

# FILTON AVENUE PRIMARY SCHOOL SEND INFORMATION REPORT



# INFORMATION FOR PARENTS AND CARERS ABOUT SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

## Our Approach:

At Filton Avenue Primary School, we want every child to enjoy a challenging and balanced education. This includes children with Special Educational Needs or Disabilities (SEND).

## We aim to:

- Help children gain the skills, knowledge, and confidence they need for learning and life.
- Provide a safe, supportive, and stimulating environment where every child feels valued.
- Promote equality of opportunity, regardless of race, belief, disability, sexuality, gender, or class.
- Encourage all children to achieve their full potential and become responsible members of the community.

## What is SEND and how is it categorised?

In schools SEND stands for Special Educational Needs and Disabilities. It refers to children and young people who have learning difficulties that make it harder for them to learn than most of their peers of the same age. This may affect areas such as reading, writing, behaviour, communication, physical or sensory differences.



## Categorisation:

Type of SEND (broad area)	Definition/examples
Communication and interaction (C&I)	Difficulties with speech, language or social interaction e.g. Autism Spectrum Condition, Speech, language and communication needs
Cognition and learning (C&L)	Problems with understanding, memory or processing information e.g. Dyslexia, Dyscalculia, Dyspraxia
Social Emotional and Mental Health (SEMH)	Issues with behaviour, emotional regulation and mental health e.g. Anxiety, depression, attachment difficulties
Physical and/or sensory needs (P&S)	Difficulties relating to vision, hearing or a physical disability e.g. Visual impairment, hearing impairment, physical disabilities requiring adaptations



## How we identify children with SEN at the earliest possible stage:

- The class teacher may raise initial concerns with the SENCo
- The SENCo will speak to and spend time observing the child
- The Teacher and SENCo will speak to parents and carers

## If you're worried about your child in any way, either in school or at home:

- Speak to your child's class teacher first.
- You can also ask to meet with our SENCo (Miss Read).
- If needed, you can also speak to the Phase Lead, Inclusion Lead, or Headteacher.

## Who to talk to about SEND and what they do

### Class Teachers:

- Monitor your child's progress.
- Plan and deliver extra support when needed.
- Make sure SEND policies are followed in their classroom.
- Work closely with parents.

### SENCo (Miss Read):

- Coordinates support for children with SEND.
- Follows the 'graduated response' to support children with SEND
- Keeps you informed and involved.
- Works with outside specialists (e.g. Speech and Language, Educational Psychologists).
- Updates records and progress.
- Provides staff training and support.

## What is the Graduated Approach?

This is a step-by-step approach to supporting a pupil following an individualised plan, where staff monitor and gradually adjust levels of support in response to children's needs.

For example (see diagram)

Identification of need/Assessment

Plan support/intervention

Deliver support over an agreed period of time (do)

Review effectiveness of support



## How we track progress:

- Children are assessed against national expectations
- Children on the SEND register have a provision plan, which is reviewed three times per year in collaboration with you and them.
- SENCo checks the progress in class, interventions and group work.
- Children with an EHCP (Education, Health and Care Plan) have an annual review (every 6 months if under 5).



# WAYS WE SUPPORT CHILDREN WITH SEND

## Quality First Teaching (in class):

- High expectations for every child.
- Lessons tailored to your child.
- Practical activities and different teaching methods.
- Specific strategies and support suggested by SENCo or specialists.

## Intervention Groups (small groups):

- For academic, social, emotional, or behavioural needs.
- Led by trained teachers or teaching assistants.

## SEN Support:

- Extra help beyond normal class teaching.
- Formulation of a provision plan
- Small group or 1:1 support with set targets.

## How you will know about your child's progress:

- Parent carer consultations
- Provision Plan reviews
- End of year reports
- EHCP reviews (should your child have an EHCP)
- If you want additional information at any time just ask your child's class teacher
- Book in a meeting with Miss Read

## Provision Plan

What is a Provision Plan?

It's a written document that sets out the specific learning targets and support a child with Special Educational Needs and/or Disabilities (SEND) will receive in school.

Here's what it usually includes:

- Your child's strengths and needs – what they are good at and where they need extra help.
- Targets – specific, measurable, achievable, relevant and time bound (SMART) steps to help children make progress
- Support and strategies – how teachers, teaching assistants, or specialists will help your child reach their targets (e.g., small group work, visual aids, extra time, specialist resources).
- Who will help – details of the staff or specialists involved.
- How progress will be checked – reviewed with children, parent/carers at least three times a year.



## **EHCPs (Education, Health and Care Plans)**

What is an EHCP?

- It is a legal document for children and young people (up to age 25) who have significant and long-term difficulties with learning or development. An EHCP sets out the child's needs, the support they receive, and the outcomes they are working towards.

Key points about an EHCP:

Who is it for?

- Children or young people who need more support than a school can usually provide through regular SEN support.

What does it include?

- Education needs – e.g., support with reading, writing, or communication.
- Health needs – e.g., speech and language therapy, occupational therapy, medical support.
- Care needs – e.g., help at home, social care support if needed.

Why is it important?

- It's a legal guarantee – the local authority must make sure the support written in the EHCP is provided. It helps schools, health professionals, and families work together.

How do you get one?

- A parent, school, or young person (if over 16) can ask the local authority for an EHC needs assessment.
- Professionals assess the child's needs and write reports.
- If the child qualifies, the local authority writes an EHCP.

How is it kept up to date?

- EHCPs must be reviewed at least once a year (every 6 months for under 5s). Changes can be made if the child's needs change.



## Wellbeing Support:

- We are an inclusive, caring school that values diversity.
- Class teachers oversee children's social, emotional, and medical needs.
- SENCo and Safeguarding Team provide extra support where needed.
- Medicines and personal care are given by trained staff.
- Weekly safeguarding and well-being meetings ensure children are supported.

## Teacher Training:

- Staff receive regular SEND training
- SENCo supports teachers with planning and resources.
- Staff attend specialist training from outside professionals.

At Filton Avenue we are committed to supporting all vulnerable learners, including looked after and previously looked after children. We work in partnership with carers, social workers, and the Virtual School to ensure these pupils receive appropriate educational, emotional, and therapeutic support. Their progress is monitored closely by the SENCO and Designated Teacher, and additional funding such as Pupil Premium Plus is used to provide targeted interventions and to promote inclusion and emotional wellbeing

## Accessibility:

- All buildings are wheelchair accessible (ramps and disabled toilets with hoists/changing beds).
- Step edges painted/demarked for visual support.
- Dyslexia-friendly strategies (reading rulers, coloured overlays, visual stress tests).
- Clubs and trips are open to all children, with extra support as needed.

## Resources and Funding:

- SEND funding comes from Bristol City Council.
- The Headteacher and SENCo decide how to use it, based on children's needs.
- Resources and interventions are regularly monitored and reviewed.

## Outside Agencies

Filton Avenue Primary School calls on the support of a variety of outside agencies, including, but not limited to:

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| • SALT (speech and language therapists)   | • School Nursing team                                 |
| • The Education Psychology Service        | • Social Prescribing team                             |
| • Pediatricians                           | • Occupational Therapists                             |
| • BAT (Bristol Autism Team)               | • CAMHS (child and adolescence mental health service) |
| • The VI support team (Visual Imparement) | • Family Support workers                              |
| • North Star outreach team                | • Social Workers                                      |



# TRANSITIONS

## Reception entry:

- Nursery visits by teachers
- Children welcomed in for a school visit
- Home visits by teachers.
- Meetings with SENCo and nursery staff.
- Transition plans put in place, including enhanced/additional opportunities for SEND children.

## When moving classes:

- Information passed to the new teacher.
- Visits to meet new teacher
- Transition meetings, visits, and transition booklets provided, if needed.

## When moving to another school:

- SENCo contacts the new school's SENCo.
- Records are shared promptly.
- SENCo may offer a settling in visit

## Year 6 to Secondary:

- SENCo meets with secondary SENCo.
- Extra visits and transition activities for pupils who need them.

## Support for Parents

If you are a parent with SEND please let us know so that we can make adjustments to support and enable you.

- A termly 'Coffee morning with the SENCo' open to all
- Opportunities to meet with teachers, SENCo, and Phase Leads.
- Parent views are valued and included in planning.
- Information from outside specialists shared with you.
- Meetings can be arranged via the school office and a tour organised if you are considering joining Filton Avenue Primary School.



## Other help available

<https://www.bristol.gov.uk/bristol-local-offer>

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

<https://www.autism.org.uk/what-we-do/support-in-the-community/family-support>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/>

<https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/autism-support/family-learning-courses-and-seminars-for-parents-and-carers>

<https://www.bdadyslexia.org.uk/advice/children/guidance-for-parents>

<https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/education/sensory-support-service>

## Complaints

Should you wish to lodge a complaint please follow the schools' complaints procedure. This document was co-constructed with the help of a team of parents/carers.

