

The new SEND Local Offer

Shield Road Primary School, Filton, Bristol



SEN Information Report Supporting children with a Special Educational Need and/or Disability (SEN&D)

Proudly written in collaboration with staff, parents and governors.



What is the 'Local Offer?'

The local offer will enable families to understand what services they can access and what support they can expect from an arrangement of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. This is a key part of the Children and Families Bill 2014.

Our Vision

We aspire to develop responsible citizens who value themselves and others.

Our Values:

Learn together

Persevere

Respect others

Be reflective

Be proud.

At Shield Road we are passionate about inclusion and SEND.

Contact our friendly SENCo Mrs Duggan-Edge if you would like to discuss your child.

<p>School context</p> <ul style="list-style-type: none"> • Shield Road Primary School is an average sized primary school, which serves an urban area of Filton and some parts of Bristol. There are 245 pupils on roll. • The percentage of pupils with SEN&D (Special Educational Needs & Disability) is 6.2%.
<p>How does the school know if a child has SEND or requires extra help?</p> <p>At Shield Road children are identified as having SEND through a variety of ways including:</p> <ul style="list-style-type: none"> • Liaison with pre-school/previous school • Child performing below age expected levels • Concerns raised by Parent • Concerns raised by teacher • Liaison with external agencies (Speech Therapist, Occupational Therapist etc) • Health diagnosis through paediatrician
<p>What should I do if I think my child has Special Educational Needs?</p> <ul style="list-style-type: none"> • Talk to us – contact your child’s class teacher, SENCO (Special Educational Needs Coordinator) or Head teacher. <p><u>We have a SEND Support Team, consisting of:</u></p> <ul style="list-style-type: none"> • SENCO – Louise Duggan-Edge (Louise leads SEND in school and Pupil Premium Children) She is also our Numbers Count Teacher and teaches interventions. • Family Link Worker - Lisa Williamson • Mentor- Rachel Ashton • A Team of Special Needs/General Teaching Assistants • All of our staff can be contacted through the school office telephone 01454 867185, or email: enquiries@shieldroad.org.uk. • If the person you wish to speak to is not available, please leave a message and they will get back to you as soon as possible. • The Headteacher is responsible for: the overall direction of SEND within the school, as well as dealing with any concerns or complaints about provision in the school • The Governing Body monitors the provision of SEND within the school through regular reports and through the Link Governor for SEN. The SEND Governor is Mrs Claire Troote. • We aim to build positive relationships with parents. We are open and honest with parents and hope that they will do the same with us.
<p>How will the school support my child?</p> <p>Who will oversee, plan and work with my child and how often?</p> <ul style="list-style-type: none"> • Our SENCO oversees all support, and tracks the progress of any child needing additional support. • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made and provide first quality teaching. • There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. The purpose and regularity of these sessions will be explained to parents when the support starts. <p>Who will explain this to me?</p> <ul style="list-style-type: none"> • The class teacher will meet with parents at twice a year (this includes Parent’s evenings) to discuss your child’s needs, support and progress.

- For further information the Head / SENCO is available to discuss support in more detail.

How are Governors involved, and what are their responsibilities?

- The Headteacher reports to the Governors regularly, 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.
- One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.

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

- Work within class is pitched at an appropriate level so that all children are able to access according to their specific needs.
- This might mean that in a lesson there would be three different levels of work set for the class; however on occasions this will be differentiated individually.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level. In addition, all of our class teachers run 'Dyslexia Friendly' classrooms. This means that we ensure that children with reading and spelling difficulties are able to access resources in every classroom to make learning less tricky for them as a matter of course.
- Where additional needs are identified there will be a discussion involving parents, the class teacher, and a member of the SEND Team.
- For some pupils an Intervention Programme may be viewed as the best way to meet their needs. Programmes run between 12 weeks and 6 months. The children are assessed at the beginning of any intervention and again at the end. Progress is measured in terms of a reading age /number age/ spelling age/sub levels. These are reported back to class teacher and parents / child and the next steps discussed.
- For other pupils a Pupil Passport (formally the IEP- Individual Education Plan) may be viewed as the best way to meet the child's needs. In these circumstances the class teacher considers each child's targets as agreed with the parent/carer and records these on a Pupil Passport. We measure progress against the small step targets and then discuss next steps. These meetings take place 3 times per year.

Additional Provision

- **Targeted Group work**

This is usually for a fixed period of time and focused on a specific need or gap in learning.

This usually consist of intervention programmes, which may cover aspects of: reading, spelling, maths, speech and language or motor skills / Individual target work set out in an Pupil Passport.

These may be:

- Run in the classroom or elsewhere in the school.
- Run by a teacher or more usually by a Teaching Assistant who has had training to run these groups.
- Targeted individual work - This usually happens where a child has a statement or a specific learning plan which may be directed by external agencies. This provision is usually carried out by a Teaching Assistant, and is linked to a Pupil Passport.
- Support for emotional / social difficulties - We have a lunch club open to pupils who need extra support during unstructured times. We also run social skills programmes and bereavement sessions according to need.

"It helps with understanding tricky words" 'C' Year 5- Inference Intervention

- Support for health needs (e.g. care plans). These are usually drawn up in conjunction with the school nurse and parents
- Use of specialised computer programmes to support specific aspects of learning. These are monitored by the Class Teacher or by a Teaching Assistant.

Interventions

- These are short programmes of booster activities to help children get back on track delivered by an intervention teacher or a trained TA.
- Children usually come out of class 2-3 times a week for a short session (20-45 mins) either 1to1 or as part of a small group.
- Currently we have the following interventions in school: Boost Talk (Reception), Fine motor skills (Reception), EAL groups (Reception), Numbers Count (KS1), 1st class @Number (Years 3&4), Success @Arithmetic (Years 5&6), Inference (reading-KS2) as well as individualised sessions on phonics and Writing/SPaG (Spelling Punctuation and Grammar) and pre-teaching/consolidation of topics.

It's like doing maths in 3D. The apparatus lets me see what's going on.
 'R' Year 6 Success @Arithmetic Intervention.

How will I know how my child is doing, and how will you help me to support my child's learning?

- You are welcome to make an appointment to meet with either the class teacher or SENCO to discuss your child's progress. We can offer advice and practical strategies for helping 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. This could involve phone-calls, home/school books, emails or face-to-face meetings.
- If your child is on the SEND register, they may have an Individual Education Plan (IEP) which will have individualised targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled).
- If your child has complex SEND, or a Statement of SEND (by September 2017 this will change to an Education, Health and Care plan), an annual formal meeting will take place to discuss your child's progress and a report will be written.
- As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher assesses each child continually, and notes areas where they are improving, and where further support is needed. We track children's progress from entry at Reception through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress are picked up through termly Pupil Progress Meetings with the class teacher, SENCO and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP is reviewed, comments are made against each target to show what 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 make progress.

How are the School's resources allocated and matched to children's needs?

We aim to meet all children's SEND needs within the constraints of the school budget. The Head/SENCo will allocate the available resources to ensure that there is support available for the various needs within the school. Where demands exceed resources, we always try to make the best decisions possible to protect and support the most vulnerable pupils and those with the most complex needs.

If a child's needs are significantly complex, the school will seek advice from other professionals to ensure that the right support is given to enable a child to achieve their best. This may result in the school requesting an Education, Health Care Assessment from the Local Authority in order to access further support for a child (this process was formerly called applying for a statement).



What support will there be for my child's overall well-being?

- We are an inclusive school; we embrace and celebrate disability and diversity.
- All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has a Family Support Worker, Mrs Lisa Williamson, who works with children, parents and families during the school day.

How does the school manage the administration of medicines?

- The school has a separate policy regarding the administration and managing of medicines on the school website.
- Parents need to contact the school office if medication is prescribed by Health Professionals to be taken during the school day. We are able to store medicines securely and appropriately.
- Children with specific Health Needs are likely to have a Healthcare plan which is drawn up with parents by the School Nurse.

How does the school support behaviour and attendance?

- As a school we have a very positive approach to all types of behaviours, with a clear policy and reward system that is devised and followed by all staff and pupils. We believe that staff, parents and pupils must work together to support appropriate/positive behaviour.

- If a child has behavioural difficulties a Behaviour Support Plan may be drawn up to identify the specific issues, relevant support put in place, and targets set for improvement. The school may also purchase support and advice from the local authority Behaviour Support Team.
- After any behaviour incident we expect the child to reflect on 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.
- Teaching staff are trained in 'Team Teach' in order to support children with challenging physical behaviour and to ensure their safety and the safety of others.

Attendance

- Attendance of every child is monitored by the Head teacher, Family Support Worker and EWO (traded service)
- Lateness and absence are recorded, monitored and followed up. Details can be found in our Attendance policy on our website.
- Good attendance is encouraged and rewarded throughout the school, both for classes and individuals.
- We work with families and understand that there will be times that affect attendance like medical appointments.

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. This is usually carried out through the School Council and circle time sessions in class. Children who have Pupil Passports discuss and set their targets with their parent and class teacher.
- There is an annual pupil questionnaire where we seek actively the viewpoints of children.

What specialist services are available to the school?

Services in school include:

- Experienced SENCO
- Family Support Worker
- Mentor
- Specialist Teaching Assistants, i.e for speech and language, emotional difficulties/vulnerability (nurture)

External agencies include:

- Behaviour Support Team
- Inclusion Support Team
- Educational Psychology
- Occupational Therapy
- Speech and language Therapy
- CAMHs (Child & Adolescent Mental Health)
- Supportive Parents
- School Nurse
- GPs
- Community Paediatrician
- Social Services

What training have staff had / are staff having?

- Makaton (being planned for)
- Dyslexia-friendly classrooms
- Autism training
- Speech and Language programmes
- Mental health support

- Family support
- Team Teach (behaviour management / positive handling)
- Delivering reading, phonics and numeracy support programmes

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

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.
- We strongly believe that everyone has the right to be fully included. Pupils with SEND are actively encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis. Access to after school clubs is also provided. We make it a requirement that any independent provider of after- school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children. Any safety equipment i.e. safety helmets is available/acquired for use during times away from school.
- Parents/carers are invited to accompany school trips.

How accessible is the school environment?

The school has a safe and accessible environment. There are disabled toilet facilities, ramps for wheelchair access and a shower room. There are disabled car parking spaces in the car park. There are laptop and iPad trolleys allowing frequent access to ICT equipment.

How will the school prepare and support my child when joining and transferring from the school?

- We encourage all new children to visit the school prior to starting, we liaise closely with pre-school settings, visiting these (wherever possible) before children start school.
- When pre-school children are identified with SEND, transition meetings are arranged with the pre-school SENCO, key worker or Early Years Area SENCO.
- All children with SEND are encouraged to visit Shield Road on several occasions to assist with a smooth transition. We also aim to visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our main 'feeder' secondary schools, Abbeywood & Orchard, there are programmes specifically tailored to aid transition for pupils with SEND, or the more vulnerable pupils.
- 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.

My child has a Statement of Educational Need – How will the new changes affect this?

South Gloucestershire Local Authority is changing Statements over to Education, Health Care Plans by April 2018. This should not affect the support your child currently receives in school. The changeover is likely to occur during a transition stage to the next Key Stage of learning and will be discussed at the Annual Review prior to transition.

Who can I contact for further information?

- The first point of contact is your child's class teacher.

- You could also arrange to meet Mrs Duggan-Edge, our SENCO, or Mrs Williamson, Family Support Worker.

Look at the SEN policy on our website: www.shieldroadprimaryschool.org.uk.

- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

Supportive Parents

“Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire.

- We are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs. We provide you with all the information you need to understand the Special Educational Needs and Disabilities (SEND) process and improve your, or your child’s, educational experience.” (www.supportiveparents.org.uk)

Who should I contact if I am considering Shield Road for my child?

- Please contact the school on 01454 867186 to arrange to meet Mr J. Mepham (Headteacher) or Mrs L Duggan-Edge (SENCO). We will be happy to discuss with you how we can meet your child’s needs.

Appendix 1

Here is a list of the most useful SEN terms.

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

BESD - Behavioural, Emotional, Social Difficulties

BSL - British Sign Language

CAMHS - Child and Adolescent Mental Health Services

COP - Code of Practice

DFE - Department for Education

DLA - Disability Living Allowance

EBD - Emotional and Behavioural Difficulties

EWO - Educational Welfare Officer

FE - Further Education

HI - Hearing Impaired

ICT - Information and Communication Technology

IEP - Individual Education Plan

LA - Local Authority

LD - Learning Difficulty

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

OT - Occupational Therapist

PD - Physical Disability

PMLD - Profound Multiple Learning Difficulties

PP- Pupil Premium

PRU - Pupil Referral Unit

PSP - Pastoral Support Plan

RA - Reading Age

SA - Spelling Age

SALT - Speech and Language Therapist

SEN - Special Educational Needs
SENCO Special Educational Needs coordinator
SEND Special Educational Needs and Disabilities
SLD - Severe Learning Difficulties
VI - Visual Impairment

Appendix 2

Here is an example of a Pupil Passport (formally the IEP- Individual Education Plan)

Pupil Passport for (Child's name)

What's
important to me

Picture of child

What people like
and admire about
me...

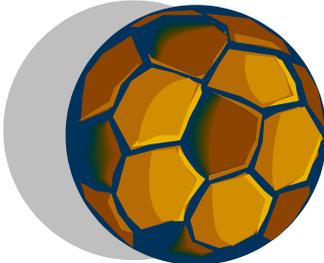
Likes and dislikes...

How best to
support me...

I
communicate
by...

Date.....

XXX's Pupil Passport for Summer Term 2014

My goals for the year	My goals for this term	How you can help me achieve this	How did I do?
			
<p>I will be able to use all past tenses when I am speaking.</p>	<p>I will be able to use the regular past tense when I am speaking.</p>	<p>All adults to model correct language</p>	
<p>I will be able to dress myself, eat lunch by myself and come upstairs and into class by myself in the morning.</p>	<p>I will eat my lunch without adult support.</p>	<p>Picture prompts help me to remember what to do</p>	
<p>I will join in shared activities my friends.</p>	<p>I will play board games with my friends.</p>	<p>I will use board games that I already know</p>	
<p>I will start all my writing using a prompt.</p>	<p>I will write my news by myself.</p>	<p>I will bring in something from the weekend to remind me of what I did and I will talk about it before I write.</p>	

Actions

WHAT	WHEN	WHO
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Structured language activity using picture prompts.	4 x 30 mins per week	Speech Therapist 4x30 mins + follow up sessions with TA
Eat lunch with picture prompts and follow the routine with the TA checking at the beginning, middle and end of lunchtime.	Every lunchtime	TA
Play a board game with friends	Assembly time once a week	TA
Use of news prompts with key question words and word bank.	Every Monday morning	Class teacher

Date for review.....

Implementation, Monitoring and Review of SEN Information Report

This policy will be **REVIEWED ANNUALLY** by the Governing Body.

Signed: Headteacher

Date:

Signed: Chair of Governors

Date:

This Policy was agreed 9th December 2016.

Next review due by 9th December 2017.