

Stoke Bishop Church of England Primary School SEND Information Report

Written in collaboration with parents and children

March 2025

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 and/or disabilities (SEND).

We emphasise the importance of Quality First Adaptive 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 intervention.

Meet the team

- **Lynsey Lowrie**– Inclusion Lead (SENDSCO)

‘I am responsible for co-ordinating and monitoring the delivery of an inclusive education for all children. I provide leadership, support and direction through collaborating with parents/carers, staff and external professionals. I am passionate about enabling children to understand themselves, celebrate their strengths and succeed in all aspects of school life’.

Lynsey.lowrie@bristol-schools.uk



- **Vickie Melton** – Assistant Head, Pastoral and Safeguarding Lead

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

Vickie.melton@bristol-schools.uk

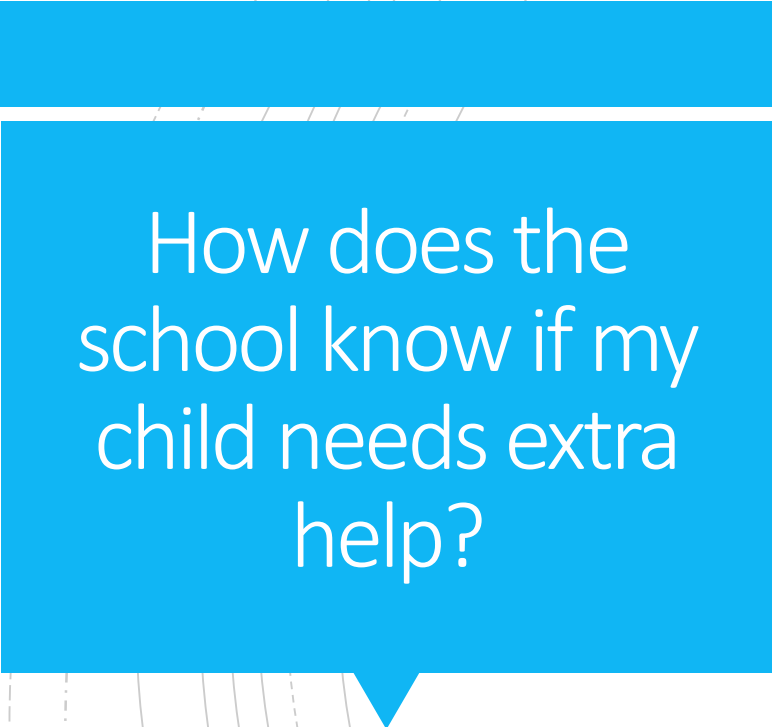


- **Claire Woodman-Smith** – Family Link Worker

‘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



A blue speech bubble graphic with a white border, containing the text 'How does the school know if my child needs extra help?'. The bubble has a tail pointing towards the bottom left.

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

We identify children with SEND through whole-school tracking, monitoring, collaborating with previous settings, medical reports and the 'New Arrivals' Policy.

Your child's class teacher will continually assess how they are progressing with their learning. If a child is working below age related expectations or is making slower than expected progress, we will consider whether they need extra support. For some children, this will become clear very early on in their school journey. For others, it may not become apparent until later into Key Stage Two.

If your child has been identified as having a special educational need and/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.

Please see the school's SEND Inclusion Policy for more details on how we identify pupils with SEND.

[SEND-Inclusion-Policy.pdf](#)

What kinds of SEND are provided for?

There are four broad areas of special educational need:

- Communication and Interaction – Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said or they do not use or understand social rules of communication. Children with autism may have particular difficulties with social interaction.
- Cognition and Learning – Some children may need support with learning difficulties because they learn at a slower pace than their peers, even with appropriate adaptations. This could be a moderate learning difficulty (MLD), a severe learning difficulty (SLD) or profound and multiple learning difficulties (PMLD). Some children may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia.
- Social, Emotional and Mental Health – Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, e.g., becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Some children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and/or Physical Needs – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and therefore, modification is needed. These may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

Source: Special Educational Needs and Disability Code of Practice: 0 to 25 years. (DfE and DoH, 2015)

What should I do
if I think my child
has special
educational
needs?

Parental flow diagram for Special Educational Needs (SEN) support



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 Support 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** cycle. The Support Plan will be reviewed 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 and carers.

A child in care (CiC) will have a Personal Education Plan (PEP) which is reviewed three times a year. These reviews include input from The Hope Virtual School and Social Care.

Support Plan template







My Support Plan |



Photo of me	Name:	Adult support?
	Class: DOB:	
	Pupil Premium: Attendance:	SEND Level: SEN Support/EHCP
	Broad area of SEND Need: <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Sensory and/or Physical	Specific need (if appropriate)

Pupil Voice: I am good at	Teaching and Learning Approaches How I learn best	Parent/Carer Voice: Our hopes for our child now and into the future
I enjoy	Specialist/Modified Equipment	
These things are important to me	Social Communication and Understanding	
I want to get better at	Self-Care and Independence	
I would like the adults working with me to know that	Sensory Processing	

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					



Graduated Response Stoke Bishop Primary School

Here are lots of ways
that we support our
children.

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.

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 with External Agencies

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

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

School Support

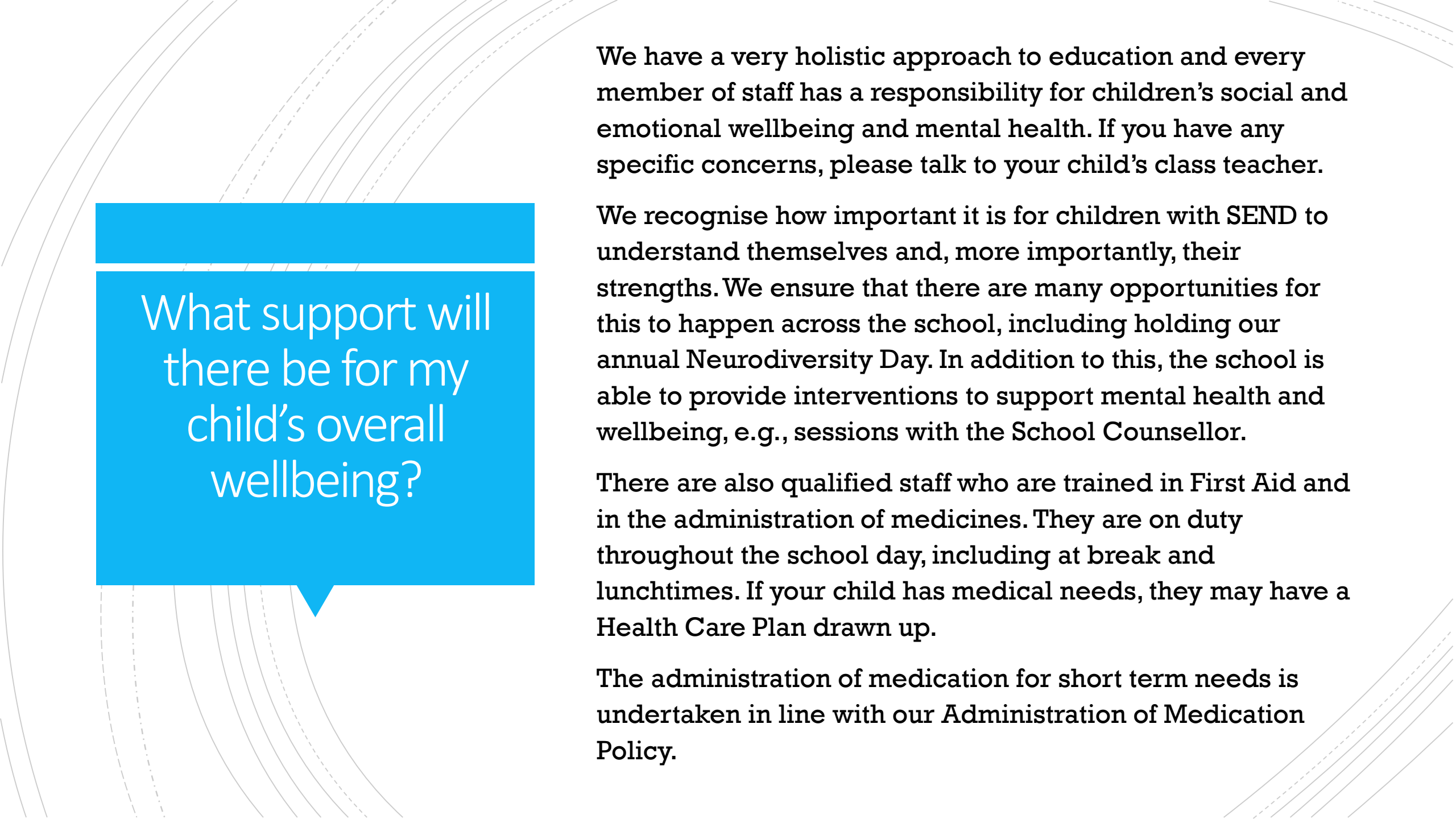
Individual interventions, small group intervention (maths, phonics, social skills), daily reader, Turnabout memory, Nessy, Time to Talk, Boxall Profile strategies, Mastering Number, Precision Teaching, Switch On, Lego Therapy, personalised behaviour strategies, targeted spellings, 1:1 or group SPLD teaching, 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, Calm Corner, Calm Club.

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

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 Assessment For Learning, 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 behaviour 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

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 wellbeing and mental health. If you have any specific concerns, please talk to your child's class teacher.

We recognise how important it is for children with SEND to understand themselves and, more importantly, their strengths. We ensure that there are many opportunities for this to happen across the school, including holding our annual Neurodiversity Day. In addition to this, the school is able to provide interventions to support mental health and wellbeing, e.g., sessions with the School Counsellor.

There are also 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 and accessed by the school?

Our school staff have a broad 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 in 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.*

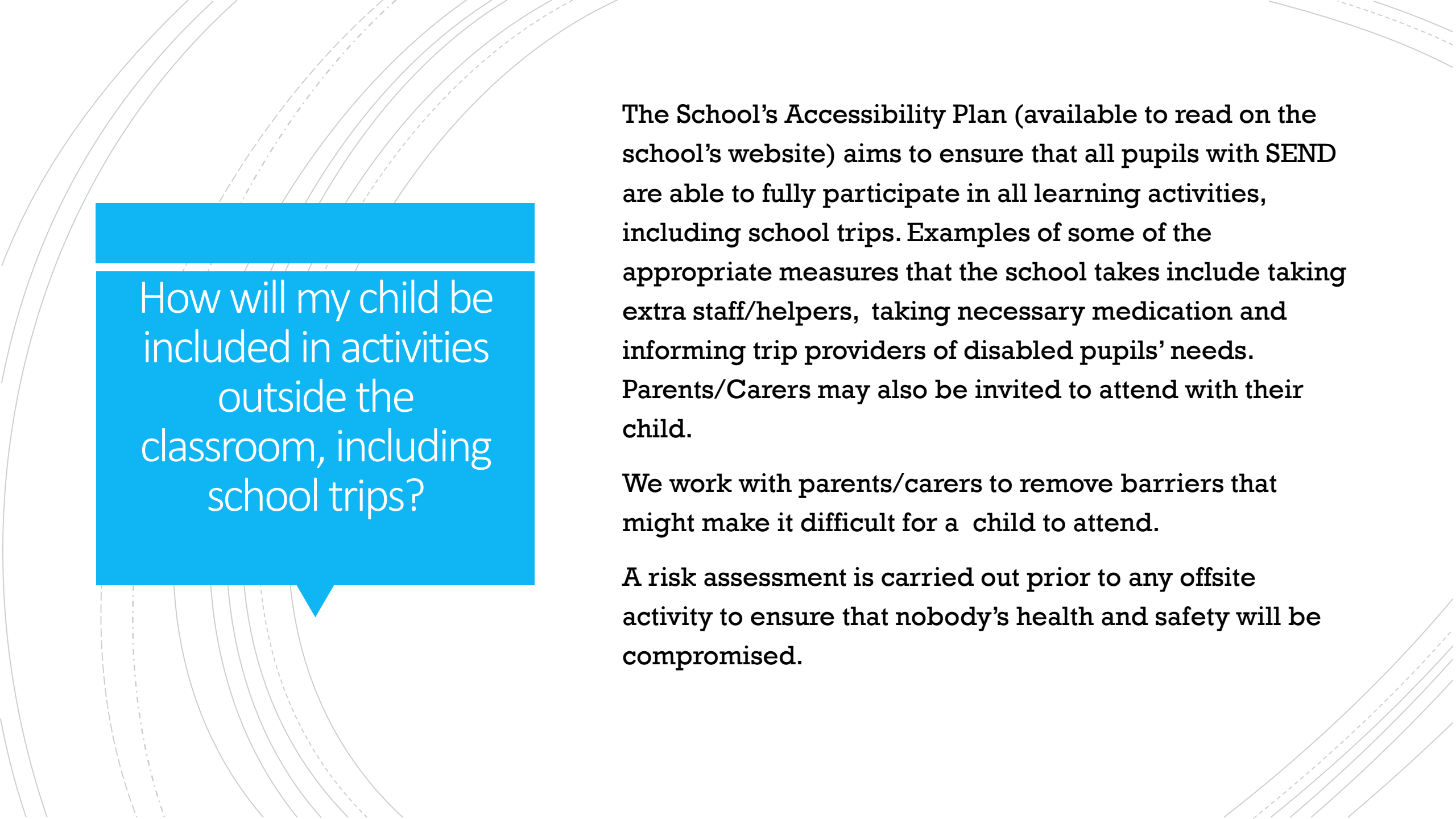
In addition to these, the school has a comprehensive package of therapeutic interventions including an Art Therapist, a School Counsellor, a Play Therapist and a Music Therapist. We also have funded additional weekly Speech and Language support for a number of our children.

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

The SENDCO attends regular training and networking events including, NW24 Cluster Meetings, Bristol SEND Cluster Meetings (which feed directly into the Bristol SEND Local Offer), the annual Bristol SENDCO Conference, Designated Teacher training and work involving the HOPE (Bristol's Virtual School) which exists to improve the education of children in care (CiC), and has achieved 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, input from a Specialist Teacher of Dyslexia, a Trauma Informed Approach to supporting children and Growth Mindset. Additional training is also arranged throughout each term, during which, TAs are released at the same time to attend. This has included Lego Therapy Training and Speech and Language Training.

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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 trip providers of disabled pupils' needs. Parents/Carers may also be invited to attend with their child.

We work with parents/carers to remove barriers that might make it difficult for a child to attend.

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?

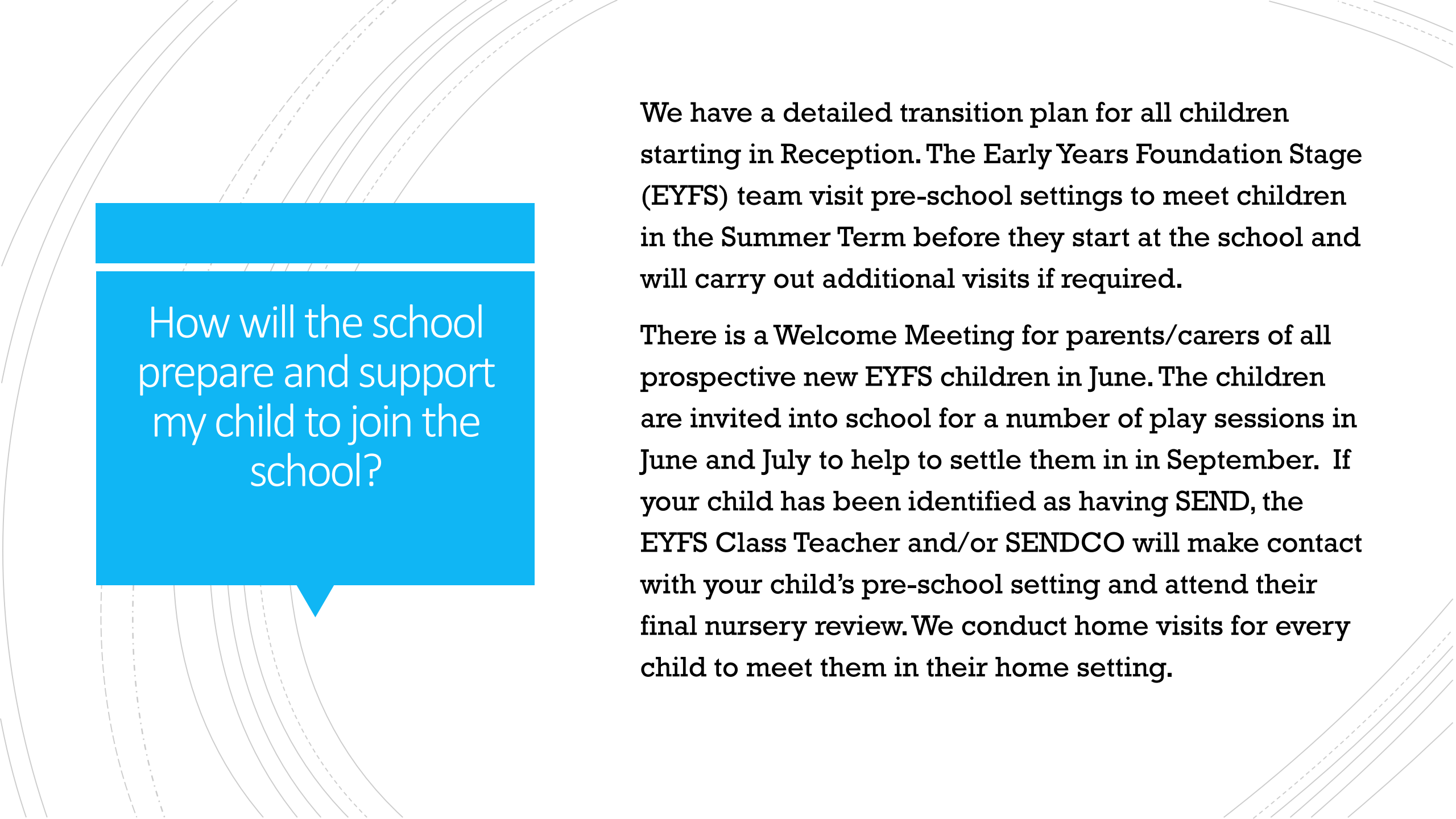
Our school is all on one site. The school is built on several levels with small flights of stairs joining each level. Entrance to the main building is through the main lobby, which is ramped and therefore suitable for wheelchair access. Classrooms are accessed through corridors from which there is wheelchair 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.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

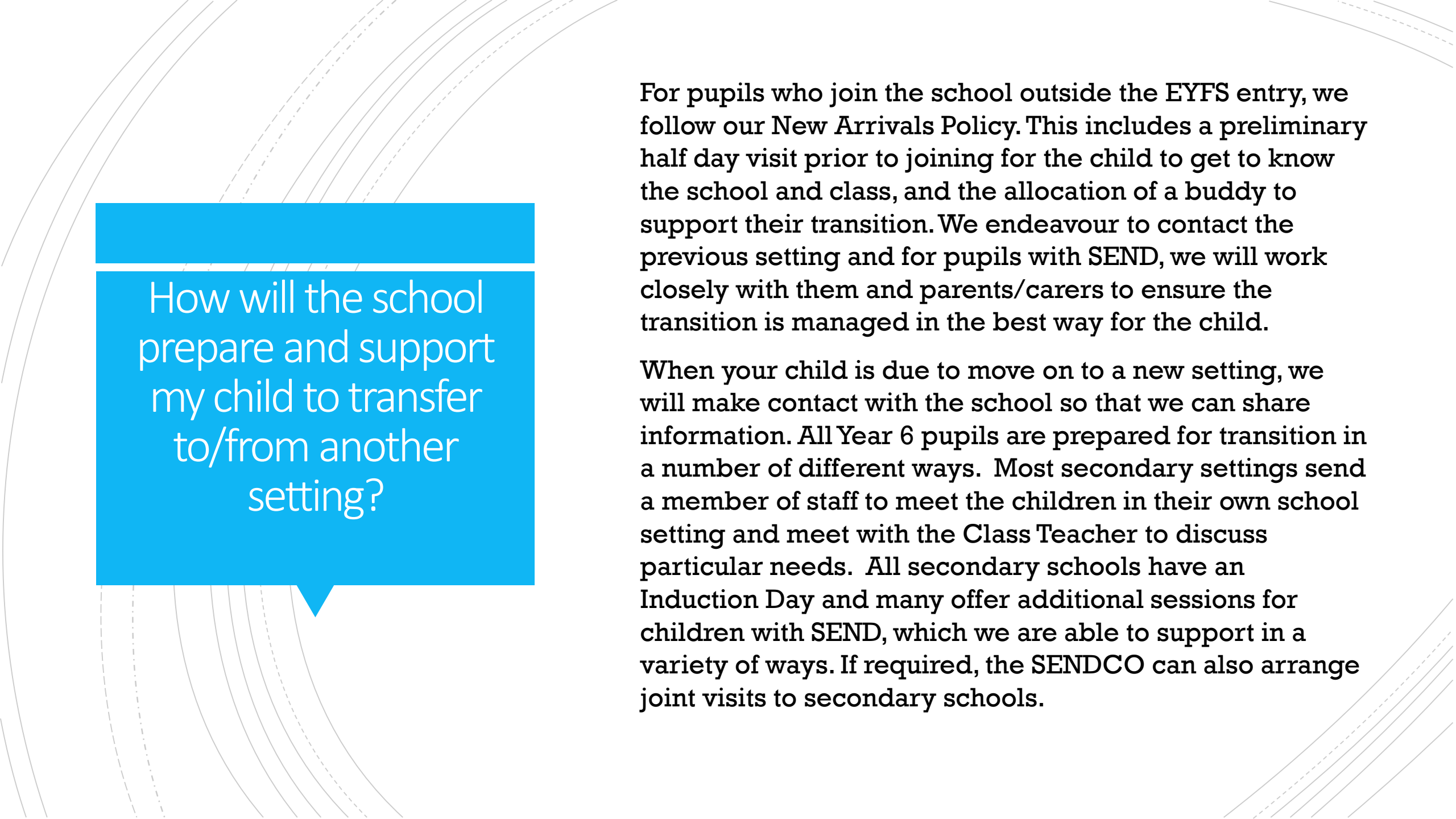
[Accessibility-Plan-2024-27.pdf](#)

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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.

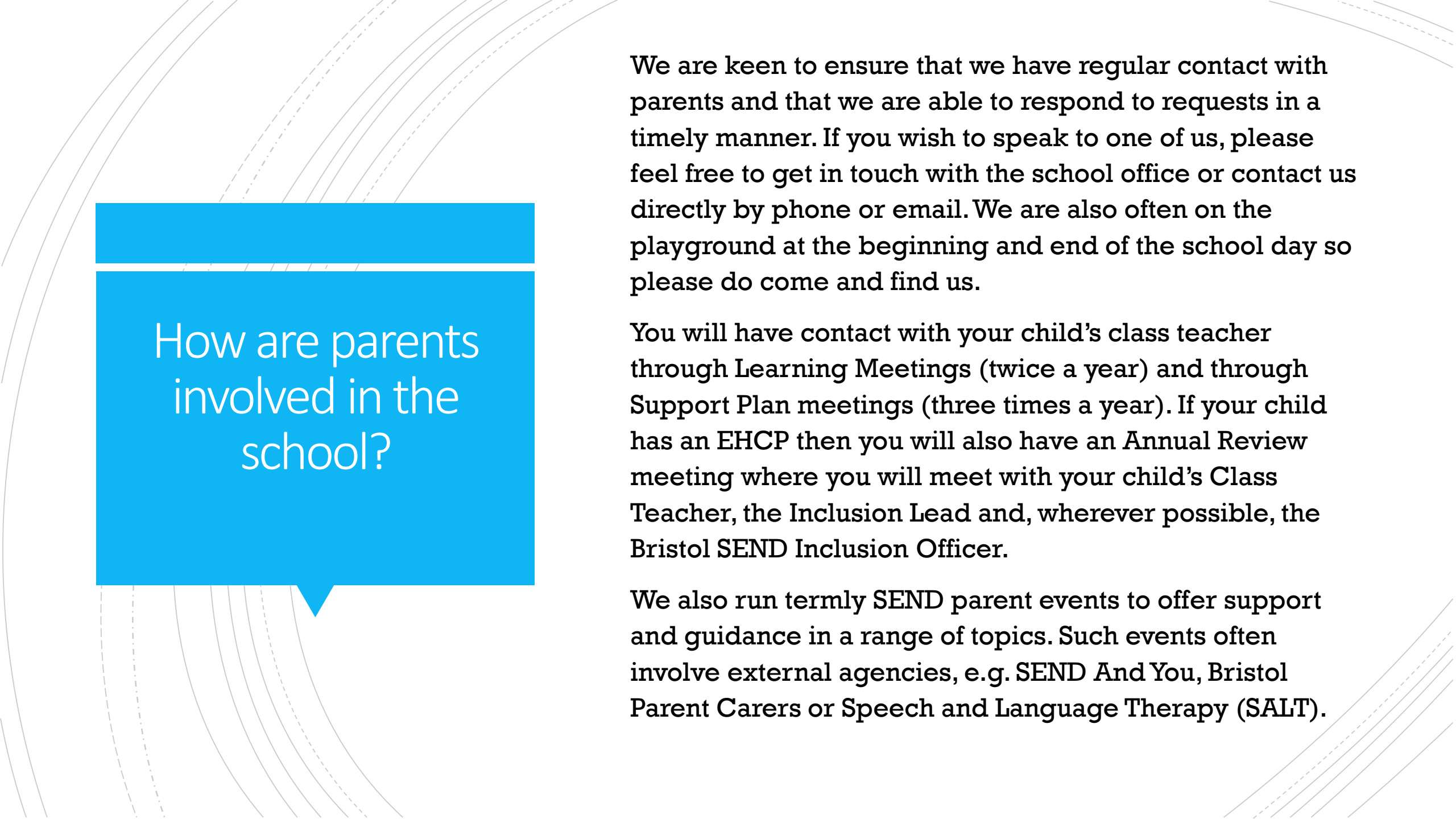
There is a Welcome Meeting for parents/carers of all prospective new EYFS children in June. The children are invited into school for a number of play sessions in June and July to help to settle them in in September. If your child has been identified as having SEND, the EYFS Class Teacher and/or SENDCO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

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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, we will work closely with them and parents/carers 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 contact 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. If required, the SENDCO can also arrange joint visits to secondary schools.

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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 (twice a year) and through Support Plan meetings (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, Bristol Parent Carers or Speech and Language Therapy (SALT).

What do our parents say?

- 'I have nothing but praise for the way that my child has been welcomed and supported from nursery into Stoke Bishop Primary School. Staff have kept us updated every step of the way. The Support Plan meetings have been positive and useful, looking to set targets for the future.'
- 'The SENCO works really closely with the class teacher and external agencies so I feel there is a coordinated plan for my child.'
- 'Stoke Bishop School has been so supportive since my child received a diagnosis. His teacher and the SENDCO immediately put together a Support Plan and provided him with so much actual support in the classroom.'
- 'Technology is always available so he can choose which method is appropriate for him and his learning that day. Extra activities, Nordic walking for example, have been such a brilliant addition to his support and his progress at Stoke Bishop. Thank you.'
- 'We have been really impressed and reassured about how you have taken our concerns seriously and taken time to put a plan in place for our child. It's important to us that the focus is on her self-esteem and her enjoyment of school and learning, as well as her achieving milestones, and we believe this has been reflected in the support that she is being given. She continues to be really happy at school which is brilliant.'
- 'I really like your attitude at school towards my child, it feels that she is valuable and important. The way you organise supportive plans and sincerely want to help her find a way that suits the most, is impressive. I can only say one thing – thank you God for these people.'

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.

We value and celebrate each pupil being able to express their views on all aspects of school life. We use different strategies to ensure that all pupils can give their views in a way in which they are able and feel comfortable to do so.

Glossary

- SENDCO– Special Educational Needs and Disabilities Coordinator (Lynsey Lowrie)
- 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
- APDR – Assess, Plan, Do, Review

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, Lynsey Lowrie on 0117 3772173 or via email:

lynsey.lowrie@bristol-schools.uk

- For lots of other resources and support please go to our Inclusion Padlet.

<https://padlet.com/InclusionStokeBishop/kw76hroughse7rbv>

- Bristol SEND Local Offer

[SEND Local Offer](#)

- If you are not happy that your concerns are being managed and that your child is not making progress, you should speak to the Assistant Head or SENDCO. If this does not resolve your concerns, you can access the school complaints procedure via the website or by requesting a copy from the school office.

[Complaints-Procedures.pdf](#)