

When a child on the SEN register transfers to our school or joins us from an Early Years Setting, discussions with the former setting are held and records are received and read. As the parent, your child's class teacher will discuss targets and concerns with you and similarly, do contact the school if you wish to discuss any concerns. If your child is transferring to another school, all records will be delivered to the receiving school and a meeting or discussion with the receiving school will be arranged. Should the child be transferring to a secondary school and have an EHC plan, a transfer review is held during year 5 where parents and children meet staff from the receiving school and the needs of the child are discussed.

We recognise that having a child with additional needs can be challenging. We aim to support you and your child and strive to work together to achieve the best possible outcome for every child at our school.

Should your child attend this school and you feel dissatisfied with any element of our SEND provision, initially speak to the class teacher. If you feel the issue has not been resolved please arrange a meeting with the SENDCo or the Head Teacher. If you continue to feel dissatisfied the school has a SEND Governor who can advise you. Her name is Linda James, please contact the schools office to gain contact details or arrange a meeting.

For further information please visit our school website . A key documents is the SEND policy.

<http://www.englishbicknorcofeprimaryschool.co.uk>

Gloucestershire Local Offer can be found at

<https://www.glosfamiliesdirectory.org.uk/kb5/glocs/glosfamilies/family.page?familychannel=2>

Other Information

Local Authority Information

<http://www.gloucestershire.gov.uk/sen>

Gloucestershire SENDIASS—free, impartial advice for parents

Email: pps@carersgloucestershire.org.uk

Freephone: 0800158 3603

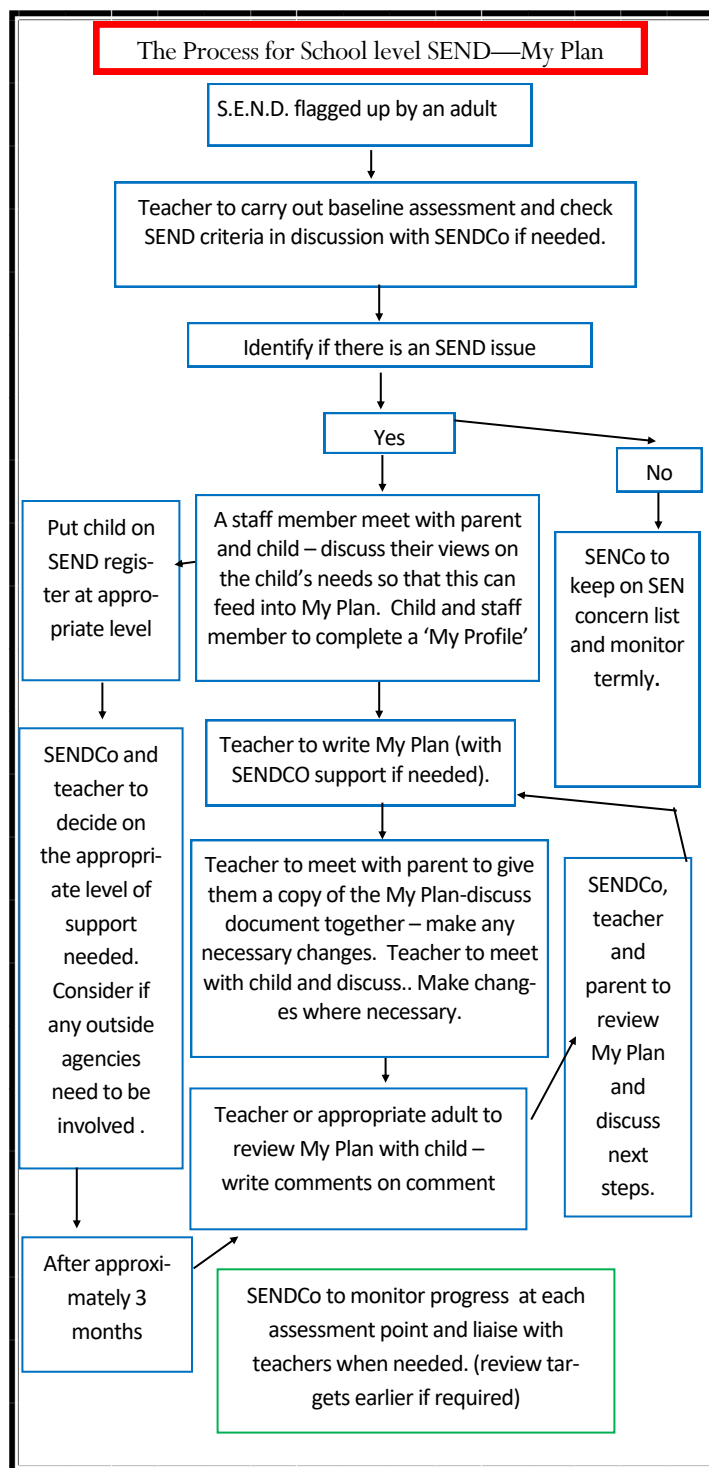
Direct lines: 01452 389344 / 01452 389345

www.sendiassglos.org.uk

Family Information Service

Email: familyinfo@gloucestershire.gov.uk or Freephone: 0800 542 02 02

Useful Contacts: Lucy Nemes (SENDCo) Emma Isaac (Head of School)
Information updated November 2022



SPECIAL EDUCATIONAL NEEDS AND DISABILITY



*English Bicknor
C of E Primary
School*

*Through Gods love we learn
and flourish together*

Tel: 01594 860367

www.englishbicknorcofeprimaryschool.co.uk

WHAT IS SEND?

SEND or Special Educational Needs and Disability is when pupils need additional or different provision to enable them to achieve their potential. It is when one or more of the following is a barrier to their learning:

- Language and Communication
- Social, Mental and Emotional Health
- Cognition & Learning
- Medical, Physical or Sensory Needs

At English Bicknor C of E the progress and attainment of all pupils is reviewed every term by the Senior Leadership Team and teaching staff, at which time provision may be adjusted to meet identified needs. If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational need (SEND) and be placed on the SEND register. If you, as a parent have concerns, you should firstly speak to your child's teacher and afterwards, may wish to contact the SENDCo.

All relevant parties, including parents and child, are consulted as part of the school's decision to place on the register. We value the dialogue between staff and parents and implement regular formal and informal meetings where all parties may raise concerns.

If your child goes onto the SEND register, a My Plan will be created by their class teacher. This document will include targets for your child, as well as information as to how all adults, including parents, can help them to achieve them. Each child has their own file which contains their My Plan and any resources which may be helpful to them in class.

The My Plan is reviewed a minimum of 3 times a year in consultation with children, parents and the class teacher. The SENDCo will attend review meeting when asked to do so by parents or teachers. If you would like the SENDCo to attend parents evening, please let the class teacher know.

If multiple agencies are involved in providing support/guidance to help your child, a My Plan+ may be written. This would be carried out by the SENDCo with parents, the child and class teacher contributing

If your child does not make progress after receiving such graduated support, we will discuss with you the possibility of putting your child forward for an Educational Health Care Plan (EHCP).

An outcome of this process may be that objectives will be set for your child and some additional funding may be available to support his/her learning in school. School will support you through this process but we will also advise you of other independent agencies who can also provide additional support to you.

WHAT DOES SEND SUPPORT LOOK LIKE HERE?

The most important level of support for your child is first quality teaching but should they need additional provision, the SENDCo will work closely with the class teacher to plan and oversee this. Additional provision may include small group or 1:1 teaching, additional or different resources or strategies used to support their learning. We have TAs and teachers trained to deliver various intervention programs. These include:

- Little Wandle same day intervention and/or catch up.
- Emotional Literacy Support (ELSA) :support provided on a 1-1 basis to provide emotional support
- Number Stacks: 1-1 intervention to support mathematical understanding and development
- Fizzy - a fine and gross motor co-ordination programme, carried out in small groups.
- S.C.I.P. (Social Communication and Interaction programme) - carried out in small groups.

The school, through the Trust employs a teacher who is qualified to assess for specific learning difficulties, (SpLD) including dyslexia.

The school employs a part-time SENDCo (Special Educational Needs and Disability Coordinator) who has completed the National Award for SENDCo's. The school also uses a consultant SENDCo to support.

All teaching staff are kept up to date with best practice to support pupils with SEND and in house training or courses to enhance expertise are arranged according to the needs of our pupils.

If your child has an Education Health Plan (EHCP) with funding attached, the provision provided would be discussed and planned for in meetings with parents and possibly other outside agencies (see next section for details). The funding may be spent on TA support for the child in school or in other ways to meet the needs of the 'whole' child.

Should your child struggle with, for example, reading, if appropriate staff in school may apply for additional time for the child to access the Year 6 SAT's. They may also complete tests on a 1:1 basis. Each child's needs would be assessed and appropriate support provided, following national guidance.

ACCESSIBILITY

Our site is fully accessible to children with mobility requirements. The whole site is wheelchair accessible and has accessible toilets. The outdoor space is sloping but is tarmacked to enable wheelchair use.

WHAT IF MORE IS NEEDED TO SUPPORT MY CHILD?

When a child needs additional provision that we are unable to provide through the school's resources, we may consider putting your child forward to work with outside agencies or may contact them for advice. This could involve working with Educational Psychology Services or Advisory Teaching Teams as well as other outside agencies. This would only occur with parental permission and notes from work carried out would be shared with you.

These agencies may include:

- School Nurse
- Educational Psychologist (EP)
- Speech and Language Therapist
- Occupational Therapist (OT)
- Consultant Pediatrician (referred via G.P.) or SCAAS (Social Communication and Autism Service)
- Advisory Teaching Service (ATS)
- Families First Plus
- Children and Young People Mental Health Service (CAHMs 2gether NHS)

Should your child have a specific learning difficulty their provision will be looked at and planned for on an individual basis. If your child has one of the following learning difficulties, their provision may include some of the following:

Autistic Spectrum Disorder - visual timetables, social stories and home/school books.

Hearing Impairment—Talk Boost and Speech and Language intervention resources, such as Black Sheep.

Visual Impairment—enlarged worksheets, background colours adjusted on boards and adjustments to the physical space of the school if needed.

Should your child have difficulty in conforming to behaviour expectations we may look at structures in place and the physical space of the classroom. Additionally Social stories to support your child with any changes or school trips may be written.

Should any child need medical or personal care this is treated with sensitivity by all staff involved, ensuring the dignity and of the child is maintained. In consultation with parents, staff are trained by relevant professionals to under take necessary tasks, following the child's care plan. Children with medical or personal care needs are likely to need additional support when on school trips and/or residential trips. This would be