The background features a series of concentric, overlapping circles in light grey and white, some solid and some dashed, creating a subtle pattern. A large blue rectangular box is centered on the page, containing the title and date in white text. The box has a small downward-pointing triangle at its bottom center.

Stoke Bishop Church of England Primary School SEND Information Report

March 2022

What we do

Our Aim

At Stoke Bishop Church of England Primary School we aim to be fully inclusive, providing an appropriate and high quality education for all children, including those identified as having 'special educational needs or disabilities'.

We emphasise the importance of Quality First Teaching for all pupils but recognise that some pupils may require additional support to enable them to access the curriculum and make progress.

Our Staff Team

We have an experienced staff team who receive regular training to ensure that they are able to meet the needs of all learners. We have good links with a range of outside specialist agencies, including *The Educational Psychology Service*, *The Autism Outreach Team*, *Speech and Language Therapists* and *Physiotherapists*. We also employ a range of Therapists to help support our children who need more focused support.

Meet the team

- **Heather Whittard-Jones** – Inclusion Lead

‘I am responsible for co-ordinating and monitoring the delivery of an inclusive education for all children at Stoke Bishop Primary School. I provide leadership, support and direction for Inclusion, ensuring pupil achievement and progression through effective inclusion for all pupils’

Heather.whittard-jones@Bristol-schools.uk



- **Vickie Melton** – Pastoral and Safeguarding Lead

‘I work across the school to make sure that all children receive an appropriate and quality PSHE/ RSE curriculum, whilst also ensuring all children are supported and cared for’.

Vickie.melton@Bristol-schools.uk



- **Claire Woodman-Smith** – Family Link Worker

‘I am here to provide support and help for all families that need it. Working together is the best way we can help our children achieve’

c.woodman-smith@bristol-schools.uk



How does the school know if my child needs extra help?

We identify children with Special Educational Needs and Disability (SEND) by whole-school tracking, behaviour monitoring, previous records, medical reports, and the 'New Arrivals' Policy.

Your child's Class Teacher will continually assess how they are progressing with their learning. In addition we will look at the progress every child is making at Learning Meetings, which happen three times a year.

If a child is working below age related expectations or is making slower than expected progress, we will consider whether they need extra help. If your child has been identified as having a Special Educational Need or Disability before they join us, the SENDCo at their previous School or Nursery should contact the School and pass on information about your child's needs.

What should I do if I think my child has Special Educational Needs?



The Special Educational Needs and Disability Coordinator (SENDCO) is Heather Whittard-Jones and can be contacted via email: heather.whittard-jones@bristol-schools.uk or via the school telephone: 0117-3772173

How will the school support my child?

If your child has SEND, they will receive 'School Support'. This means they will have a **Support Plan**, drawn up by the Class Teacher in consultation with you, your child and the SENDCo. (An example of a Support Plan is on the next slide)

The Plan will contain targets and outline the strategies and resources that will be used to help your child achieve them through the **Assess, Plan, Do, Review Process**. The Plan will be reviewed and shared with you and your child at least three times a year.

Pupils with SEND are supported by Teaching Assistants (TAs), additional resources, (such as specialist equipment and IT programmes) and/or interventions from external providers. Pupils are monitored carefully by Teachers who will discuss progress regularly with parents.

Support Plan template

My Support Plan



Photo of me	Name:	Adult support?
	Class:	
	Pupil Premium: Y/N	SEND Level (E/ K):
	Broad area of SEND Need:	
<input type="checkbox"/> Communication & Interaction	<input type="checkbox"/> Social, Emotional and Mental Health	
<input type="checkbox"/> Cognition and Learning	<input type="checkbox"/> Sensory and/or Physical	

Pupil Voice: I am good at	Teaching and Learning Approaches How I learn best	Parent/Carer Voice:
		<p>Our hopes for our child now and into the future</p> <p><i>Things that are going well for your child, what approaches/strategies make the biggest difference?</i></p> <p>Information I would like you to know...</p> <p>What do they like and what makes them happy?</p>
I enjoy	Specialist/Modified Equipment	
	Are there any tools, resources, equipment that support me?	
These things are important to me	Social Communication and Understanding	
	Are there any social issues including mixing with others, sharing, humour, empathy, social boundaries?	
I want to get better at	Self-Care and Independence	
I would like the adults working with me to know that	Sensory Processing	
	Are there any issues linked to sounds / smells / tastes or touch that can affect learning or behaviour?	

Support Plan template

Area of need	ASSESS 	PLAN 	DO 	REVIEW 	
	Needs/ Entry Data	Intended Outcomes	Provision	Exit data	Next Steps
Cognition and Learning					
Communication and Interaction					
Social, Emotional and Mental Health					
Physical, Sensory, Medical					
Feedback from child					
Feedback from parents					

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

There will be a Support Plan for your child, drawn up by the class teacher in consultation with you and the SENDCo. The plan will contain targets, and outline the strategies and resources that will be used to help your child achieve them through the Assess, Plan, Do, Review process. The plan will be reviewed and shared with you and your child at least three times a year.

If your child has complex SEND, or an Education Health and Care Plan (EHCP), an annual formal meeting will take place to discuss your child's progress and a report will be written. In addition, your child's class teacher, Hub Leader or the Inclusion Lead may be able to suggest ways of helping your child with specific areas of difficulty, for example, reading, spelling or maths.



Graduated Response Stoke Bishop Primary School

EHCP/ EHCP Assessment (0-25)

Educational psychologist
input, on-going multi
agency input, medical
disability with SEN

Children with long term needs and a constant need for coordinated services will receive an EHCP. An EHCP is necessary for specialist provision

School Support with External Agencies

Personalised learning inc. specific interventions,
Referrals or support
from BAT, SALT, OT, Creative Therapist, Counselling,
Educational Psychologist, annual reviews, Individual
Support Plans, multi agency meetings with parents,
support for high needs block funding.

An EHCP assessment has a 20 week time frame.
All phases of a graduated response need to be
evidenced before an EHCP assessment can be
requested

School Support

Individual interventions, small group intervention (maths, phonics, social skills, talking partners), daily reader, Turnabout memory intervention, Nessy, Clicker 8, Time to Talk, Boxall Profile strategies, Precision Teaching, Switch On, Lego Therapy, 1st Class@Number, personalised behaviour strategies, SENCO, TA team, targeted spellings, meetings with parents, signposting to parenting support (Supportive Parents), 1:1 or group SPLD teaching, adapted resources,, access to alternative ICT, SENCO input to target setting, Assess, Plan, Do, Review cycle monitored via Support Plans, training for teachers/TA's, Early Help, individual visual timetables, network with SENCO Cluster across NW24 to share and support good practice.

SENCO expertise used as part of
the graduated response and to
coordinate support

Quality First Teaching

High quality teaching regularly monitored by SLT, Hub TA support targeting focus children, high expectations for all, appropriately differentiated work, regular opportunities for AFL, guided small group teaching, topic days, SEN friendly classrooms, visual timetables, access to resources to support independent learning including: Numicon, key words, Place value cards, scaffold prompts, displays to celebrate success and achievement, next steps for children clearly displayed in books, quality marking for children to see success and make improvements, clear behavior expectations with rewards and sanctions, vibrant, well balanced and age appropriate curriculum, progress monitored termly, whole school and individual SEN related training opportunities, multisensory learning materials, targeted questioning, staff appraisal and observations, daily reading and spelling

Teachers using Assess, Plan,
Do, Review cycle to plan for
all children in their class

The great job that we
do everyday

What support will there be for my child's overall wellbeing?

We have a very holistic approach to Education and every member of Staff has a responsibility for children's social and emotional well-being. If you have any specific concerns, do talk to your child's Class Teacher.

The school is able to provide interventions to support Mental Health or Wellbeing, e.g. sessions with the School Counsellor. There are always qualified Staff who are trained in First Aid and in the administration of medicines. They are on duty throughout the school day, including at break and lunchtimes. If your child has medical needs, they may have a Health Care Plan drawn up. The administration of medication for short term needs is undertaken in line with our Administration of Medication Policy.

What Specialist Services and expertise are available at or accessed by the School?

Our School Staff have a wide experience of meeting the needs of all Pupils with a range of SEND. In addition to the SENDCo, there are Teaching Assistants who have been trained in specific Intervention Programmes and many have considerable experience and expertise with meeting a range of Pupils' needs.

The School can access support, where necessary, from a range of External Agencies, including *The Sensory Support Service (vision and hearing); Physiotherapists; Speech and Language therapists; Occupational Therapists; Educational Psychologists; Child and Adolescent Mental Health Service; Bristol Autism Team and the School Nurse.*

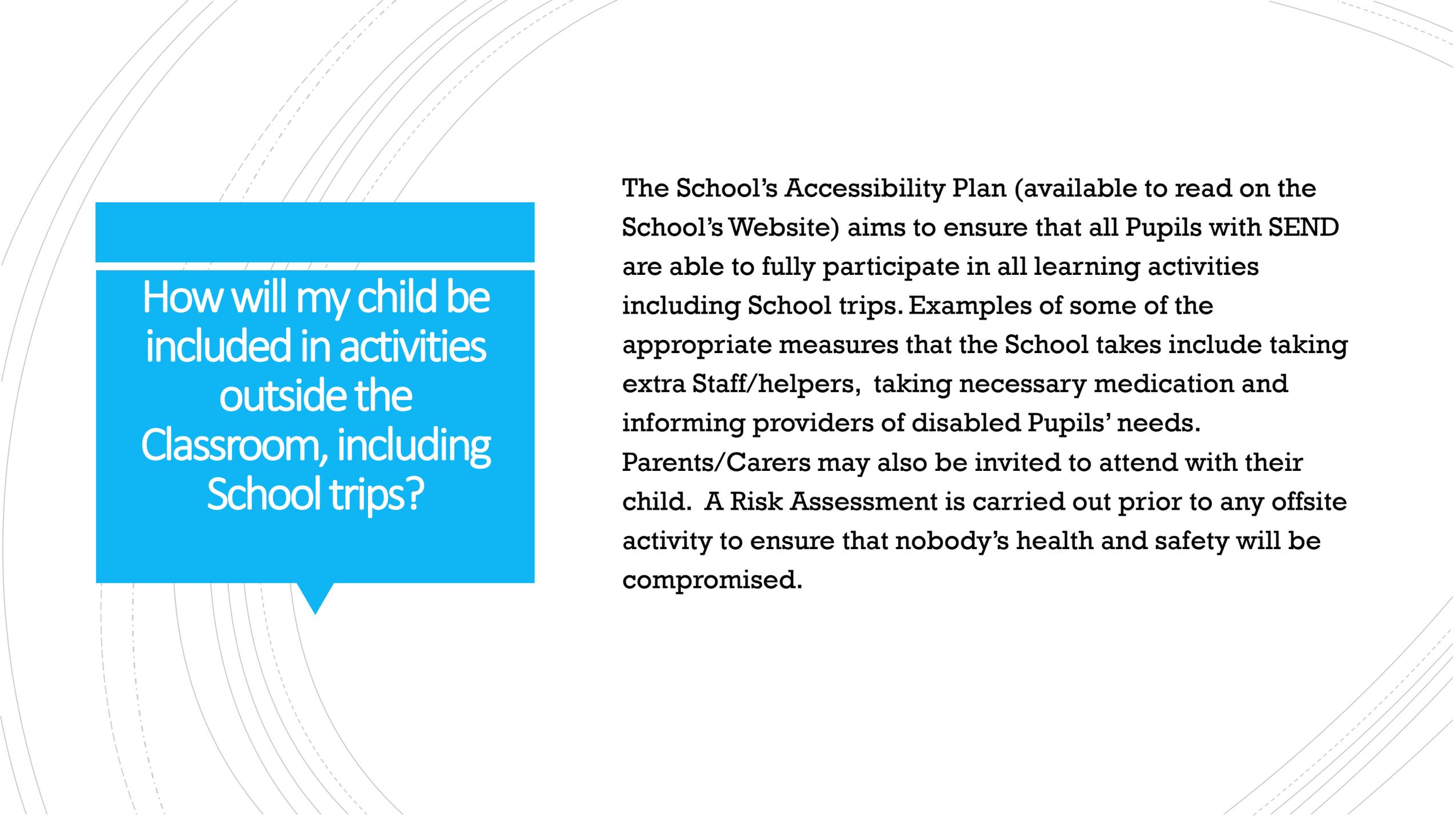
In addition to these the School has a comprehensive package of Therapeutic Interventions including an Art Therapist, a School Counsellor and a Play Therapist. We also have funded additional weekly Speech and Language support for a number of our children.

What training has been provided for the Staff supporting children and young people with SEND?

The SENDCo attends regularly Cluster Meetings where schools share expertise. She has also attended the SENDCo Conference, Top-Up Funding, Designated Teacher training and work involving the HOPE (Bristol's Virtual School which exists to improve the education of children in care (CiC). and is currently undertaking the NASENCO Masters Qualification at Bath Spa University.

All relevant information is disseminated to Teaching Assistants (TAs) through their weekly meeting and to Teaching Staff through weekly Staff Training.

Whole Staff Training has included Autism Education Trust L1, and the Trauma Informed Approach to supporting children. Additional training is also arranged throughout each Term, where TAs are released at the same time to attend e.g: Lego Therapy Training, Speech and Language Training.

The background features several sets of concentric, curved lines in light grey and white, some solid and some dashed, creating a sense of motion and depth. A blue speech bubble shape is positioned on the left side, containing the main question.

How will my child be included in activities outside the Classroom, including School trips?

The School's Accessibility Plan (available to read on the School's Website) aims to ensure that all Pupils with SEND are able to fully participate in all learning activities including School trips. Examples of some of the appropriate measures that the School takes include taking extra Staff/helpers, taking necessary medication and informing providers of disabled Pupils' needs. Parents/Carers may also be invited to attend with their child. A Risk Assessment is carried out prior to any offsite activity to ensure that nobody's health and safety will be compromised.

How accessible is the School environment?

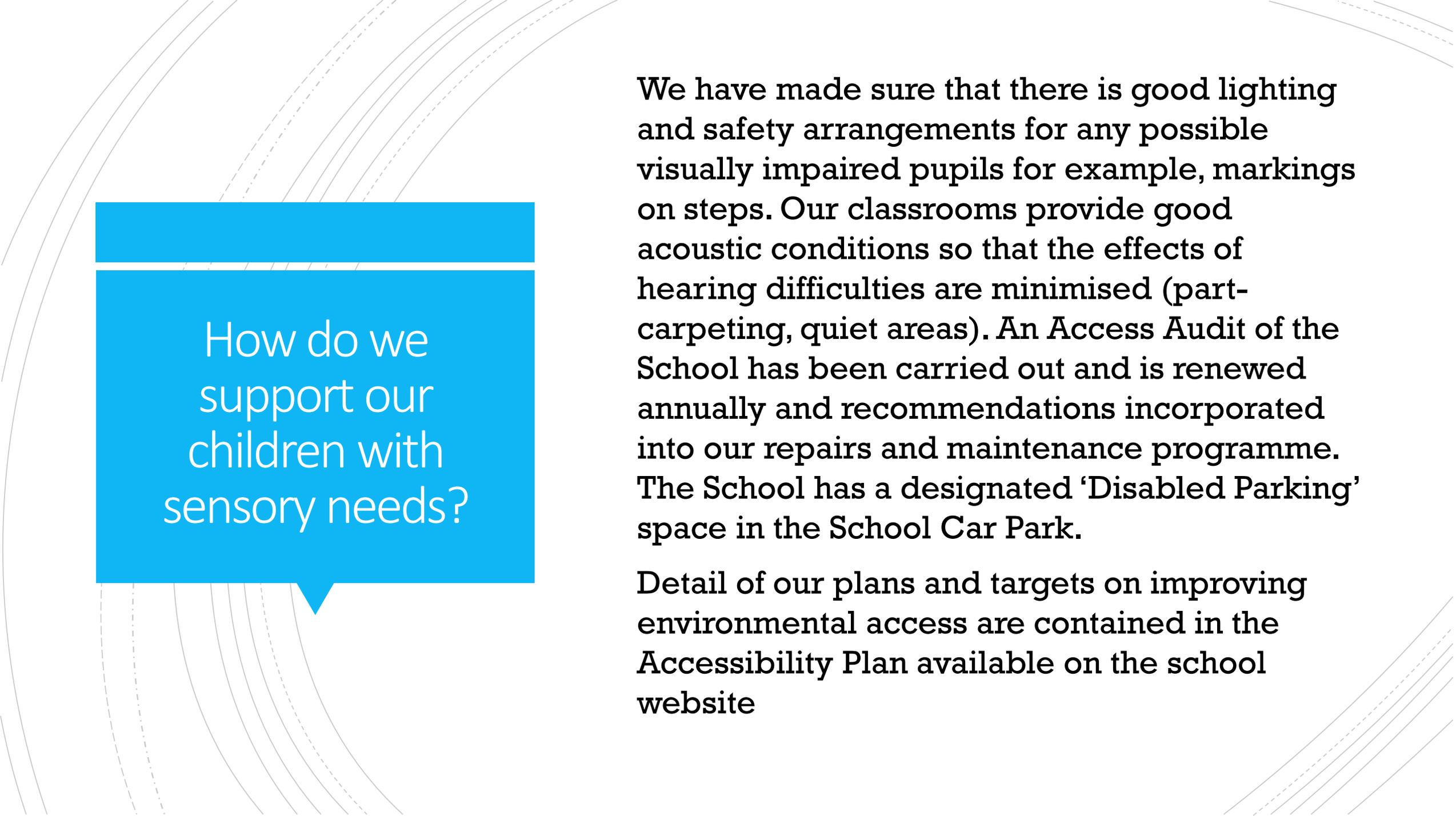
Our School is all on one site. The School is built on several levels with small flights of stairs joining each level.

Entrance to the main building is through the main lobby, which is ramped and therefore suitable for wheelchair access.

Classrooms are accessed by corridors from which there is wheelchair access at each end of the top corridor. There is also a ramp allowing access to the dining hall.

There are two additional blocks; Cedar Block contains 4 classrooms, a workroom and toilets which are all on one level. The second, Oak Block, contains two classrooms and a disabled toilet, which are all on one level and can be accessed via a ramp.

There are currently shower, changing and washing facilities but no laundry facilities. There are accessible toilets in the main building and additional blocks.



How do we support our children with sensory needs?

We have made sure that there is good lighting and safety arrangements for any possible visually impaired pupils for example, markings on steps. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas). An Access Audit of the School has been carried out and is renewed annually and recommendations incorporated into our repairs and maintenance programme. The School has a designated 'Disabled Parking' space in the School Car Park.

Detail of our plans and targets on improving environmental access are contained in the Accessibility Plan available on the school website

How will the School prepare and support my child to join the School?

We have a detailed transition plan for all children starting in Reception. The Early Years Foundation Stage (EYFS) team visit **Pre-School** settings to meet children in the **Summer Term** before they start at the **School, and will carry out additional visits if required.**

There is a **Welcome Meeting** for parents of all prospective new EYFS children in June. The children are invited into school for a number of play sessions in **June and July to** help to settle them in for September. If your child has been identified as having SEND, the EYFS Class Teacher and/or SENDCo will make links with your child's **Pre-School** setting and attend their final **Nursery** review. We conduct home visits for every child where we meet the child in their home setting.

How will the School prepare and support my child to transfer to/from another setting?

For pupils who join the School outside the EYFS entry, we follow our New Arrivals Policy. This includes a preliminary half day visit prior to joining for the child to get to know the School and Class and the allocation of a buddy to support their transition. We endeavour to contact the previous setting and for pupils with SEND, will work closely with them and you to ensure the transition is managed in the best way for the child.

When your child is due to move on to a new setting, we will make links with the school so that we can share information. All Year 6 pupils are prepared for transition in a number of different ways. Most secondary settings send a member of Staff to meet the children in their own School setting and meet with the Class Teacher to discuss particular needs. All Secondary Schools have an Induction Day and many offer additional sessions for children with SEND, which we are able to support in a variety of ways.

How are the School's resources allocated and matched to children's Special Educational Needs?

A notional amount within the School Budget is used to support children identified as 'School Support'.

Where there are higher needs, applications are made to the Local Authority to apply for 'Top-Up' funding. This money is spent in a range of different ways, which could include providing additional Staff, equipment and resources to support the child's needs.

The needs of other pupils with SEND are met from the School's overall budget. The School follows a graduated approach to supporting pupils based on their needs.

How does the School decide the type and amount of support my child will receive?

As a School we measure children's progress in learning against National Expectations and age related expectations. The Class Teacher assesses each child continually and makes a note of areas where they are improving and where further support is needed.

We track children's progress from entry at EYFS through to Year 6, using a variety of different methods. Children who are not making expected progress are picked up through termly Pupil Progress Meetings with the Class Teacher and members of the Senior Leadership Team, including the SENDCo. In this meeting we discuss why individual children are experiencing difficulty and what further support can be given to aid their progression.

How are parents involved in the School?

We are keen to ensure that we have regular contact with parents and that we are able to respond to requests in a timely manner. If you wish to speak to one of us please feel free to get in touch with the School Office or contact us directly by phone or email. We are also often on the playground at the beginning and end of the School day so please do come and find us.

You will have contact with your child's Class Teacher through Learning Meetings and through Support Plan meetings that will take place three times a year. If your child has an EHCP then you will also have an Annual Review meeting where you will meet with your child's Class Teacher, the Inclusion Lead, and wherever possible the Bristol SEND Inclusion Officer.

We also run termly SEND Parent Events to offer support and guidance in a range of topics. Such events often involve external agencies, e.g. 'Send And You' or 'Speech and Language Therapy' (SALT).

What do our Parents say?

- 'the Support Plan reviews three times each year are really helpful in keeping track of what provision is in place for my child and discussing what could be improved'.
- 'the SENCo works really closely with the class teacher and external agencies so I really feel there is a co-ordinated plan for my child'
- 'I like that most of the support takes place in the classroom so that my child takes part in everything that his peers do'

What do our Children say?

- 'I like Big Play' – Year R child
- 'We get stickers when we read' – Year 1 child
- 'I like that I can use a laptop when I am doing a long write, but that I can also write when I prefer to' – Year 5 child
- 'Learning about electricity was fun' – Year 4 child

Glossary

- SENDCO – Special Educational Needs and Disabilities Coordinator (Heather Whittard-Jones)
- EHCP – Education Health and Care Plan – a legal document written by the local authority in conjunction with other adults supporting the child
- SALT – Speech and Language Therapist
- EP – Educational psychologist
- OT – Occupational therapist
- BAT – Bristol Autism Team
- PT – physiotherapist

Who can I contact for further information?

- Your first point of contact for any concerns is your child's class teacher and/ or the Hub leader.
- If you have a query about SEND procedures in school or about getting further advice, you can contact the SENDCo, Heather Whittard-Jones on 0117-3772173 or via email: heather.whittard-jones@bristol-schools.uk
- For lots of other resources and support please go to our Inclusion Padlet
<https://padlet.com/InclusionStokeBishop/kw76hroughse7rbv>
- Stoke Bishop's SEND and Inclusion Policy is available on the policies page of the school website.