

Bardney Church of England and Methodist Primary School

Special Educational Needs & Disabilities **(SEN or SEND)**

Local Offer

Special Educational Needs and Disabilities at our school:

We believe that each child is an individual and strive to ensure that all children receive challenges and support to achieve at school and be happy in their learning.

How does our school know if children need extra help?

At Bardney Church of England and Methodist Primary School children are identified as having SEN through a variety of ways including the following;

- Liaison with parents/carers prior to the child starting school;
- Liaison with other schools prior to the child transferring to our school;
- Daily assessment of learning in class (a child may also express their concerns in a particular subject);
- Half termly reviews of child's attainment and progress which indicates if the child is performing below age related expectations;
- Reviewing a child's progress against the school Provision Map or Intervention Groups;
- Concerns raised by parents/carers;
- Concerns raised by adults in school, for example behaviour or self-esteem is affecting performance;
- Liaison with external agencies;
- Health diagnosis through a paediatrician.

How can parents/carers raise concerns?

- Please get in contact with us – your child's class teacher will usually be the first person in school you should contact, however you can arrange a meeting directly with Mrs Wilson as the schools SENDCo (Special Educational Needs Co-ordinator);
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us;
- Ultimately, please make sure any concerns are raised with a member of staff employed by the school to work with the pupils.

How will the school respond to my concerns?

- Initial concerns may be discussed at parent consultations with parents and teachers;
- A further meeting may take place with the SENDCo and/or another professional, depending on the needs of the child;
- Assessment or observations may be requested by external agencies to support with setting suitable targets;
- A plan will be put together with specific targets. Depending on the needs of the child the plan may take different forms from an individual plan, to being part of a larger Provision Map;
- The plan will be shared with the pupil, parents and supporting adult;
- The targets will be reviewed with pupils and parents in around 3 months or sooner if required.

Who will oversee, plan, work with and review my child and how often?

- Our SENDCo oversees all support and achievement of any child requiring additional support across the whole school;
- The class teacher will oversee, plan and assess your child's learning and work with each child with SEND in class to ensure that good or outstanding progress is made in every area;
- Our SENDCo, the Class Teacher, a Higher Level Teaching Assistant (HLTA) or a Teaching Assistant (TA) will work with your child either individually or as part of a group in class at different parts of the day, as a child's needs determine. They may also work individually during intervention sessions which may take place throughout the day. The regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of parents' evening) to discuss your child's achievement, needs, support and next steps;
- For further information the SENDCo is available to discuss support in more detail.

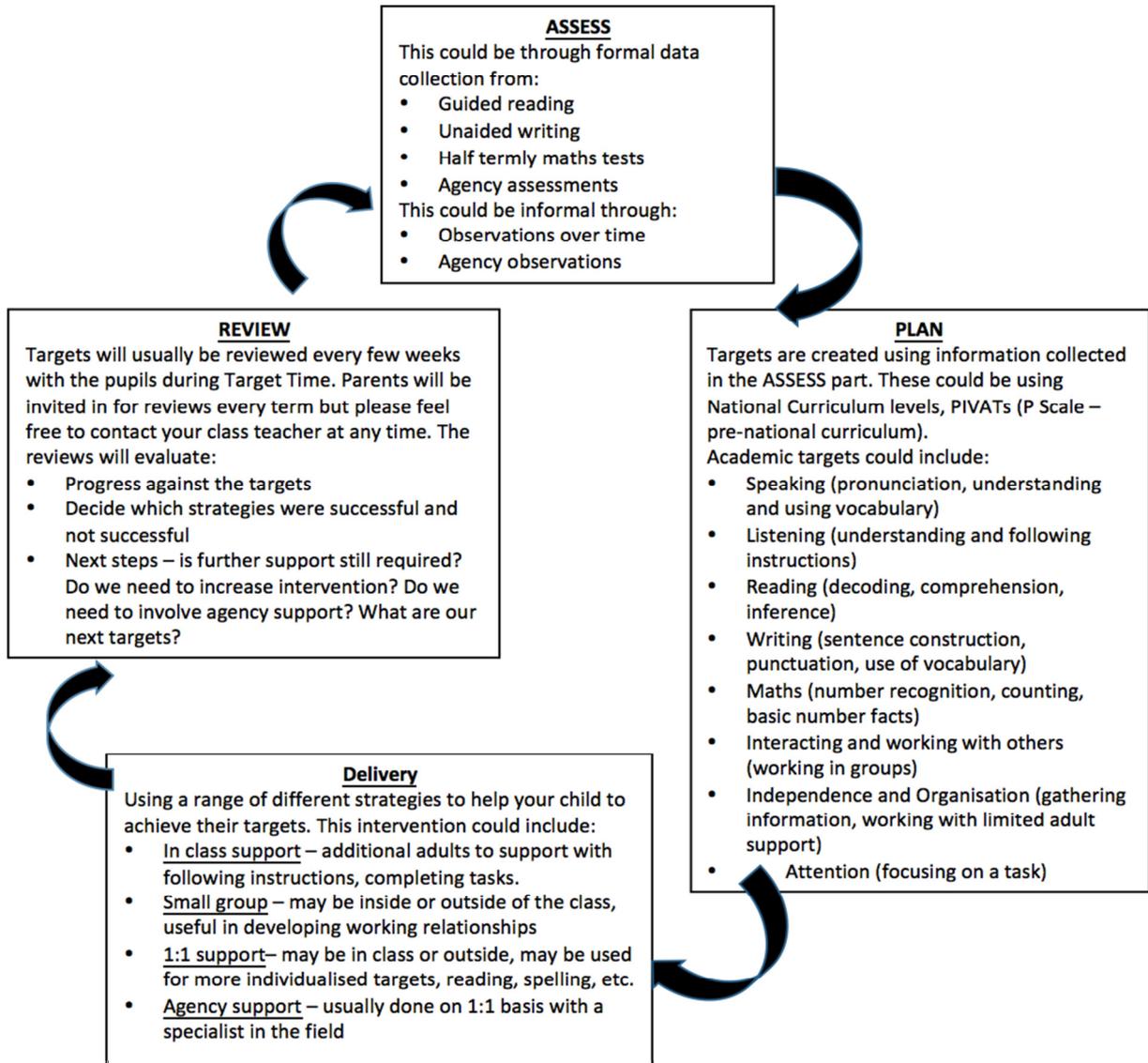
How are the School Governors involved and what are their responsibilities?

- The SENDCo reports to the Governors via the Headteacher's report at least termly, this informs them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times;
- The Pupil Progress Committee may scrutinise individual progress closer to ensure all provisions are in place;
- One of the Governors is responsible for SEN and meets with the SENDCo. They also report to the Governors to keep them all informed;
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support and challenges they need in order to achieve.

How does the school support my child?

- Initially child's targets are set and progress is monitored by the class teacher. High quality teaching is always the first step in all pupil's progress. This is closely monitored by the Senior Leadership Team, the School Governors and through external verification. Class teachers plan all learning to appropriately match each child's individual needs. Typically this might mean there are different learning points throughout a lesson (known as differentiation). Pupils may be directed or supported through a different level of differentiation to their peers or a pupil may select their own starting point from a selection of differentiated activities.

What opportunities will there be for me to discuss my child's achievement?



- We have an open door policy where you are very welcome to come in at any time to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home;
- We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs;
- If your child is on the SEN register they may have an Individual Educational Plan (IEP), this will have individual targets and will be reviewed with you and your child termly;
- Some children may have a home school record or be required to have more frequent meetings with the teacher;
- If your child has complex SEND they may have a Statement of SEN which means that a formal meeting will take place to discuss your child's achievement and a report will be written;
- We aim to keep all parents informed of their child's progress at least termly with Parents Meetings and Written Reports.

How does the school know how well my child is doing?

- As a school we measure children's achievement in learning against National age related expectations, we may also use National Curriculum Levels and PIVAT Levels as well as other advised assessments to track specific needs. We benchmark pupils against both their peers in school and nationally to ensure they are making progress. All pupils are tracked from their individual starting points and monitored against similar groups nationally;
- The class teacher continually assesses each child's strengths and any areas where further support or challenge is needed;
- Children who are not making expected progress are identified through daily assessment for learning in class as well as regular pupil progress meetings which take place between the class teachers, teaching assistants and headteacher. In this meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress;
- Any children may receive extra challenge or support at the point of their need but this does not always mean they will require an IEP or be placed on the SEN register;
- When the child's IEP is reviewed, comments are made against each target to show the progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does progress;
- The school uses high quality feedback and marking to ensure progress. Pupils have Target Time weekly to review their learning, negotiate next-steps and have a high quality dialogue with their class teacher.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate;
- Different children will require different levels of support in order to close the gap between expected levels;
- This will be through on-going discussions with parents;
- This will be closely monitored through school tracking, IEPs and Provision Mapping.

How do we know if it has had an impact?

- By reviewing the children's targets on IEPs/ the Provision Map and ensuring they are being met;
- The child is making progress academically against national levels and the gap is closing – they are catching up with their peers or age related expectations;
- Verbal feedback from the class teacher, parent and pupil.

Children may move off the SEN register when they have closed the gap or made sufficient progress.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life;
- We have a School Council which has an open forum for any issues or viewpoints to be raised;
- Each class has a qualified Teaching Assistant in place to help deliver Intervention sessions on a daily basis to groups or individuals
- Children who have IEPs discuss and set their targets with their class teacher;
- We interview the children at least twice a year to get their views on school life, teaching and learning, Asking what we are doing well and what we can do to improve their school experience

- Subject leaders involve children in discussions about particular subjects in school, what they like about these subjects and how they could be improved.

What support will there be for my child's emotional and social well-being?

Pastoral and social support:

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs;
- All incidents are communicated to the relevant members of staff and recorded
- All child protection issues will be reported to school Child Protection Officer (Headteacher). In their absence the Senior Teacher, or to another child protection officer in one of our cluster schools (information held in office);
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy);
- Intervention for personal, social and emotional development are planned for across the curriculum. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of this;

Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENDCo so appropriate plans can be put into action;
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child;
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box or fridge if required .

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have an extremely positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils;
- All children are involved in writing behaviour expectations and effects which is published in all classes and for the playground;
- After any behaviour incident we expect the child to reflect upon their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour;
- The attendance of every child is monitored on a daily basis by the Senior Administrator and Bursar. Lateness and absence are recorded and reported upon to the Headteacher and Governors. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

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

We frequently use educational visits and residential trips to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit to ensure their safety or the safety of others.

All children have an equal right to attend our extra-curricular clubs, including our breakfast and after school club. Please be aware pupils can be removed from after school and team events if behaviour in school is disruptive and there are concerns about safety.

How will the school prepare and support my child when joining the school and transferring to a new school?

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Send Teaching Assistants and the Class Teacher to visit the nurseries to meet your child;
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information;
- Arrange visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception;
- Short visit days;
- Parent's meetings with your child's class teacher before they start school;
- Meet with children's key workers at discuss your child's individual needs;
- Invite parents to create a transition book over the summer for new starters to have in school to bridge the transition;
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets;
- We encourage all new children to visit our school prior to starting when they will meet some children in their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school;
- We write social stories with children if transition is potentially going to be difficult;
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies);
- Class swap days where your child will meet their new teacher;
- Parent drop in sessions in the autumn term to meet your child's new teacher.

How will school prepare and support my child to transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN. We will support you and your child by:

- Organising agency support for transition, e.g. Acorn Behaviour Service (linked to anxiety), Social Communication Outreach;
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc...

- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff;
- Organise additional visits to the school;
- Invite the SENCo's from the secondary schools to come to the last review meeting of Year 6 (or earlier if required).

Who will support my child in school?

(Please note personnel are subject to change from different agencies or through recruitment, contact the school for more information)

| Who | Agency | Qualifications | Support available |
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| Class Teacher | School | QTS (Additional qualifications may vary but majority include) Safeguarding, Team Teach Behaviour Management, First Aid, Subject Specialisms | Target setting, feedback, intervention planning. Metacognition work with pupils. Quality first teaching! |
| SENCo (Miss Jennifer Hymers) | School | Autism Training. Inclusion Training. Coaching & Mentoring training.. Child Protection and Safer Recruitment Training. Basic Makaton training. | Supports effective target setting. Manages intervention training. Tracks data and progress of all pupils. May complete referrals for agency support, including writing letters to GP. Will lead reviews and offer advice for pupils and parents. Manages staff training and SEN resources. |

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| Head Teacher (Mr Hicks) | School | NPQH, QTS, Safeguarding, Team Teach Behaviour Management, First Aid, | |
| Teaching Assistants (in class) | School | (Additional qualifications may vary but majority include) Training includes: Precision Teaching, Phonics, 'Fresh Start' Reading. OWL, Nessy 'Power of 2' maths intervention, Maths 5 minute box, Toe-by-Toe Beat Dyslexia, Social Stories, Diabetes and Anaphylactic, Physiotherapy, Team Teach Behaviour Management Qualification, First Aid Qualification, Subject Specialisms. | Day-to-day support within the classroom (from small group to 1-to-1). Intervention in areas such as phonics, reading, maths. Directed by class teacher and SENCo, so schemes are managed and assessed by TA's. |
| 1-to-1 support | School/ LA | Epilepsy trained, Diabetes trained, First Aid trained, trained in relation to specific medical conditions. | To manage specific medical needs. |
| Midday supervisors | School | Team Teach Behaviour Management Qualification, First Aid Qualification, Hygiene, Playground Monitoring. | To encourage positive relationships. |
| School Administrator | School | Legal training, First Aid trained. | To return and file records. To arrange meetings with all agencies. |
| Peer Mentoring | School | Pupil led- some pupils have Positive Play training. | To help other pupils either academically, such as with 'Buddy Readers' or 'Target Time' or Social, with Playground monitors, Target Time and Positive Play Leaders. |
| SEND Governor | Governing Body | Governor Training | Oversee the provision for SEN. |
| Cluster School Specialists | Cluster of local schools | ELKAN Speech & Language training. Early Years and different Subject Specialists, Makaton. | Offer support and training across the local collaboration of schools. |

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| Educational Psychologist | Local Authority. | Educational Psychologist | As needed throughout the year: assessment for learning; personal, social and emotional needs. Observations, target setting. Support for paperwork. Staff Training. |
| STAPs' Specialist Teaching Services | Local Authority | Fully qualified including in assessing for dyslexia. | Assessment for learning difficulties (including Dyslexia). Direct teaching, Observations to support learning behaviour. Staff training. Target setting. |
| Acorn Behaviour Support Worker | Acorn | Fully qualified including Autism and Counselling. | Observations to support children with Social, Communication difficulties. Direct teaching/ counselling. Anxiety work with pupils including transition. Parents meeting, advice, staff training and target setting. |
| Social and communication outreach- Working Together Team | local Authority through STAPS | Fully qualified. | Observations to support children with Social, Communication difficulties including those with Autism. Direct teaching. Support with transition, staff training and target setting. |
| Speech and Language Therapist (SALT) | NHS | Fully qualified. | Set targets, observe and inform staff. Develop programs. Direct teaching. |
| School Nurse | NHS | Fully qualified. | As required. Staff training. Pupil monitoring. |
| Teaching and Learning Centre | Local Authority through STAPs | Fully qualified. | As required. Observation to support with personal, social and emotional difficulties (including anxiety). Target Setting. Parental Advice. Home Visits. Staff Training. |
| Physiotherapists | NHS | Fully qualified. | As required. Support pupils with care-plan. Staff training. Set individual programs. |
| School Counselor | School | Fully qualified | As required. In-school counseling sessions. |

We also work with other agencies not listed above, when they are needed or recommended by other professionals. We also make referrals to the Educational Welfare Service, Child Protection Team, Family Action Workers (who support issues impacting on your child and the family), Child and Adult Mental Health Service (CAMHS), and to the Paediatricians and Relate Counselling (note school referrals can have a waiting list around 18 weeks).

How will I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home. When an IEP is in place there will be activities for the parents to complete at home. We often give parents:

- Games for developing memory, spellings, maths;
- Useful websites and apps;
- Strategies for reading, e.g. reading to your child, with your child, before they read to you;
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies;
- Letters to support referrals to Paediatricians.

Parents are always encouraged to give support within school through:

- Donating spare time, e.g. to listen to readers, check spellings;
- Share your own talents, e.g. art, sports, career advice;
- Share your knowledge of your child, e.g. through review meetings, parent consultations;
- Joining us to celebrate success, e.g. talent days, music events, open afternoons etc...

How can I access support for myself and my family?

The school can signpost different organisations, as can your local GP. Here are some useful organisations which may be of help:

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| <p>Lincolnshire County Council Support and Aspirations</p> <p>01522 782030</p> <p>http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</p> | <p>Lincolnshire Children's Services</p> <p>01522 554673</p> |
| <p>The Lincolnshire County Council Local Offer can be found at:</p> <p>http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</p> <p>This contains information regarding the SEN provision across the county.</p> | <p>PAACT (Autism Support)</p> <p>paactsupport@hotmail.co.uk</p> |

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| <p>Lincolnshire ADHD Support Group</p> <p>01522 539939</p> <p>lincoln.adhd@btconnect.com</p> | <p>EMC Services Equality for Minority Communities</p> <p>01427 787190</p> <p>emc_lincs@lincolnshire.gov.uk</p> |
| <p>Lindum Listening Ears (Counselling Service)</p> <p>01522 804126</p> <p>www.listening-ears.co.uk</p> | <p>Dyslexia Lincs</p> <p>01522 716122</p> <p>www.dyslexialincs.co.uk</p> |
| <p>Liaise</p> <p>0800 195 1635</p> <p>http://www.lincolnshire.gov.uk/liaise</p> | <p>Parentlineplus</p> <p>0808 800 2222</p> <p>www.parentlineplus.org.uk</p> |

Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact;
- You can contact the schools office on: 1526 398255

enquiries@bardney.lincs.sch.uk

You can request a meeting with the schools SENCo at any point.

You can also look at our website and view policies: www.bardneyschool.co.uk

This Local offer was reviewed over the Summer Term. If you would like to add or discuss any element of it further, please contact the school at the above details.