepare children as they move between phases of education, i.e. our preparations for their transfer to Reception, to secondary education or their move to another primary setting
➤ Prior to the children starting in Reception we endeavour to hold 2 induction meetings in school. In addition we also hold extra transition meetings with school staff, the SENDCo, external professionals and parents when necessary. Reception staff also offer a home visit for all pupils. ➤ Structured transition meetings are held in school as children move from class to class at the end of an academic year. Individual transition books are created using photos of the school environment and staff to support vulnerable children when transiting between year groups. ➤ For children who move between primary settings information is passed on both verbally, when possible, and in written/electronic form between relevant staff. ➤ The SENDCo meets with appropriate secondary staff and extra transitional visits are offered where necessary.
How we adapt our curriculum and our learning environment for our children with SEND
➤ Children with SEND will have access to the National Curriculum which will be differentiated to take account of the child's particular needs and modified on an in-house basis to ensure maximum flexibility and attention to the particular child's academic and personal development. ➤ Some children with SEND need adaptations such as a visual timetable, wobble cushions, pencil grips and additional phonics or numeracy support. ➤ Gross Motor Skills and Lego Therapy groups can be accessed.
The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured
➤ The school SENDCo has a national qualification at masters level in SEND. ➤ Most TA's, the deputy head and the SENDCo have received Mental Health First Aid Training. ➤ The SENDCo has received Senior Mental Health Lead training. ➤ School has a MHST (Mental Health for Schools Team) practitioner. They work with the SENDCo, and can also work with pupils and parents when necessary. ➤ School employ a counsellor one day a week who works with clearly identified children on a 1:1 basis. ➤ School has a mentor one day a week, from Young Minds Matter, who works with clearly identified children on a 1:1 basis. ➤ School has contact with STS, IDS and the EP service to provide on-going assessment and advice. ➤ School has links with Speech and Language therapists for identified children. ➤ Resources are well adapted, modified and used to boost learning. The quality of the partnership and dialogue between support staff and class teacher is of a high standard. ➤ The school's SENDCo and has completed the 3 day Nurture Group training.
How we evaluate the effectiveness of our SEND provision
➤ Teachers along with the SENDCo review the impact of provision for SEND children on a termly basis through pupil progress meetings, IEP review meetings and tracking. ➤ IEP's are effective in ensuring that individual needs are met. ➤ The SENDCo and SEN Governor meet during the year to review SEND provision. ➤ The SEND policy is reviewed regularly.

How children and young people with SEND are enabled to engage in activities with their peers
➤ Bishopton School is on 2 levels with no access restrictions. ➤ Access to all class rooms, hall, toilets and outdoor space is appropriate for use with wheelchairs and walking aids. ➤ Differentiation is a part of everyday classroom management. ➤ Extra-curricular activities are open to all children in school, but may require a risk assessment. Risk assessments are carried out before offsite activities take place and for some onsite activities ➤ We promote inclusion and acceptance of all pupils, encouraging them to interact, work co-operatively and engage in activities. ➤ Support during break and lunch may be available to those who require it, depending upon staff availability and need. ➤ Visual symbols are used as part of our every day school practice. ➤ A variety of supporting tools are available to help with fine motor skills, dyspraxia, sensory difficulties and dyslexia.
Our support for improving emotional and social development including how we listen to the views of SEND children and how they are included in the schools anti-bullying policy
➤ Each class offers a PSHCE curriculum that all children have access to. ➤ School has access to Vibe, PAYP, Young Carers, Lifespace and The Friendship Project when necessary. ➤ Feelings/Emotions/Listening groups and Lego Therapy can be run in school but are dependent upon staff availability, training and children's needs. ➤ E-Safety is taken very seriously and safety contracts are reviewed regularly.
How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations
➤ School buys in regular support from STS and EP services. ➤ Referrals can be made to COMPASS, MHST, Physiotherapy, Occupational Therapy, Speech and Language, Visual Impairment and Hearing Impairment services. ➤ School has access to CAMHS and Early Help. ➤ SENDIAS (kids.org.uk) and FIS (Family Information Service) information is available. ➤ Before and after school care is provided on site and is accessible to all children including those with SEND.

Roles within the school with responsibilities for SEND children

Class / subject teacher
The Class teacher is aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them. IEP's for SEND pupils are developed by working closely with the SENDCo and support staff on a termly basis. When planning, teachers set appropriate learning challenges and respond to children's diverse learning needs to enable them to participate effectively in curriculum and assessment activities.
SENDCo
The SENDCo (Mrs. Hughes) is responsible for the day-to-day running of the provision of SEND by managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs. The SENDCo co-ordinates the provision for and manages the responses to children's special needs, oversees the records of all children as well as acting as the link with external agencies, parents and other support staff. The SENDCo supports and advises colleagues, monitors and evaluates the special educational needs provision and reports to the governing body.
Headteacher
The Headteacher (Mr. A. Smith) ensures that the daily management of SEND provision is effective by working closely with the SENDCo, teaching and support staff. The Head teacher keeps the Governing Body informed of all matters relating to its responsibilities for the provision of SEND such as how the funding allocated to support special educational needs has been employed.
SEND Governor
The SEND governor (Mrs L. Perham) has specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Termly meetings with the SENDCo and SEND governor take place.

Specialist groups run by outside agencies

Local Authority Teams
• STS – Specialist Teacher Service. Offers early intervention and specialist services to children, young people and families with additional learning and behavioural needs. • EP – Educational Psychology. Warwickshire Educational Psychology Service is a professional support service for children and young people (aged 0-25), their families, communities and other settings. Educational Psychologists have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with young people. • IDS – Integrated Disability Service. IDS provides support for children and young people with physical disabilities, sensory impairments, communication difficulties (which includes children with autism spectrum and specific language disorders) and children with complex learning needs. • SENDAR – Special Educational Needs and Disability Assessment and. The service is responsible for coordinating information and advice relating to the statutory assessment and review processes from across relevant professionals and family representatives. • Speech and Language Therapists – Work with school to provide targets, review progress and provide support packages for children on their case load. • RISE (previously known as CAMHS) – A referral for advice can be made via a Single Point of Entry by a parent/carer or school. • Early Help. The first meeting is led by an Early Help Support Officer. Subsequent meetings are led by a lead professional who may be a trained school representative. It is a structure that supports families by bringing together Professional services to meet current needs for the family and child.

Glossary (notes taken directly from the *Special Need and Disability Code of Practice; 0-25 years* – June 2014 by the Department for Education and Department for Health.)

SEND – Special Educational Needs/Disability – 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 him or her. A disability

as defined under the Equality Act 2010 is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

EHCP – Educational, Health Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHC plan can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision whether they will carry out an assessment of need to the parents within 6 weeks of making the request.

Parent Carer Forum – These are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan commission, deliver and monitor meet the needs of children and families. Warwickshire Parent Carer Forum can be reached through the Integrated Disability Service on 10926 413737.

The Local Offer – Local Authorities must publish a Local Offer, setting out in one place information about provisions they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.