

Special Educational Needs & Disability (SEND) and Inclusion 2018-2019



How we support your child – our offer to you.

At St Barnabas Primary school we understand that every child is different and has individual educational needs. We are committed to inclusion and provide an appropriate and high quality education to all children.

We believe that all children, including those identified as having special educational needs, have a common entitlement to high quality teaching, a broad and balanced academic and social curriculum and that that they should be fully included in all aspects of school life.

We hope the following questions and answers provide a clear understanding of what we offer the children at St Barnabas Primary School

1. How does St Barnabas Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

At St Barnabas we carefully and continually monitor the progress of all pupils. Teachers gather evidence of progress from the moment a child starts school including:

*Observations and assessments by class teachers or other members of staff e.g. Senior leaders, Special Educational Needs and Disabilities Coordinator (SENDCO)

*Progress measured against the objectives in the 2014 Primary National Curriculum

*Progress measured against the P level descriptors (P levels are used to assess children below Y1 age related expectations)

*Observations by support agencies e.g. an Educational Psychologist, CAMHs

*Standardised screening and assessment tools

*Observations of behavioural, emotional and social development

It is only when there is enough evidence to show that progress is not being made either academically or socially that we consider the possibility of a child having Special Educational Needs.

There are other questions the teacher and/or the SENDCO may consider regarding the pupil in question including:

- Which learning approaches works best for the child? Do they make progress

when another approach is used?

- What has the child already learned as shown by his literacy and numeracy performance and education history? Is this a long term barrier or is it a transient difficulty and the child will subsequently be able to learn and progress in line with their peers? What is the child's learning behaviour in class, during lessons and across subjects? Is this behaviour stopping the pupil from learning?
- Is there a family history that needs to be taken into consideration e.g. dyslexia?
- When all these things have been considered and discussed then the class teacher will meet with the parent/carer to discuss the next step for the child.

If you have any concerns about your child's progress please speak to their class teacher initially. If you have further concerns or require further information or support, please speak to our SENDCO, Rachel Peregrine.

2. How will St Barnabas Primary School support my child/ young person?

At St Barnabas Primary School we use our best endeavours to ensure all children receive the appropriate support they need, whether that is academically, socially or emotionally.

We deliver high quality first teaching which is suitably differentiated to meet the needs of our pupils. When pupils require extra support to make expected levels of progress we may provide one or more of the follow:

- Teaching assistant support in class
- Targeted intervention programmes
- Use of advice and strategies from outside professionals
- Therapeutic interventions e.g. Art Therapy or Play Therapy

3. How will the curriculum be matched to my child's/young person's needs?

Our class teachers strive to ensure the curriculum is adapted to your child's needs (this is called differentiation) to ensure they are challenged in everything they learn.

We will ensure all staff working with your child are supported to deliver the planned work for your child so they can achieve the best possible progress. They will be made aware of your child's individual needs and what specific adjustments are required to enable them to be included and make progress.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Class teachers continually assess each child and note areas where they are making progress and where further support is required. Information is given to parents a minimum of three times each year through parents' evenings and the end of year school report. You are welcome to make an appointment to meet your child's class teacher at any time to discuss how they are getting on.

Pupil Progress Meetings take place between class teachers, the Head Teacher and

Deputy Head a minimum of three times a year. This is an opportunity to discuss the individual needs of pupils and plan further support if necessary.

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

All these steps are reviewed at least three times a year and decisions about any further steps will be discussed with you.

5. What support will there be for my child's/young person's overall wellbeing?

Your child's well-being is paramount and all staff will do their utmost to ensure your child's social and emotional needs are met.

The St Barnabas Inclusion Team (Head Teacher, SENDCO and Learning Mentor Team) meet weekly to discuss pupil well-being, behaviour, attendance and progress. Parents will be invited to meet with a member of the Inclusion Team if it is felt further support would be beneficial in any of these areas. Access to outside agencies e.g. school nursing, educational welfare, educational psychology is also arranged when it is felt this would benefit a pupil's well-being.

Our Learning Mentor Team includes a Learning Mentor (Mrs Kate Testo) and two Assistant Learning Mentors (Miss Zoe Davidson and Mr Ollie Turnbull). This team is highly skilled and experienced in supporting the social and emotional needs of our pupils. They are always happy to discuss any concerns you may have.

If your child requires a regular medication, this will be administered by one of our trained first aiders – please see our School Administrator Mrs Jacob for further information.

6. What specialist services and expertise are available at or accessed by St Barnabas Primary School?

Within the school, individual staff expertise and experience includes supporting pupils with Autistic Spectrum Condition (ASC), diabetes and sensory processing needs.

Interventions currently offered to targeted pupils include the Inference Reading Programme, Talk Boost and Nessy Dyslexia programme

We employ external specialists to support our pupils - currently an art therapist and play therapist for one day per week each and a speech and language therapist for 0.5 day per week.

We also have access to Educational Psychology, Bristol Autistic Team (BAT), Paediatricians, School Nursing, Occupational Therapy, NHS Speech and Language

Therapy and Physiotherapy.

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

Class teachers are supported in planning for children with SEND by experienced colleagues and from outside agency advice.

Whole school training on SEND areas such as ASC and speech and language difficulties is regularly included on the training cycle so that all staff members have had at least introductory level training.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

8. How will my child/young person be included in activities outside the classroom including school trips?

Every child is included in every aspect of the curriculum and we aim for every child to be included on school trips.

We ensure all educational visits are inclusive by planning and visiting the site in advance. Risk assessments are carried out in advance of all trips and visits in accordance with school policy to ensure the health and safety of all individuals. Additional adult support to enable inclusion in trips will be accommodated whenever possible.

Parents of pupils in Year 5 are given the opportunity to visit our Y6 residential trip venue so they can see the accommodation and facilities available in advance.

9. How accessible is St Barnabas Primary School?

Due to the sloping nature of our school site and the steep internal stairs it is not possible to make our school fully wheelchair accessible. There are external accessible routes to the majority of the school site. Our reception class has level access and adapted toilet facilities.

The school produces an Inclusion Access Plan on a three year basis to ensure that issues related to access and inclusion are considered and developed.

Bristol Translation Service Interpreters are used for meetings when parents when necessary.

Equipment that is recommended by specialist agencies to support children is often purchased directly by the school.

Advice from outside agencies is implemented to increase accessibility e.g. regarding the seating position of a child with a visual impairment

10. How will St Barnabas Primary School prepare and support my child/ young person to join the setting, transfer to a new setting or the next stage of education and life?

Starting school:

If you have any concerns about your child starting school (learning, socialising, behaviour, medical) then please contact the school at any time to discuss them with the SENDCO.

We will liaise with your child's current early years setting to carefully plan your child's transition to our reception class. If your child has medical needs we will discuss a care plan with our school nurse

Before your child begins at St Barnabas, our reception team offer lots of opportunities for you and your child to meet them including stay and play sessions and home visits

Transitions:

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information and Provision and Outcome Plans (POPs) will be passed on to the new class teacher in advance.

In Year 5/6:

- When it is time to make a decision about secondary transfer we are more than happy to discuss possible options and support visits to prospective schools whenever possible.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO/Head of Year of their secondary school.
- Our learning mentor will plan a transition programme to help prepare your child for the next stage of their education.
- If your child has an Education, Health and Care Plan then a transition annual review will be held in Year 6 including staff from your child's secondary school.

11. How are St Barnabas Primary School's resources allocated and matched to children's/young people's special educational needs?

The school budget includes money for supporting children with SEND.

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already

- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

They then decide which resources/ training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

If a child needs additional support above that which the school can meet within its SEND budget, and if the child's needs meet the Bristol Universal Descriptors, an application for Higher Needs funding is made by the school (see Q12).

12. How is the decision made about what type and how much support my child/young person will receive?

Children who are on the SEND Register have Provision and Outcome Plans (POPS) which are written by the school in partnership with the child and parents / carers. The POP outlines provision and support that the school will provide and sets expected outcomes for the year ahead. The POPs are reviewed with the child and parents / carers three times a year.

Additional support required above that normally provided by the school may require an application to be made for Higher Needs funding from the local authority. Additional support may include for example, additional adult support for learning, art or play therapy, additional speech and language therapy support.

13. How are parents involved in St Barnabas Primary School? How can I be involved?

We believe in developing a team around each child to support them holistically, and parents are a vital part of this process. When your child joins our reception class we will visit you at home to discuss your child's interests, skills and needs. As a parent we believe you are the expert on your child and we welcome your knowledge to assist in a successful induction to our school.

You will be invited to two parents evening each year and if your child is on the SEND Register, you will have further meetings to discuss and contribute to Provision and Outcome Planning (POP) for your child. You will also receive a school report at the end of each academic year. It may on occasion be necessary to arrange a multi-agency meeting to support your child. If your child has an Education Health and Care Plan or is in receipt of Higher Needs funding an Annual Review meeting will be held.

We welcome parent volunteers in our school so please let your child's class teacher know if there is any way you could help, whether by becoming a parent governor, a reading volunteer or accompanying a class trip.

14. Who can I contact for further information?

Within school:

Mr Jon Barr - Head Teacher

Via the school office, 0117 3772391

Mrs Rachel Peregrine – Special Educational Needs and Disabilities Coordinator
(Mon, Tues, Thurs)

Via the school office, 0117 3772391 or email: sencostbarnabasp@bristol-schools.uk

Mrs Kate Testo – Learning Mentor (Mon, Tue)

Via the school office, 0117 3772391 or email kate.testo@bristol-schools.uk

Miss Zoe Davidson – Assistant Learning Mentor (Wed, Thurs, Fri)

Via the school office, 0117 3772391 or email zoe.davidson@bristol-schools.uk

Mr Ollie Turnbull– Assistant Learning Mentor (Mon, Tues, Wed)

Via the school office, 0117 3772391 or email oliver.turnbull@bristol-schools.uk

Independent Advice:

Supportive Parents – www.supportiveparents.org.uk

An independent organisation offering a free, confidential and impartial service to any parent who has a concern or worry about their child's SEND provision and education.

0117 989 7725 - Helpline available Monday, Wednesday and Friday 10am – 2pm during term time, and an answer phone at all other times.

Email: mail@supportiveparents.org.uk

Bristol Parent Carers - <http://www.bristolparentcarers.org.uk/>

Organisation for families with children and young people with disabilities and special needs

The forum is run by parent carers with disabled children of their own, who help Bristol Parent Carers as volunteers. There is a part-time administrator in the office Mon, Tues & Thursdays.

c/o Phoenix Social Enterprise
5 Russell Town Avenue
BS5 9LT
Tel : 0117 9396645 ext 204

Dyslexia Information:

For more information on Dyslexia and ideas to support a child with Dyslexia see:

British Dyslexia Association <http://www.bdadyslexia.org.uk/>

and

Dyslexia Action <http://www.dyslexiaaction.org.uk/what-is-dyslexia>