



TRUST IN LEARNING (ACADEMIES)

SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY



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Date	Page	Change	Purpose of Change
July 2020			New Policy

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1 Values and Vision

The vision of Trust in Learning (Academies) (TiLA) is to improve the quality of schooling and outcomes in Bristol and the West of England for children and young people by promoting communities that trust in learning and the endeavour of education to transform lives.

To support this vision, the values that are integral to our approach are those that focus on inclusive practice and removing barriers to learning. We seek to overcome social disadvantage and bring about social cohesion and equality. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable. We celebrate the diversity of our schools and communities, and through this richness we learn together about what it means to live in a diverse world. We welcome and include all children, regardless of their ability, attainment or background.

At the heart of our provision are our values of inclusion.

- Children have a right to an education, which should include quality teaching first in the classroom
- The school will strive to make reasonable adjustments to ensure pupils can learn and have their needs met in an inclusive classroom and school environment.
- Appropriate levels of support, and an appropriate curriculum, will be in place for all children.
- Children's views and those of their families are integral to understanding their needs and informing support and provision.
- Our schools are built on respect for diversity.
- Social inclusion and integration of children in class is to be facilitated as far as possible.
- Children's needs are well understood and supported, including appropriate flexibility and application of policies where required.
- Staff champion all children; support for children with Special Educational Needs and Disabilities (SEND) is everyone's responsibility – every teacher is a teacher of SEND, every leader is a leader of SEND.
- All teachers will be highly skilled in meeting the needs of our pupils and have a good understanding of their needs in order to be able to provide an inclusive learning environment.
- We seek to develop skills for life in all children, including supporting the development of independence and [Preparing for Adulthood](#).

2 Policy Introduction

This policy sets out the over-arching practice that our schools implement to meet the vision and values noted above.

Details which are specific to each of our schools are contained within the information reports in the attached Appendices.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- [Equality Act 2010](#), which legally protects people from discrimination in the workplace and in wider society.
- [Education Bill 2011](#), which legislates around educational policy and provision.

3 Policy Development and Implementation

Within each of our schools we have SENDCos, who oversee the implementation of our values within each setting and coordinate provision for children with SEND. In some of our schools we also have Inclusion Leaders who work closely with the SENDCo to embed these values. These leaders have developed this policy together to ensure that it reflects our practice across all of our schools.

The board of TiLA have then reviewed the policy before its approval and implementation.

This policy is reviewed at least annually, and updates are made to the SEND Information reports in the Appendices annually or more frequently as required.

4 Definitions

4.1 Inclusion

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils with English as an additional language (EAL)
- Pupils with special educational needs or disabilities
- Pupils who are more able in particular areas
- Pupils who are currently or previously looked after by the local authority or adopted into care
- Pupils who attract Pupil Premium funding
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- Any pupils who are at risk of disaffection and exclusion

4.2 Special Educational Needs and Disabilities (SEND)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Specifically, four broad areas of need are identified:

- **Communication and Interaction**

Special education needs relating to communication and interaction can relate to speech, language and communication needs, or to children who have a diagnosis of Autism Spectrum Condition (ASC).

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. This can be a difficulty in expressive or receptive language, with the development being delayed or disordered. The difficulty could be in speech production, or in social communication. Learners may have difficulty saying what they want to, understanding what is being said to them or not understanding and / or using social rules of communication. Learners who have ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, social communication, language and imagination, which can impact on how they relate to other children, young people and adults. Their thinking and behaviour can lack flexibility; they may demonstrate restricted, obsessional or repetitive activity. Learners who have ASC find it difficult to understand the behaviour of others. They can also experience high levels of stress and anxiety; this can lead to socially inappropriate behaviours. Some learners have sensory integration difficulties - where their perception and reaction to sound, light, smell, touch and taste can be hypersensitive (discomfort when experiencing minor environmental stimuli) or hyposensitive (constantly seeking sensory stimulation).

- **Cognition and learning**

Special educational needs relating to cognition and learning can be identified as a specific, moderate, severe or profound learning difficulty.

A specific learning difficulty is an identified need such as dyslexia, dyscalculia or dyspraxia, and these have associated difficulties relating to a child's ability to read, spell or understand, to grasp basic number facts or to organise or move in a coordinated way. Moderate and severe learning difficulties are identified in children who have difficulty accessing the curriculum across the broad range of subjects due to difficulty acquiring basic skills and requiring wide-ranging support in all areas. Profound and multiple learning difficulties are typically related to cognitive and physical disabilities which provide more complex challenges for a child accessing education and which have a significant impact on a child's attainment.

- **Social, emotional and mental health difficulties**

Learners with social, emotional and mental health (SEMH) difficulties may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, habit disorders, oppositional disorders, or physical symptoms that are medically unexplained. Such behaviours may be a result of a diagnosed condition such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder, an anxiety disorder or similar.

- **Sensory and / or physical needs**

Special educational needs relating to sensory or physical difficulties relate to hearing, visual or multi-sensory impairment, or a physical disability. These could lead to further needs due to the difficulty for a child accessing their environment, and are likely to require modification to teaching strategies or environments to support the child within school. Sensory and physical needs can affect a child's self-esteem as well as their learning of language and the wider curriculum.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5 Roles and Responsibilities

5.1 The SENDCo / Inclusion Leader

Each school supported by TiLA will identify a SENDCo who will be responsible for coordinating the local provision for children with special educational needs. In some settings, there may also be an Inclusion Leader (who may be the same person as the SENDCo), and may be more than one SENDCo, depending on the size of the school, other responsibilities and amount of need. They will:

- Work with the headteacher and local governor(s) to determine the strategic development of the SEND policy and provision in the school and to promote inclusion as a founding principle of the school's offer to its community
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to meet the needs of individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching and can access their education
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with appropriate external agencies, including the Local Authority and its support services, where additional support is required from outside school
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Maintain an ongoing cycle of review to ensure that inclusive practices are embedded across the school

- Work with the Designated Teacher for Looked After Children to ensure that children who are in foster care or adopted have appropriate support within school
- Work with the Designated Safeguarding Lead to ensure that all children are kept safe in our settings.

5.2 Local Governing Body

It is important that each local governing body within the Trust has oversight of SEND provision and effectiveness. The Local Governing Body will decide how it will (practically) carry out this monitoring responsibility.

It may be that this responsibility is delegated to a person (similar to an old style lead or link governor) or equally it could be delegated to a group of local governors. Whatever the Local Governing Body decides, work in this area will:

- Help to raise awareness of SEND issues at local governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governing board on this
- Ensure that the Local Governing Body works with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Consider how TiLA policy and priorities affect provision for children with SEND and liaise with the local governing board to ensure that these issues are adequately addressed.

5.3 The headteacher

The headteacher of each school will:

- Work with the SENDCo, Inclusion Leader and Local Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Liaise with the TiLA Board regarding SEND and Inclusion and their implementation across TiLA schools.

5.4 Class teachers

Each class teacher is responsible for:

- Providing high quality teaching that is differentiated and personalised to meet the needs of learners.
- The progress and development of every pupil in their class, including those with SEND
- Ensuring they have a good understanding of the needs of the students in their class and reasonable adjustments that are put in place to support those students.
- Working with the SENDCo to ensure that children with SEND, along with all other children, receive a broad and balanced curriculum that is appropriate to their level of development.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision, and set targets / write plans for support of these children as part of the assess, plan, do, review cycle.
- Working with external agencies, following their advice and implementing actions relating to any children with identified special educational needs as part of a cycle of planning reviewed by the SENDCo.
- Ensuring they follow this SEND policy and the school's SEND Information Report (attached here as Appendices).

6 Identification of SEND

Staff within TiLA work hard to ensure that early identification of any special educational needs takes place, so that appropriate provision can be put in place to support the learning and development of each child.

One way of identifying special educational need is to consider a child's progress in learning. To ensure that this identification is effective, we assess each pupil's skills and levels of attainment on entry to school, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND

In some cases, where a child speaks English as an Additional Language (EAL), further work may need to be carried out to identify whether there is also a special educational need beyond a language barrier. Assessments will need to account for the child's fluency in English, as well as their understanding in their home language.

In addition to identification of special educational need through assessment of academic progress, class teachers and SENDCos liaise regularly with children, parents and external agencies to ensure that other identified concerns are considered fully. The definitions of special educational need above in Section 4, and as described by Bristol City Council, are used to help identify a child's needs and whether the child should be put onto the SEND register.

7 Provision to Support Children with SEND

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Special educational provision varies across the schools within TiLA, and more detail of the particular support that is offered at each school is given in the Appendices. However, in general terms support within school follows the principles of the graduated response shown in Figure 7.1. Examples of provision to support these areas is given, but the detail of what is offered at each school is contained in the Appendices to this policy.

- Communication and Interaction
For example speech and language therapy or autism programmes
- Cognition and Learning
For example reading, phonics or maths interventions
- Social, emotional and mental health
For example social groups, nurture-based therapy, play therapy or individual mentoring
- Physical and sensory
For example gross and fine motor skills support or specialist equipment

SENDCos and Inclusion Leaders liaise with external agencies and support where it is thought that this will be beneficial to the child. These include:

- Educational Psychologists
- Speech and Language Therapists
- School Nurse Team
- Community Paediatricians
- Sensory Support Team
- Bristol Autism Team

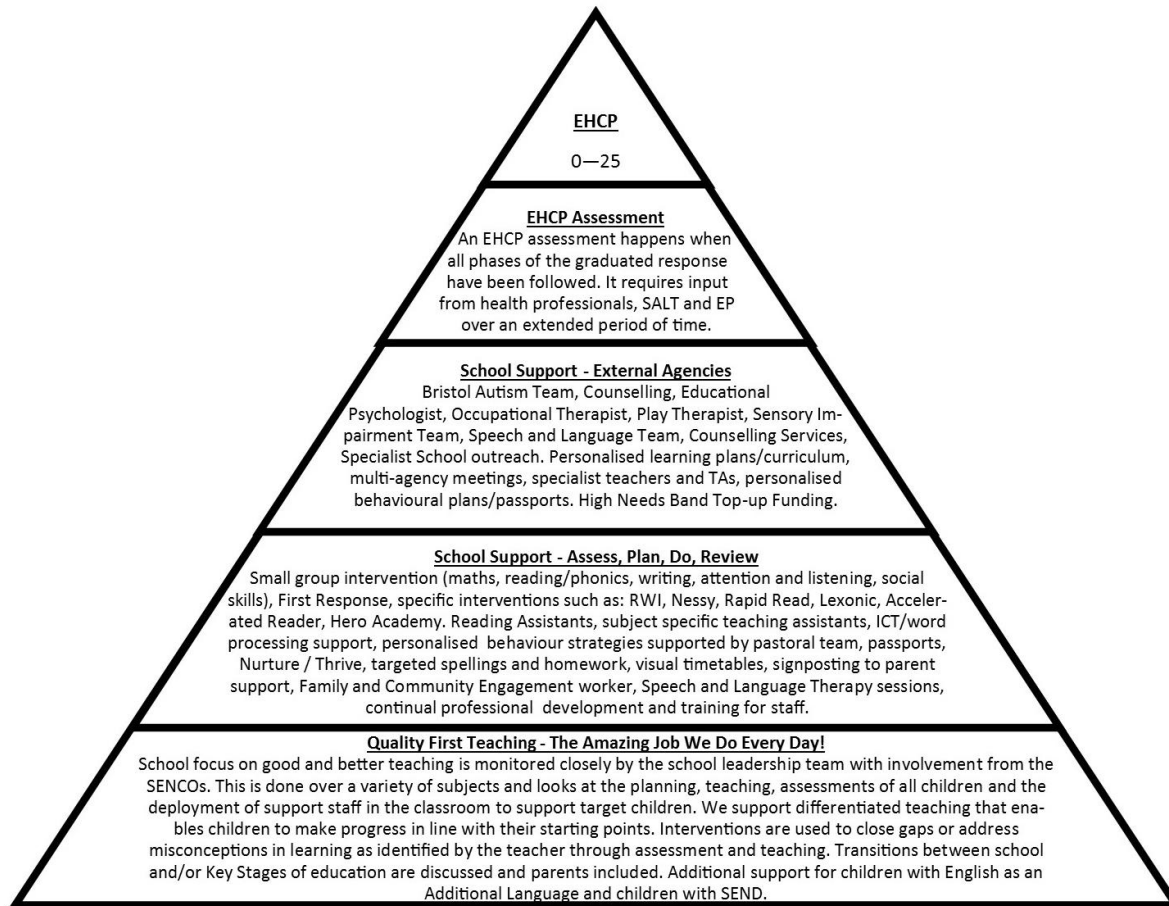


Figure 7.1 – The Graduated Response

To ensure that provision is and remains appropriate for children, all of our schools work hard to ensure that provision follows the model of Assess, Plan, Do, Review in line with this graduated response.

7.1 Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, carries out a clear analysis of the pupils' needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. Professional services will liaise with the school to help inform the assessments and where appropriate provide actions / recommendations to support the student's progress. Where professional involvement is required to support a student, the SENDCo will make the necessary referral.

The outcomes of assessments will require regular monitoring to ensure that support and intervention is best matched to the needs of the student and that progress is being made. We strive to ensure barriers to learning are clearly identified and the interventions being used are developing and evolving as required. Where external support staff are involved, their work and advice will help inform the assessment of need.

7.2 Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Provision that is put in place for a child is recorded on an individual Learning Plan or Passport that details a child's targets and strategies that will support their ongoing progress as part of a cycle of assess, plan, do, review, to ensure that the pupils needs are being met and progress is being made.

7.3 Do

The class teacher remains responsible for working with the child on a daily basis, providing high quality teaching in the classroom environment to meet the needs of the pupil. Where the planned interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will retain responsibility for the overall progress of the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the required intervention and monitor the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

7.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. This then feeds back into the analysis of the pupil's needs. The SENDCo, working with the class teacher will revise the support considering the pupil's progress and development.

Where a pupil has an Education and Health Care Plan or receives Top Up funding, the local authority, in cooperation with the school must review that plan as a minimum every twelve months. Where students are not making the necessary progress, or the placement is breaking down, the SENDCO will call an emergency review of the EHCP. Individual Learning Plans or Passports plans are also reviewed regularly, in consultation with parents and the child.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Leadership Team
- Analysis of pupil tracking data
- Analysis of the impact of interventions
- Discussions with children
- Meetings with parents
- Monitoring of procedures and practice by the SEND governors.

8 SEND Register

Children who have been identified as having a special educational need or disability are entered onto the SEND register that is held by the school. It is the duty of each school to formally notify the parents

of a child when a special educational need or disability has been identified and hence the child is added to the SEND register.

This register is kept within the school and its contents are held in line with the TiLA policy of confidential record-keeping. Its contents are only discussed with external agencies once parental approval for such a referral has been granted.

If a child is deemed to no longer have a special educational need, then they can be removed from the SEND register. Parents of the child will be notified if this is the case.

9 SEN Support and Education and Health Care Plans (EHCPs)

The majority of children who have identified SEND will continue to access mainstream education, and ongoing review of needs and targets will help to identify how they can make enhanced progress against their targets. Children whose needs are met in this way are categorised as having SEN Support.

In some cases, where a child has an identified special educational need and may require specialist provision, it is appropriate to apply for an Education and Health Care Plan (EHCP). These documents are produced by the local authority and give further legal protection regarding provision for the child. Further information about EHCPs can be found on the [Local Authority website](#).

Applying for, or receiving, an EHCP does not mean that a child must transfer to a specialist setting, and we welcome children with EHCPs in our schools where we are able to fully meet their needs.

SENDCOs within our schools can advise parents and children on steps to take should an EHCP be the appropriate next steps for a child, and support such applications as required.

Children who are categorised as SEN Support, or children who have an EHCP, may require additional funding to put appropriate provision in place to meet their needs. In these cases, our SENDCOs, in consultation with parents, will apply for top-up funding from Bristol City Council, which can help to provide such additional support.

10 Supporting Children with Inclusion Needs

Where a child has been identified as requiring support to include them fully in their education, the SENDCO and / or Inclusion Leader will ensure that appropriate support is in place to meet these needs. The support may include:

- Additional language support, assessment and progression monitoring for children who speak English as an additional language.
- Social and emotional support to help with integration in school.
- Family support through a family support worker or team, to ensure that, where possible, support is available to the whole family. This may include parenting courses, check-ins and signposting to appropriate external support services.
- Additional teacher support to improve teaching across the school for children who attract Pupil Premium funding.
- Close working links with The Hope virtual school to support children who are looked after or in care.
- Liaison with appropriate agencies to support children who may be or are Young Carers.

- Liaison with Bristol City Council support teams for children of families of minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Liaison and close working relationship with Bristol City Council to support children who are at risk of exclusion.
- Referrals to other external agencies for specialist support

The SENDCo and / or Inclusion Leader will work closely with staff to monitor and review such support and the impact of this on the child's experience of and progress through school.

11 Training to Meet Needs of Children with SEND

To maintain and develop high quality teaching and educational provision, and to respond to the needs of all pupils, all staff will undertake training with a specific focus on SEND, related to teaching and learning and understanding specific needs. This will also include coaching and informal support, alongside more formal training events. Regular Continuing Professional Development training is given to staff weekly in our schools, alongside training at INSET days through the year. Sometimes this training will have a SEND or Inclusion focus; at other times it may focus on general improvement of teaching and learning to benefit all children.

SENDCos and Inclusion Leaders work with staff to identify any particular training needs and ensure that best practice support is given to children at our schools.

12 Links with Other Policies and Documents

This policy sits alongside a range of other documents that detail the provision and support given to children at schools within TiLA. These include policies covering such things as safeguarding, complaints and management of data (GDPR). TiLA policies can be found on our website at <https://www.tilacademies.co.uk/information/policies/>



APPENDICES

SEND INFORMATION REPORTS FOR TRUST IN LEARNING (ACADEMIES) SCHOOLS

**Bridge Learning Campus
Filton Avenue Primary School
Orchard School
Parson Street Primary School**



SEND INFORMATION REPORT BRIDGE LEARNING CAMPUS

Last updated: July 2020

Local Offer

Bridge Learning Campus is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

Contact Details

The staff leading the SEND department in Bridge Learning Campus:

Secondary SENDCO	
Laura Rudd	Lrudd123@bridgelearningcampus.com
	0117 9030356 ext 2019
Secondary Associate Deputy Head for Teaching and Learning	
Simon Postlethwaite	Spostlethwaite123@bridgelearningcampus.com
	0117 9030356 ext 2011
Primary SENDCO	
Lacey Flook	Lflook123@bridgelearningcampus.com
	0117 9030356 ext 2014
Primary Associate Deputy Head for Teaching and Learning	
Sarah Cheshire	Scheshire366@bridgelearningcampus.com
	0117 9030356 ext 2091
Local Governing Body Link	
Rob Wellman	SEN@bridgelearningcampus.com

If you have any concerns about provision or support for your child, then we encourage you to speak to your child's class teacher first. However you are very welcome to make contact with any of the above contacts at any time.

Expertise and Training of Staff

Our teachers and support staff have regular training sessions which cover a range of strategies related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them.

Specific training is arranged as required or as opportunities arise. For example, training in/with:

- Word Aware vocabulary development
- Voice 21 (focus on the development of oracy)
- Attention Autism (focus on listening and attention)
- DNA – V (focus on manage emotions and connect with their values)

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

Where it is required, specialist support is secured through agencies within the area. This includes access to an art therapist and a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Educational Psychologists, CAMHS and Community Paediatricians. Where required we have also recently accessed outreach support from Lansdown Park Academy and from New Fosseway schools to support children with SEND.

Provision for Children with SEND

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Bridge Learning Campus to meet different identified special educational needs. These include:

- Attention Autism
- Thrive
- DNA-V
- Nessy
- Speech and language therapy
- Lexonik
- Boxing
- Butterfly
- Zones of Regulation
- 1:1 Mentoring and Behaviour Support
- Social groups
- Rapid Read
- 1:1 Reading/Phonics tutoring
- Touch Typing
- Magic Breakfast

We continually assess the effectiveness of our provision to ensure that these are having maximum impact, and make changes where required to improve outcomes for children. Our class teachers and our SENDCOs can give you more information about these if you would like to know more.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought when considering next steps and support that can be provided. Children with SEND are encouraged to engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case by case basis.

Our support for children with social, emotional and mental health needs includes Thrive, DNA-V and pastoral support as required.

Identification of SEND

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.

Liaising with Pupils and Parents

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Bridge Learning Campus we write Pupil Learning Plans/Passports to identify targets and /or support for children who have special educational needs or where a concern has been raised relating to their access to school. We review these plans as and when needed in line with specialist advice and support where applicable. Parents are also welcome to discuss their child's plans with the class teacher and/or SENDCo. SENDCos are always available at parents' evenings, as well as individual meetings (where appropriate), to discuss views of parents and children further.

Reviewing the Effectiveness of Provision

Provision for children with SEND is reviewed by the SENDCo and Teaching and Learning Team who liaise with the link governor for SEND. These reviews may include discussions with children, learning walks and observations, book and planning scrutinies alongside a pupil's PLP/Passport and assessment data to assess progress and outcomes.

SEND INFORMATION REPORT

FILTON AVENUE PRIMARY SCHOOL

Last updated: July 2020

Local Offer

Filton Avenue Primary School is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

Contact Details

The staff leading the SEND and Inclusion teams at Filton Avenue are as follows.

SENDCOs	
Ros Walker (Orchard Campus Yr R-6)	ros.walker@filtonavenue.com
Ben Westley (Lockleaze Road YrR-6)	ben.westley@filtonavenue.com
	0117 3772019 (Orchard Campus)
	0117 9030302 (Lockleaze Road)
Headteachers	
Anne Rutherford (Executive Headteacher)	anne.rutherford@filtonavenue.com
Komilla Datta (Head of School, Orchard Campus)	komilla.datta@filtonavenue.com
Dan Rodeck (Head of School, Lockleaze Road)	dan.rodeck@filtonavenue.com
	0117 3772019 (Orchard Campus)
	0117 9030302 (Lockleaze Road)
Local Governing Body Link	
Hannah Hughes	office@filtonavenue.com

The learning journey is different for every child and we are committed to working together with all members of our school community to tailor an educational support plan that is bespoke to each child's individual needs. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us and a positive transition to their Key Stage 3 (Secondary School) placement.

This document details options available to you either in school and the services provided by the Local Authority, Bristol City Council.

You are welcome to come in and talk to us at any time about your child's educational needs. Your child's class teacher can help and direct you to other members of staff in the school, which include a dedicated specialist team of SENDCOs who can advise you further.

Expertise and Training of Staff

Our teachers have weekly training sessions which cover a range of issues related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them. Our teaching staff are all qualified teachers, and our TAs all have Level 2 or Level 3 accreditation.

Specific training is arranged as required or as opportunities arise. Recently such training has included:

- Oracy 21
- Bucket Time
- Lego Therapy
- Autistic spectrum disorder and anxiety
- SEN Code of Practice
- Effective provision plan writing
- Staff coaching

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

The SENDCo team provide further specialist support and can access/direct training for teachers and support staff in the school so they can help children with SEND to achieve the best progress possible. They ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources e.g. Speech and Language Therapy, Educational Psychology.

They will keep our internal support and progress records up to date so that we can ensure all the SEND needs of pupils in this school are known by Class Teachers and other Leaders. This will be achieved by regular monitoring progress of children with SEND at least three times a year.

To prepare for you child who is joining the school or moving on to Secondary School they will liaise with pre-schools, secondary schools to ensure smooth transitions between settings.

They also ensure:

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like making the learning more practical, so that your child is accessing the curriculum at an appropriate level for them
- specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought

when considering next steps and support that can be provided. Children with SEND are encouraged to engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case by case basis.

Our support for children with social, emotional and mental health needs includes our nurture provision, Thrive as well as individual mentoring and social groups.

Your child's teacher could aid curriculum access by using a variety of strategies including: one to one adult support; visual timetables; writing frames; word banks; iPads, lap-tops or alternative recording devices; coloured exercise books/overlays; peer buddy system; seating arrangements; multisensory resources.

Where it is required, specialist support is secured through agencies within the area. This includes a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Bristol Autism Team, Educational Psychologists and Community Paediatricians. Where required we have also recently accessed outreach support from North Star and Learning Partnership West schools to support children with SEND.

Provision for Children with SEND

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Filton Avenue to meet different identified special educational needs. These include:

- Talk Boost
- Bucket Time
- Toe by Toe
- Nessy
- Speech and language therapy groups
- Sound training
- Thrive
- Nurture
- 1:1 Mentoring and Behaviour Support
- Play Therapy
- Socially Speaking
- Precision Teaching
- Nessy Fingers
- Social groups

Identification of SEND

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.

Liaising with Pupils and Parents

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Filton Avenue we write Provision Plans to outline targets and support for children who have special educational needs or a disability that requires reasonable adjustments at school. We review these plans with parents and children 3 times per year and encourage ongoing dialogue between all parties. The Inclusion Team is always available at parents' evenings, as well as individual meetings, to discuss views of parents and children further.

Reviewing the Effectiveness of Provision

Provision for children with SEND is reviewed regularly by the SENDCos, the Executive Head, Heads of School and the Local Governing Body representative. These reviews include discussion with children, learning walks and observation, book and planning scrutinies and use of Provision Map and Insight to assess progress and outcomes.

Your child's teacher will have carefully checked on your child's progress and may have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Small group work

These groups are known as intervention groups. Your child may be taught in intervention groups for a number of sessions during the school week. Sessions maybe run in the classroom or outside. Sessions will be led by teachers and our specifically trained teaching assistants

For your child this could mean: They will engage in group sessions with specific targets to help them to make more progress in key areas identified as priorities for their development.

A teaching assistant/teacher or outside professional will run these small group sessions, all are overseen by the class teacher and the Inclusion Team.

One to One Support Programmes in School

Reading Recovery is an intervention programme for year one children who are struggling to start reading. It is aimed at children between the ages of 5 years and 9 months and 6 years and 3 months. The children are taught by a specially trained reading recovery teacher for up to 20 weeks (100 lessons) with a programme devised for their individual needs. At the end of the intervention the children should reach level Orange 15/16 which means they are at the correct level for their age.

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. We have 6 licenced Thrive practitioners that support children in becoming more self-assured, capable and adaptable. It can also help to address any troubling behaviours providing a firm foundation for academic attainment.

SPECIALIST SUPPORT PROVIDED BY OUTSIDE AGENCIES AND THERAPISTS

If the school considers external support may be necessary then the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Advising you on how to support your child at home
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

- Agreeing targets which will include their specific expertise and provide advice where appropriate
- Recommending suitable resources to support your child.

We aim to keep you up to date with the support your child is receiving and therefore you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school understand your child's particular needs better so that will be able to support them better in school.

The School has a Speech and Language Therapist who works one and a half days a week across both sites.

ADDITIONAL FUNDING TO SUPPORT YOUR CHILD'S NEEDS

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

After the Local Authority have received the request from the school (with additional information about your child, including some from you), they will decide whether they think your child's needs are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If your child's needs meet the criteria, the Local Authority will write an EHCP. The EHCP will outline your child's needs, provision which should be in place and outcomes to be achieved.

Your child may be identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the usual funding allocated and available to the school.

Applications can be made by the Inclusion Team for additional funding known as top up funding, where the child's needs meet the Local Authority's criteria. This funding is reviewed annually.

If you would like to find out more information, you can visit our website which has answers to some frequently asked questions, speak to your child's teacher by making an appointment or speak to a member of the Inclusion Team.

For Frequently Asked Questions, please visit www.filtonavenue.com/school-information/sen

Parents can also contact the Bristol City Council SEN team and find out further information on the Bristol Local Offer at www.findabilitybristol.org.uk

Parents can access support with issues surrounding SEN at www.supportiveparents.org.uk

W: WWW.FILTONAVENUE.COM T: 0117 903 0302 E: INFO@FILTONAVENUE.COM FILTON

SEND INFORMATION REPORT

ORCHARD SCHOOL BRISTOL

Last updated: July 2020

Local Offer

Orchard School Bristol is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

Contact Details

The staff leading the SEND and Inclusion teams at Parson Street are as follows.

SENDCo	
Beckie Shepherd	rshepherd@orchard.tila.school
	0117 377 2000
Deputy Head: Inclusion	
Dorian Coxon	dcoxon@orchard.tila.school
	0117 377 2000
Headteacher	
Julia Hinchliffe	Jhinchliffe@orchard.tila.school
	0117 377 2000
Local Governing Body Link (s)	
Craig Lambourne	info@orchard.tila.school

The learning journey is different for every child and we are committed to working together with all members of our school community to tailor an educational support plan that is bespoke to each child's individual needs. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us and a positive transition to their post-16 provision.

This document details options available to you either in school and the services provided by the Local Authority, Bristol City Council.

You are welcome to come in and talk to us at any time about your child's educational needs. Your child's tutor can help and direct you to other members of staff in the school who can advise you further.

Provision for Children with SEND

Orchard School caters for all types of special educational needs. We have experience of working and supporting pupils who experience difficulties in the areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Social groups

Subject teachers are primarily responsible for meeting special educational needs. They use the SENDCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.

We seek to provide an inclusive, supportive and challenging approach to teaching pupils with SEN/D. We have the highest of expectations for ALL pupils, including those with SEN/D.

In all years, the curriculum may be modified to support individual need through intervention within or outside the classroom. All teachers differentiate to meet the needs of the range of learners in the classroom.

Where a pupil has additional barriers to their education, we seek to reduce these barriers through differentiation and through targeted interventions of support. The majority of our students with SEN/D, across the range of identified needs, arrive with literacy and numeracy levels below the national average. This causes a barrier to learning across the curriculum. Therefore, we have actively recruited literacy and numeracy specialist Learning Support Assistants (LSAs), who can support our SEN/D students to GCSE level.

LSAs are part of the whole school approach to SEN/D, working in partnership with the subject teacher and the SENDCo to enhance pupil progress and narrow gaps in achievement. Learning Support Assistants are deployed for some in-class support but also deliver well planned, focused interventions in areas they have been trained in.

- The SENDCo decides how to deploy LSAs depending on their level of experience. To be most effective the support they give is focused on the achievement of specific outcomes within the graduated approach to SEN/D support, agreed with parents in the context of high quality teaching overall.
- LSAs can be part of a package of support for an individual pupil but will never be a substitute for the teacher's involvement with that pupil.

Identification of SEND

The school uses various methods to identify pupils with special educational needs and or disabilities.

Prior to entry to Orchard School, we make contact with the child's previous school to gather data and information about the child's attainment levels. We also find out about learning abilities, behaviour and any further information about barriers the pupil may have faced in their education.

Once a pupil enters Orchard School we begin by looking at their KS2 data. We also look at the results from GL Assessments that they complete on entry. If necessary, we may also use a number of screening assessments (e.g. from a specific reading assessment or spelling assessment) to identify if a pupil has particular barriers to their education. GL Assessments are repeated in the year, so that progress can be evaluated.

Attainment and progress levels are monitored at each reporting period and behaviour and exclusion data is monitored weekly through the ready to learn system.

Quality first teaching and the graduated response are what our identity and assessment of pupils' needs are based on:

- High quality teaching, differentiated for individual pupils, is the first step in responding to children who have, or may have, SEN/D.
- Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support by their classroom teacher.
- Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and the SENDCO work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN/D support that is required.
- Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.
- We constantly assess what we are doing with pupils and how to ensure that progress is being made academically as well as socially, emotionally and in their wellbeing.

Adapting the curriculum and learning environment

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils". The SEN/D Code of Practice 2014 echoes this point, as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff".

Subject teachers are at the heart of the SEN/D Support system, with parents fully involved in decisions about their child's support and what they want to achieve. Subject teachers work together with the SENDCO, drawing in specialist expertise to remove barriers to learning and put in place effective provision in the form of a four-part cycle of assessment, planning, action and review (the graduated approach).

- The expectation is that all children can access a lesson, learn at the appropriate level and make progress.
- Different children will require different levels of support in order to help them make progress and achieve their potential.
- Classwork is pitched at an appropriate level so that all children are able to access it according to their specific needs. This means that there are usually different levels of work set for a class and on occasions this may also be individually differentiated for a specific child.

Enabling students with SEN/D to engage in activities with other students who do not have SEN/D

We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum.

Pupils with SEN/D are enabled to access as wide a curriculum as possible, through appropriate adaptations, and to join in as wide a range of activities as possible both in school and in curriculum trips. Reasonable adjustments are made to ensure that pupils with SEN/D are able to take part in a breadth of activities, like their peers. The school also undertakes accessibility audits.

Equipment and facilities to support children and young people with SEN/D are provided (where possible) through the school's own budget. Where the equipment and/or facilities are unable to be provided under Reasonable Adjustments, equipment may be requested through the LA's SEN/D department. We endeavour to provide the equipment and facilities necessary for all pupils to engage in all activities wherever possible. We use our Risk Assessment protocols to ensure that the needs of our pupils are met.

Supporting pupils with SEN/D to improve their social and emotional development

We have a very supportive and inclusive pastoral system which is tailored to meet the specific needs of your child. We actively monitor patterns and attitudes to learning in order to support all of our pupils. We plan interventions and initiatives as appropriate for groups and individuals and use Pupil Voice across the whole school to gauge the opinions of pupils to all aspects of the school. Children on the SEN/D register can access additional support during unstructured time with key members of the Inclusion Team.

We have a well-planned and carefully implemented pastoral package that includes tutor time PSHE, Values, careers and Relationships and Sex Education time. We are involved in projects that focus on the emotional wellbeing of our pupils and lots of things happen in school on a daily basis to support this. We also run various projects and interventions to support the emotional and social development of our pupils.

We make use of an approach known as "Thrive" to support some pupils who need additional support with their emotional and social development.

Expertise and Training of Staff

All staff within the Inclusion Department have received specific training in ASC, specific learning difficulties, dyslexia and multi-sensory approach to learning and supporting young people with emotional difficulties. Additionally, the school has committed to a range of training for all staff to meet the needs of all pupils in the school community. This always plays a big part in continued professional development for staff throughout the school year.

We have staff in the department, including the SENDCo, who are highly experienced with SEMH needs. We also have Learning Support Assistants who have been trained to deliver specific interventions including reading, spelling, maths and handwriting packages.

Liaising with Pupils and Parents

We believe that a child's education should be a partnership between parents and teachers and therefore we aim to communicate with parents and carers regularly. The methods that can be used to communicate with are as follows:

- You will be able to discuss your child's progress at Subject Evenings or Tutor Evenings.
- You are also welcome to e-mail the tutor or subject teacher directly to discuss how your child is progressing.
- You can also discuss your child's progress with the SENDCo, Teacher, Tutor, Pastoral Manager or Head of Year.
- If your child has a Support Plan there will be a minimum of 3 meetings each academic year to review your child's progress.

- If your child has complex special educational needs, they may have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- We ensure that pupils are as much a part of the review process as the adults they work with. It is essential that pupils and their families are involved at every step.

How we consult pupils with SEN/D and involve them in their education

The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying any learning needs and planning and reviewing provision. Your child can express their views regarding their SEN/D at any time, by speaking to an LSA, their pastoral team, tutor or the SENDCo.

We always ensure that pupils with EHCPs are involved in the annual review process and are given lot of opportunity to give their views and opinions. All pupils attend their annual review meetings along with their parents or carers and we always try to support them in the way that they identify as important.

How we assess and review pupils' progress towards their outcomes

Assess, plan, do, review – this cycle is followed at all stages for pupils to ensure that they are making progress towards their outcomes.

- The subject teacher continuously assesses each child and notes areas where they are improving and where further support is needed.
- Progress is continually tracked from their admission through to the end of Year 11.
- Children who are not making expected progress are identified, reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support can be given to aid their progress.
- If a child has targets and a specific target has not been met, the reasons for this are discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does then make progress.

The SENDCo holds regular meetings and Annual Reviews to discuss progress of all SEN/D pupils. Additionally, the school produces cycle data which shows progress towards expected targets for all subjects. Using the data, we are able to see where progress has been made and measure that progress.

Parents are invited to discuss their child's progress during regular parent's evenings. There are opportunities to discuss all aspects of your child's academic journey. For individual pupils, there will also be additional meetings arranged during transition from primary school.

Reviewing the Effectiveness of Provision

We use the assess, plan, do, review pattern of implementing support and evaluating its effectiveness for individual pupils. This is outlined in more detail above.

To help us evaluate our SEN/D provision as a whole we collect and collate pupil and parent voice. We also have an internal quality assurance system, in which each department is scrutinised against a range

of criteria. The planning and provision for pupils with SEN/D and those who need additional support is a big part of this system.

Pre-and post-intervention assessment data is used to evaluate the impact and effectiveness of each intervention. The intervention programmes are re-evaluated following analysis of this data on a yearly basis. These assessments include teacher assessment data across all subjects; GL Assessments; NGRT tests, and in-house Mathematics assessments. In year 7, SATs scores are also used to form part of the overall pre-intervention assessment.

The SENDCo runs an audit of the department on an annual basis. Reports are made following this back to SLT and governors. In addition to this the school completes an SEN/D audit for the local authority. This acts as a detailed self-evaluation and provides action points for the department development plan. There is an SEN/D governor who monitors developments in the department and visits several times a year to meet with the SENDCo.

The SENDCo works with a named governor to report on the progress of SEN/D and developments within the department.

We try hard to look at progress for our pupils in all areas, not just academic areas. We try to take into account progress that is made by pupils in all areas of their school life, including socially and in their confidence and wellbeing. We regularly evaluate how effective our provision in these areas is. We do this through reviewing our data but also reviewing the targets and progress of individual pupils.

Orchard School also uses national comparison data provided by the OFSTED dashboard to compare internal attainment, progress and exclusion data with national averages.

How we support pupils moving between different phases of education and into adulthood

We have an excellent transition programme for pupils joining in year 7 and this includes regular visits by the SENDCo to primary schools and opportunities for new pupils to take part in enrichment activities at OSB. We also offer induction days in July so that all pupils have the opportunity to spend some days with us in their house teams.

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings. This includes an enhanced transition package with extra visits and opportunities to get to know the school and staff.
- 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.

We monitor interventions and guidance given to pupils at post 16 and we use local agencies to support us with this process. We accompany some of our SEN/D pupils to interviews at local colleges and support all aspects of the application process.

Our school careers adviser is very experienced in providing support for all pupils in terms of finding work experience, preparing for work experience and the process of applying for and starting college courses. The process of advice and guidance for the future and how to prepare for it starts as early as year 7.

We ensure that we work with our year 11 pupils to support them with the skills that they need for success at college and beyond. If there are skills, such as using the bus, that pupils need support with before they leave us we try to put this in place. We facilitate extra visits for some of our pupils; an

opportunity for them to visit their new college setting in the company of someone from school who knows them well.

Involving other organisations in meeting the needs of pupils with SEN/D and supporting their families

We work with a wide range of services to support our pupils. Some of the services we regularly involve are:

- Therapeutic behavioural support through freelance therapists
- Counselling Team
- Speech and Language therapy
- BAT –Bristol Autism Team
- School nurse and Brook clinic
- Occupational therapy support
- Sensory support team.
- Learning Partnership West.

We often make direct referrals to these organisations. If this is not possible we work closely with other professionals who can. We involve in the pupil and their family in these referrals as much as possible.

We hold termly multi-agency panel meetings with CAMHS, the Educational Psychologist and a behaviour consultant. This gives us the opportunity to bring up individual cases.

More individualised support from the above agencies is also accessed by school and individual assessments and reports are undertaken.

We currently work with a speech and language therapy service. We have a speech and language therapist in school for at least one day a week. This allows us to refer individual pupils to the service and it also allows us to work on our whole school approach to speech, language and communication needs and how these needs are met in the classroom.

Specialist support provided by outside agencies and therapists

If the school considers external support may be necessary then the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Advising you on how to support your child at home
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Agreeing targets which will include their specific expertise and provide advice where appropriate
- Recommending suitable resources to support your child.

We aim to keep you up to date with the support your child is receiving and therefore you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and

the school understand your child's particular needs better so that will be able to support them better in school.

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Paediatrician, Speech & Language Therapists, Occupational Therapists, Educational Psychologists, the Child and Adolescent Mental Health Service (CAMHS), Social Services and the Virtual School.

We have a team of school counsellors who are based on-site and we can refer pupils to, as well as SEMH Manager/Practitioner on site who designs and delivers appropriate initiatives to support students' wellbeing.

We hold termly multi-agency panel meetings with CAMHS, the Educational Psychologist and a behaviour consultant. This gives us the opportunity to bring up individual cases.

Additional funding to support your child's needs

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

After the Local Authority have received the request from the school (with additional information about your child, including some from you), they will decide whether they think your child's needs are complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If your child's needs meet the criteria, the Local Authority will write an EHCP. The EHCP will outline your child's needs, provision which should be in place and outcomes to be achieved.

Your child may be identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the usual funding allocated and available to the school.

Applications can be made by the Inclusion Team for additional funding known as top up funding, where the child's needs meet the Local Authority's criteria. This funding is reviewed annually.

Support services available to parents

The school has excellent links and knowledge of local support bodies, including health, social services, authority support and voluntary organisations. Access to some of these support services can often be done through the school. If parents/carers wish for their child to be referred to these services, the SENDCO should be contacted.

Some useful websites are:

<https://www.supportiveparents.org.uk/>

<https://www.bristolparentcarers.org.uk>

<https://www.specialneedsjungle.com>

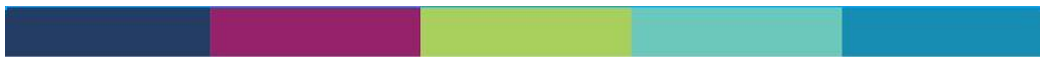
www.carerssupportcentre.org.uk

www.cafamily.org.uk

www.cerebra.org.uk

www.SEN/Dse.org.uk

www.kids.org.uk



www.fcdc.org.uk

Handling complaints from parents of children with SEN/D about provision made at the school

Any complaints will be managed according to the school's Complaints Policy. This is available, on request, from the school reception. We always encourage parents to talk to us first to see if we can resolve any concerns.

The SENDCo is always willing to have a conversation with parents regarding the SEN/D provision made at the school and encourages parents to make an appointment for a chat.



SEND INFORMATION REPORT

PARSON STREET PRIMARY SCHOOL

Last updated: July 2020

Local Offer

Parson Street Primary School is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

Contact Details

The staff leading the SEND and Inclusion teams at Parson Street are as follows.

SENDCo	
Catherine Brown	senco@parsonstreet.com
	0117 9030226
Inclusion Leader	
Edward Huxley	edward.huxley@parsonstreet.com
	0117 9030226
Assistant SENDCo	
Hannah Biddlecombe	hannah.biddlecombe@parsonstreet.com
	0117 9030226
Headteacher	
Louise Hopcroft	louise.hopcroft@parsonstreet.com
	0117 9030226
Local Governing Body Link (s)	
Sarah King	office@parsonstreet.com
Ross Lawlor	office@parsonstreet.com

If you have any concerns about provision or support for your child, then we encourage you to speak to your child's class teacher first. However you are very welcome to make contact with any of the above contacts at any time.

Expertise and Training of Staff

Our teachers and Teaching Assistants have weekly training sessions which cover a range of issues related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them. Our teaching staff are all qualified teachers, and our TAs all have Level 2 or Level 3 accreditation.

Specific training is arranged as required or as opportunities arise. Recently such training has included:

- Word Aware vocabulary development
- Oracy 21
- Toe by Toe
- Talk Boost
- Attention Autism
- Lego Therapy
- Facilitator training: use of drama to support children with SEND

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

Where it is required, specialist support is secured through agencies within the area. This includes the weekly provision of a play therapist and a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Educational Psychologists and Community Paediatricians. Where required we have also recently accessed outreach support from Lansdown Park Academy and from New Fosseway schools to support children with SEND.

Provision for Children with SEND

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Parson Street to meet different identified special educational needs. These include:

- | | |
|--------------------------------------|---------------------------------------|
| • Talk Boost | • Sound training |
| • Attention Autism | • Maths Mastery Interventions |
| • First Class @ Number | • Hero Academy |
| • Success @ Arithmetic | • Nurture |
| • Toe by Toe | • 1:1 Mentoring and Behaviour Support |
| • Nessy | • Play Therapy |
| • Speech and language therapy groups | • Social groups |
| • Write Dance | |

We continually assess the effectiveness of our provision to ensure that these are having maximum impact, and make changes where required to improve outcomes for children. Our class teachers and our SENDCo can give you more information about these if you would like to know more.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought when considering next steps and support that can be provided. Children with SEND are encouraged to

engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case by case basis.

Our support for children with social, emotional and mental health needs includes our intensive nurture provision, as well as individual mentoring, Hub Club (a safe space at lunchtimes) and social groups.

Identification of SEND

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.

Liaising with Pupils and Parents

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Parson Street we write Learning Plans to identify targets and support for children who have special educational needs or where a concern has been raised relating to their access to school. We review these plans with parents and children 3 times per year and encourage ongoing dialogue between all parties. Parents are also welcome to comment on their child's online Learning Plan at any time. The Inclusion Team is always available at parents' evenings, as well as individual meetings, to discuss views of parents and children further.

Reviewing the Effectiveness of Provision

Provision for children with SEND is reviewed regularly by the SENDCo, the Inclusion Leader, the Headteacher and the Local Governing Body representatives. These reviews include discussion with children, learning walks and observation, book and planning scrutinies and use of Provision Map and Insight to assess progress and outcomes.