

How do we identify children with SEN (special Educational Needs) and what should I do if I think my child has SEN?

- Class teachers track pupil progress closely and identify pupils who are not making the expected progress. They are supported in this decision making by using the 'Wiltshire Graduated Response to Supporting SEN'. This progress might be academic or social progress. Parental concerns expressed to the teacher or SENCO are followed up. The SENCo also uses the school data records to monitor progress of all the children every term after assessment points.
- If a child is not making the expected progress then the teacher and the SENCo will meet to discuss if there are reasons why the child is not making the expected progress and whether there needs to be any additional support provided. The SENCo might also observe and/or assess the child to see if there are any underlying barriers to the progress or give the class teacher checklists to identify any specific areas of difficulty. The parents will be invited to contribute to this discussion through the parent consultation evening or an additional meeting if necessary.
- If you believe that your child may have an SEN then please contact the school to arrange an appointment with the SENCo . The SENCo (special needs coordinator) is Lynne Stapleton & she can be contacted through the school on 01225 700964 or email l.stapleton@bowerhill.wilts.sch.uk

How do we support the children with SEN?

- If we identify that your child has a special educational need then we will create a 'Support Plan'. This will be written by the Classteacher jointly with the parents through the Parent Consultation Meeting. The SENCo may also be involved in this process. The 'Support Plan' will identify the outcomes that the school & parents agree should be achieved within a set period of time (usually by the end of the academic year) and how these outcomes will be achieved.
- Additional meetings will also be scheduled for you to meet with the class teacher and SENCO if your child has an Education Health and Care Plan and an annual review will be held for those children
- If your child is also Looked After, this process will also be part of the regular PEP meetings.
- At our school we have 20 trained teaching assistants (TAs) to help meet all individual pupil needs.
- All of our classes have some TA time allocated to support the SEN children. The amount of support in any class will depend upon the age of the children and the identified needs within the class. The decision on how much support each class has will be made by the Headteacher & SENCo every July.

- All of our staff are trained to make materials and pupils' work more straight forward or more challenging, so that every child is able to learn at their own level. We have a philosophy of 'Keep up' rather than 'Catch Up' and use pre & post learning support in order to deliver this.
- We can access a range of Wave 3 programmes that are designed to support children to accelerate progress in reading, writing and maths. This includes 'Read, Write, Inc', 'Catch Up reading', 'Catch Up numeracy', 'Sound Discovery', 'Accleread, Acclwrite', 'Nessy'.
- We also provide support for children with other identified needs such as Autism, ADHD, Speech and Language.
- Our classrooms feature lots of visual prompts and supports for those children who have learning difficulties.
- All of our teachers are required to plan lessons that all children can access. Sometimes teachers need further help and may ask for support from our Special Needs Co-ordinator (SENCO).
- We will share any additional resources and information, such as signposting to appropriate books, computer programmes etc, that we believe will support your child's learning at home.

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

- We will decide which interventions and strategies are best suited to the special educational needs of your child based on a thorough understanding of the needs identified through careful analysis with you and using the Wiltshire Graduated Response to SEN document
- Assessment, analysis of work samples, observation and information from outside agencies will also be used to agree the nature and frequency of the support that is required in order to secure impact and ensure that good progress is made
- At Bowerhill we recognise that withdrawing children from lessons detracts from other learning opportunities and can make it more difficult for the child to generalise their learning back in the classroom. Therefore, as far as is practicable we will endeavour to provide the right resources and strategies within the classroom whilst continuing to develop the skills of staff to ensure that your child is supported in class in a way that is meaningful and in context. Staff will help your child to generalise learning skills across the curriculum in order to secure good progress across the curriculum.

How will I know how my child is progressing? How is my child involved in this process?

- We will support and involve you and your child at each step of the process for accessing support and evaluating its impact through a regular cycle of plan, do, assess and review.

- Children are involved at each stage primarily through reviewing their 'one page profile' which states their individual needs, preferences and views. These are updated at least annually in July. They are also encouraged to comment on their support plans.

What type of SEND does your setting provide support for?

- We have experience of supporting pupils with a broad range of SEN and have supported pupils with cognition and learning needs, physical and medical needs, speech language and communication needs as well as supporting pupils with emotional, social and mental health needs.

What training have the staff supporting children with SEND had or are having?

- The school provides a range of CPD for staff based on the needs of staff and the needs identified by the SENCO so that there are whole school approaches to managing SEN. We seek to be proactive in our approach and it is our ambition that staff are equipped to manage the full range of SEN.
- Specialist training may be sought where there are more uncommon SEN. Training is cascaded to all staff in order to ensure whole school approaches through TA meetings and staff meetings
- The SENCO is an experienced SENCO having worked with a range of learners with SEN in a variety of schools over a number of years. She is able to keep staff up to date with developments in SEN.
- Recent staff training includes identifying SEN and specific difficulties including ASD, Attachment & Dyslexia.
- The school has 3 ELSAs (Emotional Literacy Support Assistants). These work with children identified as having emotional and/or social development difficulties. This could include 1:1 time to talk about issues or blocks of work on a focus such as self-esteem, anxiety or bullying.

How will the school access further support from outside of the school setting?

- Where it is felt that additional support from an outside agency or increased support for your child is needed in school, we will discuss with you at the earliest possible stage. We will always seek your permission for any referral to an outside agency and inform you of the dates of any visits.

The decision as to whether a child needs support from an outside agency will be based upon Wiltshire's 'Graduated approach to SEN' document as well as the criteria of each agency as described on Wiltshire's local offer www.wiltshire.gov.uk/local-offer

How are the settings' resources allocated and matched to children's SEN?

- Through analysing needs we will select the most appropriate strategies and interventions to support your child's needs. We will look at progress to ensure that the allocated resources are having an impact. Once the programme has been delivered with fidelity for the specified time we will review to ensure that it is effective. If progress is not good we will try a different approach or intervention .

What specialist services and expertise are available or accessed by the setting?

- We can access the support of a range of services as and when required such as the Speech and Language Therapy Service, CAMHS (Child and Adolescent Mental Health Services), Specialist SEN Service, Educational Psychology and medical professionals such as the School Nurse and Community Paediatrician. We are also able to access the Hearing Impaired and the Visual Impairment Service.

Please refer to the local authorities local offer at: www.wiltshire.gov.uk/local-offer for information about the full range of services available to schools and families in Wiltshire .

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

- We follow the requirements of the National Curriculum (2014) to provide a broad and balanced curriculum to all the children. This curriculum will be adapted through the teachers' planning to differentiate the knowledge and skills taught in lessons to the specific needs of the children in the class. We also adapt the curriculum by providing a variety of resources to support the children in being able to access the curriculum such as laptops, microphones, pencil grips, teaching assistants, overlays etc.

Communication – how will the school let parents / carers know about things?

- Parents are able to speak to the classteacher about any concerns they have. They can also contact the Head teacher & SENCo to discuss concerns.
- Parents are invited to Parent Consultation Meetings every term. During these meeting we use a 'structured conversation' approach so that targets are agreed between class teachers & parents. Parents can request additional meetings and also meetings with the SENCo. The SENCo will invite parents to meet with her if their child is not making the progress the school was hoping for through the 'support plan'. Parents are consulted before any outside agency support is requested and details of all appointments and copies of reports are sent to parents. Parents are also invited to meetings with representatives from outside agencies as applicable. All children who have an Education, Health & Social Care Plan have an annual review meeting to which parents are actively encouraged to attend.

How will the school prepare and support my child to join the setting and transfer to a new setting? (What are the transition arrangements?)

- Before the children start in our Early Years classes, the Early Years teachers & specialist TAs visit all the pre-schools that feed the school to meet the children & discuss any particular needs the children have. We also hold a Parents information meeting which the SENCo attends and the Head teacher meets every child's parent to discuss the child on a 1:1.
- When the children transfer to secondary school, the SENCo & Y6 teachers meet with the head of Y7 & SENCo at Melksham Oak to discuss all the children & their needs. If any child with SEN is transferring to a different secondary school then the SENCO will get in touch with the secondary school to transfer information. The SENCO will arrange transfer meetings involving parents, outside agencies and secondary school staff for any child with more complex needs.
- Staff can access the SWASS (Support in Wiltshire Autism School Strategies) document for additional transition strategies for pupils joining our school or transferring to secondary.
- Pupils transitioning into our school may have arrangements made such as an adapted timetable depending on individual needs. We will work closely with parents/carers to ensure the success of such arrangements.

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

- We will conduct a risk assessment in order to identify the nature of support and resources that your child may need in order to enable them to participate in school trips. We endeavour to ensure that your child can participate as widely as possible in the whole life of the school.

How accessible is the setting environment?

- Our setting is accessible for children with physical disabilities with ramp access into the school and disabled facilities within the building. The school is on one level facilitating access for wheel chair users. The exception is a small learning area on the mezzanine floor but all learning that takes place here can equally be provided on the ground floor.

What support is there for parents/carers?

- The Wiltshire Parent Carer support Council offers advice and signposting for parents of children with SEN: www.wiltshireparentcarercouncil.co.uk

Who can I contact for further information and how?

- There are a number of organisations that parents can contact for support depending on the nature of their child's needs. A starting point for contact is the Wiltshire Parent Carer Council who are able to sign post to various organisations
- Please contact the school should you require further information

How do you deal with complaints?

Bowerhill Primary School SEN Information report

Written: September 2021

Review date: September 2022

- Any complaints should first of all be discussed with the child's class teacher. If the Parent then feels that their complaint has not been dealt with to their satisfaction, then they should contact the SENCo and/or the Head teacher. If they still don't feel happy with how the complaint has been dealt with they should address their complaint in writing to the SEN Governor of the school.