



<b>Headteacher: Emma Lindsay</b> <b>SENCo: Tracey Rogers (part time staff member)</b> <b>Chair of Governors: Gill May</b> <b>SEND Governor: Rev.d Bill O'Connell</b> <b>Bishopstone Primary, Bishopstone, Swindon, SN6 8PW</b>	<b>Telephone: 01793 790521</b> <b>Email: <a href="mailto:admin@bishopstone.swindon.sch.uk">admin@bishopstone.swindon.sch.uk</a></b> <b>Web: <a href="http://www.bishopstoneschool.org">www.bishopstoneschool.org</a></b>
<b>Provision: Mainstream Education</b>	<b>Primary ages: 4-11</b>
<b>School Hours: 08:50-15:15</b> <b>Office opening hours: 07.30 – 14:30 Mon-Thur</b>	<i>Visits to the school are always welcome and we look forward to meeting you</i>
<b>Reception and Key Stage 1</b> <b>09:00am - 12:00pm (20 min. break in morning)</b> <b>12:00pm-1:00pm Lunchtime</b> <b>1:00pm - 3:15pm (10 min. break in the afternoon)</b>	<b>Key Stage 2 – Year 3/4/5/6</b> <b>09:00am - 12:00pm (20 min. break in morning)</b> <b>12:00pm-1:00pm Lunchtime</b> <b>1:00pm - 3:15pm</b>

**Our Aims**

Bishopstone School aims to provide the highest quality education, which enables pupils to develop spiritually, morally, academically, physically, socially and emotionally. In order to maximise individual potential, we aim to provide a stimulating learning environment extending beyond the constraints of a small village school to include the local Parish Church and the village community to the benefit of all.

**Our Values**

- We value every child, inspiring them to achieve their fullest potential by challenging their ideas and seeking out their aspirations
- We value our close links with the church, to encourage an understanding of the meaning and significance of Christian Faith
- We value our strong community links which we continue to develop, maintain and improve
- We value the strong pastoral ethos of a small school
- We value the contribution of our parents and the wider community, whilst recognising the crucial part that they play in the school
- We value our staff, supporting them through continuous professional development, leading to engaging, inspirational and outstanding teaching

**Introduction**

Bishopstone Primary school provides a broad and balanced curriculum for all children. We have very small classes, with the afternoons seeing the whole of EYFS/KS1 in one class and all of KS2 in the second. In the mornings the children are split further into groups of approx. 12. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Children may have special educational needs either throughout or at any time during their school career.

At Bishopstone, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

At Bishopstone we have stages that are seen as a continuous, systematic cycle of assessment and planning, intervention and review within school to enable the child with a special educational need to learn and progress. Parents will be consulted and involved at all stages of any action the school proposes to take.



***Who should you talk to in Bishopstone Primary school about your child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?***

You should contact your child's teacher in the first instance, but it may be appropriate to speak to the SENCo or Head Teacher. The responsibilities of each member of staff are as follows:

**Class teacher**

- Teaching is based on building on what your child already knows, can do and can understand. Work in the classroom is differentiated to meet the needs of all pupils. Our small class sizes allows children to also be grouped on ability as opposed to age. The teacher will then:
- Gather as much information concerning the child as available.
- Try different strategies within the classroom.
- Use colleagues support, particularly the SENCO.
- Set targets.
- Monitor progress.
- Discusses concern with parent.
- Informs parents at the earliest opportunity to alert them to concerns regarding rate of progress if a child is performing below their age expected levels. Parents are encouraged to give their active help and participation. The concern will be recorded on a school Concern Sheet.
- All pupils are carefully monitored and progress is tracked. All teachers have a progress meeting each term, this allows for early identification of a pupil who is not meeting the expected levels of progress.
- Will keep parents informed and draw upon them for additional information.
- At this stage, the class teacher will consult with the SENCo and/or Head Teacher, and if necessary the SEN Support of the Special Educational Needs and Disabilities (SEND) Code of Practice is implemented, your child's teacher will plan group sessions for your child with targets to help your child to make more progress. This support is different from or additional to the support provided as part of the school's usual working practices.
- The teacher or Teaching Assistant (TA) will run these small group sessions using the teacher's plans, which have been discussed prior to the lesson, or a recommended scheme. This will be held in the most appropriate place for your child.

If the classroom strategies have not resulted in the child making satisfactory progress (mentioned above), the class teacher and SENCO may decide to try a different intervention, or refer to an external agency for further advice or assessment. It may become necessary to apply for additional funding and/or Statutory Assessment of special needs in order to produce a formal Education, Health and Care Plan to detail the child's needs and how they should be provided for. At every stage parents will be fully consulted. For a detailed overview of these stages please see our SEND Policy.

**SENCo**

- is a qualified teacher;
- acts as the/a link with parents;
- manages the day-to-day operation of the policy with the HT;
- co-ordinates the provision for and manages the responses to children's special needs;
- oversees the records of all children with special educational needs;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the Governing Body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- supports and advises colleagues and contributes to the professional development of all staff.

**Headteacher**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that children's needs are met.



- She keeps the Governing Body up to date about any issues in the school relating to SEN.

#### **SEN Governor**

- Making sure that the school has an up to date SEND policy
- The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

#### ***What happens if my child does not make progress at the SEN support stage?***

If the review process identifies that the pupil is not making the expected rate of progress, support can be sought from outside agencies. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in SEN support. External support services will provide information for the child's new targets. The new strategies in the targets will, wherever possible, be implemented within the child's normal classroom setting.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and 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.

#### ***What external agencies are available to support my child?***

All external support agencies have a set of access criteria that a pupil must meet before a referral is made. Parental/ carer consent is always sought before a referral is made and will be notified if an appointment has been made to see your child in school.

The range of agencies available include:

Educational Psychologist,

Advisory Teachers for assistive technology, dyslexia, autistic spectrum condition, visual, hearing and physical difficulties,

Speech and Language Therapy,

Occupational Therapists and Physiotherapists

Nyland Outreach Team to support behaviour, emotional and social issues.

CAHMs/TAHMs

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

The Reception Teacher holds an information evening in Term 6 for the parents of children starting Bishopstone in September. Following this meeting, parents can request to meet with the Reception Teacher on an individual basis where any concerns can be discussed. We encourage all new children and their parents / carers to visit the school prior to starting. For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings. We have good liaison with the main pre-schools and nurseries to ensure that any records are passed on.

#### **Transition to secondary school**

We have very flexible arrangements for transfer that can be adapted to meet individual needs. The SENCO will arrange meetings to discuss the specific needs of your child with the SENCO of their secondary school, as appropriate. In consultation with the receiving secondary school it may be appropriate for additional visits to be arranged, accompanied by your child's T.A, to become familiar with the secondary environment before or after the main induction days. Support staff from the secondary school may be invited to see your child work at work at Bishopstone and have the opportunity



to discuss strategies with their current T.As. Your child will have the opportunity to work with a T.A prior to and after attending their induction visit to support their understanding of the changes ahead and discuss any concerns.

***How do you secure expertise among teachers and other professionals to support children and young people with SEND?***

Through Performance Management - The Headteacher and senior teachers discuss and set targets for continued professional development of all staff as part of the performance management process. A log is kept for all staff training.

Monitoring - Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example: The ASD Outreach service, Dyslexia Advisory Service and the Physical Impairment Service. The Headteacher and senior teachers carry out a lesson observation programme for all teachers.

***How do you support emotional and social development?***

We value every child's individuality. We value the development of the whole child - academically, physically, emotionally, socially and spiritually. All children learn about values through the Personal, Social and Health Education programme in school. School assemblies and class time is devoted to thinking about working towards the set 'value of the month'. Children's effort is praised and celebrated. As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. We have a whole school set of Golden Rules that are based upon the work of Jenny Mosley.

If a pupil has a particular social or emotional difficulties they may be included in an intervention group to work specifically on those skills. It may also be appropriate, in consultation with parents, to refer to an external agency such as Nylands Outreach or TaHMS for further advice or support.

Pupil Voice - Child friendly targets are written on a pupil's IEP. Time is spent with every pupil to reflect on their progress and review their targets, inviting them to record their own personal target on the IEP. The views of pupils showing a concern are sought following guidance from the Early Help Record. The concerns may be recorded using the children's tools for example the Three House assessment tool where they are supported to draw or verbalise their:

- House of worries
- House of Good things
- House of dreams

Pupils are encouraged to reflect upon their learning and to talk to the teacher or T.A if they are worried about anything.

Pupils with a Statement of Special Educational Needs or Education, Health and Care Plan are asked to contribute their views as part of the Annual Review process and if they feel able to are invited to attend. Pupil voice is also captured in the questionnaire that is given to all pupils annually. We have an active and vocal school council.

***How does the school manage the administration of medicines within the school day?***

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have annual training and updates of conditions and medication affecting individual children, so that all staff are able to manage medical situations. Medicine will only be stored in lockable staff only areas (school office). The school has direct contact with the allocated school nurse, currently Ms Simpkins, who will also come out to the school to create individual health care plans if required.



***What training have the staff supporting children with SEND had or are currently having?***

We have a wealth of experience across our support staff. This includes a deeper knowledge of dyslexia and ASD.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

***How accessible is the school environment?***

As a Listed Building that is unique in nature the school does have various steps and narrow passing places. Some children receiving intervention do so in our specially decorated room upstairs. The stairs are narrow and winding and we do not have the ability to put in lifts. We do everything to accommodate the needs of all that visit us.

**Questions from a child's perspective?**

***How do you know if I need extra help?***

Staff will be looking closely at the work you produce, your interaction in class with others and your confidence when speaking. If they feel that you are finding things challenging they will support you until you feel more confident.

***What should I do if I think I need extra help?***

Always ASK! As a small school we strive to create a safe environment for you to work in, where all children understand that they can ask for help when they need it.

***How will I be involved in planning for my needs?***

The teacher will talk through the things that they feel you need to achieve in order to continue your learning journey. You will be able to discuss ideas, solutions and suggestions with them, so that your learning can be individualised and motivational to you.

***Who will tell me what I can do to help myself and be more independent?***

Both the teacher and T.A's will always support you to become more independent and will prompt you when these occasions arise.

***What should I do if I am worried about something?***

TALK! To any member of staff that you feel confident with. Make sure you arrange to sit and chat at a time when the other children will not be listening or at a time when you will feel pressured.

***How will I know how well I am doing?***

All staff in such a small school know how well each child is doing. We will constantly be telling you how many targets you have achieved, for example, in our marking we use two stars and a wish – two great things about your work and one for you to develop for next time.