

Definition - a child and young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or a physical impairment which calls for specialist educational provision to be made that is beyond general class differentiation. A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For further information on what Bristol offer – www.findabilitybristol.org.uk

- Avonmouth CE Primary School offers inclusive education to children, aged from 3 to 11 years, from the local community. We have high expectations for all our pupils and aim to ensure that all children can access our curriculum in order for them to be able to fulfil their potential, despite any barriers they may face.
- Our skilled and experienced teaching and non-teaching staff are quickly able to identify children who have needs additional to or different from other children which hinder their learning. The school employs a Special Educational Needs Co-ordinator (SENCO) who is part of the Wider Leadership Team and sits under the umbrella of inclusion.
- In order to maintain our SEND provision the school will ensure that staff are brought up to date with the Code of Practice via an audit of staff skills and include SEND related targets in the performance management of key staff. Training will also be provided to ensure that staff are confident leading parents' meetings on SEND. During induction, staff will meet with the SENCO to explain the systems and structures in place around the school's SEND provision. Training will be offered on 3 levels – awareness training for all staff, enhanced training about making adaptations for particular types of special needs and specialist training for advisory staff.
- The school has a SEND policy which is agreed by staff and governors and reviewed annually.
- We provide a graduated approach starting from in-house provision up to bringing in outside agencies, based on the ethos of early intervention and prevention.
- Class teachers are responsible for the progress and development of all pupils in their class, including where pupils have support from Learning Support Assistants (LSA) or other specialist staff. It is expected that quality first teaching (QFT) that is differentiated for individual pupils, is the first step in responding to pupils who have needs that are additional to or different from their peers. This could include pre-teaching of vocabulary, use of visual timetables and checklists, use of success criteria, over-teaching new strategies, providing prompts or scaffolds for tasks and individual targets.

- The quality of teaching is regularly monitored by the Senior Leadership Team to include how teachers are supporting vulnerable children and those at risk of underachievement, in order to promote independence and build resilience in their learning.
- If there are still concerns regarding a child, the class teacher and SENCo will gather evidence about the pupil's progress, alongside national data and expectations in order to put specialist provision in place. This could take the form of small group work in or out of class or one to one support.
- For higher levels of need, advice will be sought from external specialists and professionals such as an Educational Psychologist (EP), Speech and Language Therapist (S<), Bristol Autistic Team (BAT), Child and Adolescent Mental Health Service (CAMHS) or the Inclusion and Portage Team. Depending on a child's needs, the school and parents or carers would consider an application for an Education, Health and Care Plan (EHCP).
- For any child requiring support we will complete a Personal Provision Plan which will include child friendly targets that are specific to the child's barriers to their learning, with information on the support to be given to achieve these targets and expected outcomes. These will be shared and agreed with both the child and their parent or carer.
- Our provision operates on an ongoing cycle of Assess, Plan, Do and Review:
 - Assess – identify needs, following pupil progress meetings three times a year with the SLT and class teacher and in consultation with the parents or carers.
 - Plan - remove key barriers that impact on learning, changing approach to teaching, further differentiated access to the curriculum, further support from staff, additional resources.
 - Do – support the child in their learning and execute any plans made.
 - Review – via pupil progress meetings, with parents or carers, children and any key workers to agree what has or has not been successful and next steps.
- Parental engagement and pupil voice are at the core of our provision, parents or carers and children will be consulted every step of the way.
- Supporting pupils with medical conditions – see separate policy.

Frequently Asked Questions

What should a parent or carer do if they think that their child has special educational needs?

At Avonmouth CE Primary school we pride ourselves on building positive relationships with parents or carers.

If a parent or carer is concerned about their child's development they are asked to come and talk to us. The natural first step would be for a parent to talk to their child's class teacher and they will liaise with the SENCo. A meeting for parents with the SENCo may also be arranged.

How does the school identify children with special educational needs?

This could happen in a variety of ways:

- Concerns raised by a parent.
- Concerns raised by the child's class teacher e.g. the child is performing well below age expected levels.
- Information from outside agencies such as a speech and language therapist.

Who will oversee, plan for and work with a child with SEND?

- Class teachers will oversee, plan and work with children with SEND to ensure they are making progress in every area of the curriculum.
- Our SENCo will oversee all the support that is offered to children requiring additional support across the school.
- There may be additional adults directed to work with a child either individually or as part of a small group.
- There may also benefit from support with our Pastoral Team.

Who will explain this parents or carers?

- We offer an open door policy. Parents or carers are welcome to make an appointment to meet with their child's class teacher or the SENCo any time to discuss how their child is getting on. We can offer advice and practical ideas for how they can support their child at home.
- A child's class teacher will meet with parents or carers of children with SEND at least three times a year (this could be as part of a Parents' Evening) to discuss a child's needs, support and progress.
- The support a child will be given and how often it will happen during the school week will be explained to parents or carers by the class teacher at these meetings.
- Parents or carers will also be offered a meeting with the SENCo at least three times a year (this could also be part of a Parents' Evening).

How the school governors involved and what are their responsibilities?

- The SENCo will report to the school governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

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- The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make sufficient progress.
- There is a specific governor responsible for SEND who meets with the SENCo regularly.

What is the school's approach to differentiation and how will they help a child with SEND to access the curriculum?

Learning in class is differentiated so that all children can access a lesson and be challenged at their level. Typically this might mean that in a lesson there will be three different levels of work set for the class. However if a child's needs mean that it is required, then work will be individually differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.

How will a parent know how their child is doing and how will the school help them to support their child's learning at home?

- As previously mentioned, we offer an open door policy. Parents or carers are welcome to make an appointment to meet with their child's class teacher or the SENCo any time to discuss how their child is getting on. We can offer advice and practical ideas for how they can support their child at home.
- A child may have their own individual action plan (PPP) with targets and clear outcomes. This is discussed regularly with parents or carers as part of the review cycle. A meeting will be arranged with a child's class teacher to discuss their PPP and the ways in which they can be supported in meeting their targets at home.
- If a child has a more complex SEND, a statement or an Education Health and Care Plan then a more formal meeting will take place to discuss the child's progress and a report will be written and a copy for all participants will be available.

How will the school know how well a child is doing?

The class teachers continually assess each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are picked up through pupil progress meetings. In these meetings the needs of individual children are discussed. Information about children who need additional support is then passed on to the SENCO who arranges for provision to be put in place for the child.

What support will there be for a child with SEND's overall well-being?

We have a caring, supportive and understanding team looking after all our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. A child's class teacher is therefore the first point of contact if a parent or carer has concerns about their child's well-being. If further support is required the class teacher liaises with the SENCO and Learning

Mentor. This may mean involving outside agencies, such as sensory support or occupational therapist. We will always seek parental consent before we make referrals to outside agencies.

How does the school manage the administration of medicines?

The school has a policy regarding the administration of medicines on the school site (see policy on website).

Prescribed medicines may be administered in school (by one of the trained members of staff) where it is deemed essential. Most prescribed medicines can be taken outside of normal school hours. Wherever possible, the pupil will administer their own medicine, under the supervision of a member of staff. In cases where this is not possible, the appropriate staff member will administer the medicine.

In all cases, we must have written parental permission outlining the type of medicine, dosage and the time the medicine needs to be given. These forms are available in the school office. Staff will ensure that records are kept of any medication given.

Our designated members of staff who are first aid trained receive regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

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

- As a school we have a positive approach to behaviour management with a clear reward and sanction system that is followed by all staff and pupils.
- We have a Learning Mentor employed specifically to work with children who may have become disaffected with their learning or need someone to talk through their problems with.
- Attendance of every child is monitored. Lateness and absence are recorded and reviewed 6 times per year. A traffic light system is used and for those children who show a pattern of poor attendance. We will contact those parents or carers to offer support in overcoming any barriers preventing them getting their child regularly into school.
- In some instances we will work with the Education Welfare Officer in this area.

How will a child with SEND be able to contribute their views at school?

- We also a School Council which has an open forum for any issues or viewpoints to be raised. Children from Y1-Y6 appoint representatives to be part of the school council and meet regularly with the Learning Mentor.
- Children will have an opportunity to discuss their PPP targets with their class teacher and state their own views on the additional help they feel they need; children will sometimes have dedicated time for working on their targets with a member of staff.

What training have the staff had or are currently having on SEND?

Our teaching staff and support staff are highly skilled and trained in meeting the needs of children with SEND. The training they receive is ongoing and part of a continued professional development programme.

How will a child with SEND be included in activities outside the classroom, including going on school trips?

- Every child is included in every aspect of the curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is possible.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not 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?

- The school does have level access, please see accessibility plan.
- We ensure a rich learning environment for all learners with positive role models and culturally wide images and resources.
- Individual resources are adapted as required.

How will the school prepare and support a child with SEND when they join or with transferring to a new school?

- We encourage all new children to visit the school prior to joining us. For children with SEND we would encourage further visits.
- If a child with SEND is transferring to us from another setting we will always try to visit them at their current setting. If this is not possible we will liaise closely with the child's current setting to ensure a smooth transition.
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, enhanced transition arrangements are put in place.
- 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.
- If a child has complex needs, a statement or an Education Health and Care Plan (EHCP), a meeting will be held to plan transition which we will invite staff from both schools and any outside agencies involved in supporting the child to attend.

How are the schools resources allocated and matched to meet children's SEND needs?

- We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

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

- Ongoing discussion with parents and carers will take place with the child's class teacher and the SENCo.
- The class teacher, alongside the SENCo, will discuss the child's needs and what support it would be appropriate to put in place.
- Different children will require different levels of support in order to diminish the gap to achieve age related expectations.

How will the school and parents know if the support provided has had an impact?

- By reviewing children's targets and ensuring they are being met.
- By checking if the child is making progress academically against national/age related expectations and the gap is narrowing – they are catching up with their peers or age related expectations.
- By discussing targets with the child, parents and other relevant adults.