

FILTON AVENUE

PRIMARY SCHOOL



**CHILDREN WITH SPECIAL
EDUCATIONAL NEEDS AND
DISABILITIES**

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TOGETHER ON A JOURNEY TOWARDS SUCCESS

At Filton Avenue Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children receive their right to a high quality, accessible and balanced curriculum.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning and life experiences. We believe it is important to encourage each individual child to develop into a responsible member of the community. To achieve this, we strive to provide a school environment that is secure, stimulating, caring, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

At Filton Avenue Primary School we aim to provide an environment in which members of the school and wider community are accepted, understood, safe, secure, welcomed and challenged. We believe that each person has a unique and valuable contribution to make in enhancing and enriching our community. We are committed to promoting equality of opportunity and access for all. We have very high expectations of the people in our school community

CLASS TEACHER

Class Teachers are available should you wish to raise a concern about your child's progress or well-being in school. Teachers are available to talk about any concerns and meet with parents and carers to discuss additional Special Educational Needs and Disability (SEND) support if needed.

Class teachers retain responsibility for the children in their class. If it is agreed that additional support is required, a Provision Plan will be written and will be shared and reviewed with parents and the child to which it relates at least three times a year. Teachers will regularly check on the learning progress of your child identifying, planning and delivering any additional help your child may need this could include targeted work, additional support or physical aids and seeking advice from the SENDCo.

INCLUSION TEAM

Mrs Rosalind Walker Inclusion Lead
Miss Philippa Read SENDCo

Our Inclusion Team coordinates all the support for children with special educational needs & disabilities and develop the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

By working with parents/cares they will ensure that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

The team provide further specialist support and can access/direct training for all school staff 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/programmes for your child, so they can achieve the best possible progress. 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.

The inclusion team keep internal support and progress records up to date so that we can ensure the SEND needs of pupils are known and understood by Class Teachers and other Leaders. This is achieved by monitoring the progress of children with SEND at least three times a year.

To prepare for your child who is joining the school or moving on to Secondary School the inclusion team will liaise with pre-schools and secondary schools alongside Teachers and Learning Support Specialists to ensure smooth transitions between settings.

THE SUPPORT AVAILABLE FOR CHILDREN WITH SPECIAL EDUCATION NEEDS & DISABILITIES

Class teachers will use differentiated teaching methods to meet the needs of all children on a daily basis. This means:

- 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 SEND Coordinator or outside agencies) are in place to support your child to learn.
- 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.
- Your child's teacher will aid curriculum access by using a variety of strategies including: adult support; visual timetables and visual support aids,; writing frames, word banks, iPads, lap-tops or alternative recording devices, coloured exercise books/overlays, supportive seating arrangements, multisensory resources, regulation stations and a sensory friendly learning environment.





FOR THOSE CHILDREN WITH ADDITIONAL NEEDS, WE OFFER:

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 may be run in the classroom or outside.
- Sessions will be lead by our specifically trained Learning Support Specialists.

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 Learning Support Specialist, Teacher or outside professional will run these small group sessions. They are monitored and overseen by the class teacher and the Inclusion Team.

Additional Support

In addition to small groups work, we offer several individually tailored one-to-one support programmes run by Learning Support Specialists.

These specific interventions are designed to ensure progress is made across all four areas of SEND (Cognition and learning, Communication and interaction, Physical and sensory and Social, Emotional and Mental Health).

If you would like more information about such interventions, please get in touch with the SENDCo.



SPECIALIST SUPPORT PROVIDED BY OUTSIDE AGENCIES AND THERAPISTS

Sometimes children have been identified by the SEND Coordinator as needing some extra specialist input in school from a bought in therapist or an agency outside the school. This may be from:

Speech and Language therapy, Occupational therapy, Educational Psychology, Play Therapy, Music Therapy, Physiotherapy, Behaviour Support, Inclusion Support, Traveler Support, Pediatrics, School Nurse or the Bristol Autism Team.

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 and an assistant, who support the school two days a week.

For more information on any interventions please contact: Miss Read.

EDUCATION, HEALTH, CARE PLANS



The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs, this is called an Education Health Care Needs Assessment.

After the Local Authority have received the request (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 Education Health Care Plan (EHCP). The EHCP will outline your child's needs, provision which should be in place and outcomes to be achieved. This will be reviewed annually with you by the SENDCo and other relevant professionals involved in your child's care and education.

FURTHER INFORMATION

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



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

Our complaints policy can be found on our website:

<https://filtonavenue.com/wp-content/uploads/2025/02/complaints-policy2024.pdf>

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