

## **SEND Information Report - updated January 2019**

### **What are the arrangements for the admission of disabled persons as pupils at the school?**

Parents who wish to discuss arrangements for the admission of a child with a disability should initially contact the Headteacher or SENCO so an appointment can be made to fully discuss and consider your child's needs. Once it is clear how the school will need to respond to this a plan will be made with you, the child's teacher and the SENCO to ensure your child's needs will be met appropriately. This may include making adaptations to the school environment, involving other professionals such as the Hearing Impaired Team, Occupational Therapy, Visual Impaired team or School Nurse or other health professionals.

### **How does the school know if pupils need extra help?**

Pupils are regularly monitored and assessed both informally and formally throughout the year. If a child is identified as not making expected progress in line with their peers then teachers will monitor that pupil closely. If despite good quality teaching and robust interventions pupils still fail to make progress it might indicate that there is some underlying special educational need.

### **What should I do if I think my child has SEN?**

If you have any questions or concerns that your child is not making expected progress or that you feel they are struggling in some aspect of their learning or development, then you should make an appointment to discuss this with the class teacher in the first instance.

### **How will I know that the school will support my child?**

Once a need has been identified or raised by parents, then, in discussion with the class teacher some strategies will be put in place to meet your child's needs. This will be through quality first teaching, a personalised and differentiated curriculum and where possible some support from a teaching assistant in class. These targets will be regularly reviewed with parents.

### **How will the curriculum be matched to meet my child's needs?**

Once your child's needs have been identified and learning targets have been set, the class teacher's planning is tailored to ensure that your child's needs are met. This will be through high quality teaching, appropriately differentiated guided teaching and access to additional adult support in class.

A SEND support plan will be written by the class teacher showing the targets your child will be working on and how we will help him or her to achieve them. This plan will also involve your child so they can talk about their learning and how they like to be helped. You will have a termly meeting with your child's class teacher so you are clear on next steps and progress. As targets are reached they will be reviewed and a new plan created. This is called the Assess, Plan, Do and Review Cycle. We will also create a 'pupil passport' for some children outlining their needs and how they prefer to be helped and supported.

### **How will I know how my child is doing?**

There are termly meetings for all parents to review their child's individual targets with the class teacher and discuss their child's progress. If a Speech and Language therapist is involved or a Specialist Teacher any targets set by them will be reviewed at the same time. Parents are welcome to talk to their child's class teacher informally when the need arises.

Where children's needs are more complex the SENCO will also be involved in these meetings.

### **How will you help me to support my child's learning?**

Through regular progress reports and meetings, your child's teacher will offer advice/strategies on supporting your child at home. They may give you a pack of activities that will help you with your child's learning. Periodically throughout the year, school will advertise and run workshops on different areas including Reading, Phonics and Maths etc. that we encourage parents to attend. Sometimes these are led by staff at school and sometimes by external speakers.

### **What support will there be to support my child's overall well-being?**

At Bewick Bridge we believe that children's emotional well-being and mental health is key to their ability to optimise their learning potential. Therefore, we offer a range of pastoral programmes that will support small groups and individuals, both in the short and the longer term. These run in parallel to the school's PSHE (Personal, Social and Health Education) We also have Blue Smile play and art based therapists in school weekly and children will be referred to this team on an individual basis.

### **What specialist services or expertise are available at or accessed by the school?**

In the event that school may require more advice or support, you will be required to complete a EHA form (Early Help Assessment ). This is done in partnership with school. This allows us to access additional advice and support. Some of the agencies we can refer to include:

- Speech and Language Therapy Service,
- Joint Occupational and Physiotherapy Service,
- Specialist Teaching Team,
- Educational Psychology Service,
- Hearing Impairment Service
- Visual Impairment Service
- Locality Family Workers
- Child Health
- School Nursing Service

### **What training have staff supporting pupils with SEND received?**

Teaching and Support Staff receive continual professional development at regular intervals throughout the school year to develop their knowledge and skills, specifically with respects to SEND. Individual Teachers and TAs may additionally receive training around the needs of a specific child or group of children.

The SENCo attends half termly SEND up date meetings and is also part of a local SENCo cluster group which meet termly.

### **What steps will be taken to prevent disabled pupils from being treated less favourably than other pupils?**

There are no activities inside or outside of the classroom that a child with SEND would be excluded from. Providing it is sensible and safe all children will be encouraged to participate

in the full range of activities and experiences that the school has to offer. Every teacher will make the effort to differentiate activities or learning tasks and make reasonable adjustments to ensure all children are included and have full access. The Headteacher and SENCO will review disability access regularly in line with the schools Equality and Accessibility Plan.

### **What facilities are provided to assist access to the school by disabled pupils?**

There is a car park close to the school building with two disabled marked bays. The pathways around the school are flat and concreted. The entrance area is wide and easily accessible. Bewick Bridge is a large open school with good access for all. Key stage 1 is predominantly housed on the ground floor. Key stage 2 is housed on the first floor of the new building which is accessible via 2 sets of stairs. There is a lift. We have 2 disabled toilets, one with a shower. We have made reasonable adjustments to accommodate children with specific needs e.g. applying yellow paint at thresholds and high scoring stairs for a visually impaired child.

### **How will the school support my child in starting school and moving on?**

Prior to children starting in Foundation stage, every effort is made to ensure that the transition is smooth and that school staff are fully conversant with children's individual needs.

This includes -

- Transition meetings between Pre-School settings, Foundation Stage staff and SENCo
- Home visits by Foundation Stage Teachers, Teaching Assistants and/or SENCo
- Attendance of Foundation Stage Teachers and/or SENCo at professional meetings e.g. Education and Health Care Plan Meetings, Annual Reviews etc.
- Opportunities for children to attend stay and play sessions with Foundation Stage Staff in the summer term preceding their entry to school. .

At Secondary Transition, preparations begin as soon as places have been allocated. Children with SEND are offered additional opportunities to support their smooth transition their new school.

- They are offered additional visits to their new Secondary school to meet Support Staff, often accompanied by their Primary School Teaching Assistant.
- Secondary School staff will come and meet the children in the primary setting.
- Secondary School staff and SENCo will meet Primary staff and SENCo for transition meetings.
- Secondary School TAs will come into the primary setting and run a transition group in the summer term.

### **How are the school's resources allocated and matched to pupil's SENs?**

Children with a Statement of Special Educational Need or Education and Health Care Plan will have had resources allocated according to their need by a County Resourcing panel. The school is required to provide the first £6000 towards an individual child's provision. The vast majority of the provision is spent on Teaching Assistant Support.

Teaching Assistants employed by the school are allocated according to need. They are deployed to support children in class with English and Maths in the mornings. In the afternoons the TAs will be involved in supporting children in small groups through a variety

of focussed interventions which might be English or Maths based on developing learning behaviours and skills.

**Who can parents contact for further information?**

If you have any further questions or concerns regarding your child, please contact your child's class teacher in the first instance.

Bewick Bridge has a policy and procedure which supports parents if they feel they wish to make a complaint - this policy can be accessed on the school website.

**Kim Gregory - SENCO** [kgregory@bewickbridge.co.uk](mailto:kgregory@bewickbridge.co.uk)

School Governor for SEND contact via [office@bewickbridge.co.uk](mailto:office@bewickbridge.co.uk)

**Other useful contacts**

<b>Zoe Dennis</b> - Early Intervention Family Worker South City Locality Team Children Families and Adults Directorate Cambridgeshire County Council Malta Road Cambridge CB1 3LW Mob: 07824 569789 Tel: 01223 699867 Working days: Tuesday Wednesday	<b>Peter Dawson</b> – Parent Partnership Service Confidential Advice Line Tel – 01223 699214 E-mail – <a href="mailto:pps@cambridgeshire.gov.uk">pps@cambridgeshire.gov.uk</a> Website – <a href="http://www.cambridgeshire.gov.uk/pps">www.cambridgeshire.gov.uk/pps</a>	<b>School Nursing Team</b> - Cambridge City and South Tel – 01223 732076
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Following guidelines in the new code of practise, a link to the services that Cambridge Local Authority offer to support parents and families can be found at

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/549/about\\_cambridgeshires\\_local\\_offer](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer)

Parents of children with Education Care and Health plans or Statements can find out more information at

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/528/education\\_health\\_and\\_care\\_plan](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/528/education_health_and_care_plan)