

Bridestowe Primary School

SEN Information Report 2019 - 2020

Introduction

Welcome to our SEN information report which details what Bridestowe Primary School does to help students with Special Educational Needs (SEN). At Bridestowe Primary School we seek to support the inclusion of all of our students, whatever their need, and we are committed to working together with all members of our school community.

Definition of SEN

Bridestowe Primary School regards pupils as having a Special Educational Need if they:

1. Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
2. Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is **additional to or different from** that normally available in a differentiated curriculum.

Types of Special Educational Need

Cognition and Learning:

- Specific Learning Difficulties (SpLD) – Dyslexia (spelling/reading), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).
- Moderate Learning Difficulties (MLD).
- Severe Learning Difficulties (SLD).
- Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Mental Health:

- A wide range of social and mental health difficulties which may reflect underlying difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- The category also includes ADD, ADHD and attachment disorder.

Communication and Interaction Needs:

- Speech, Language and Communication Needs (SLCN) – includes difficulties expressing themselves or understanding what others are saying.
- Autism (ASD) – difficulties with social communication, making friends, relating to adults (can include related sensory and mental health needs).

Sensory and/or Physical Needs:

- Visual Impairment (VI).
- Hearing Impairment (HI).
- Multi-Sensory Impairment (MSI) – sometimes known as deafblind.
- Physical Disability (PD).

The Local Offer

The Local Offer provides information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information. Devon's Local Offer can be found [here](#).

Parents/carers are encouraged to seek help and advice from independent information advice and support services, such as Devon Information & Advice for SEND (DIAS). DIAS are able to provide impartial and independent advice, support and information on special educational needs and disabilities, and can be found [here](#).

The kinds of SEN that we support at Bridestowe Primary School

At Bridestowe Primary School, we support students with a variety of SEN, and we believe in treating all children as individuals. Bridestowe Primary School will do its best to ensure that the necessary provision is made for **any** pupil who has special educational needs or disabilities.

Within our school, we have supported students with a range of needs including:

- Specific Learning Difficulty (including Dyslexia)
- Mild/Moderate Learning Difficulty
- Social, Emotional and Mental Health
- Speech, Language & Communication
- Autistic Spectrum Condition
- Visual Impairment
- Hearing Impairment
- Physical Impairment

How does the school know if children/young people need extra help and what should I do if I think my child may have a SEN?

Bridestowe Primary School is an inclusive school and we believe that quality first teaching should be expected for every pupil. We believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Pupil progress is collated every half term and reviewed with the class teacher and Head of School. This is then used to identify individual needs and plan provision. We do recognise that on some occasions further diagnostic assessment is required to identify barriers to learning. The first step would be for staff to use Devon's Graduated Response Toolkit to identify areas of difficulty. The SENCo/school might then conduct some further assessments, for example, using Speech Link. If there are still concerns, advice will be sought from other agencies including health, Educational Psychology and other services.

If you think your child has a SEN, please talk to their class teacher or the SENCo.

How will the school staff support my child? How will the curriculum be matched to my child's/young person's needs? How is the decision made about the type, and how much, support my child will receive?

All teachers and teaching assistants adapt their teaching for the students in their care. Our teachers will use a variety of strategies to adapt their teaching, this might include using:

- Visual timetables, Now and Next cards, etc.
- Writing frames, sentence starters, word banks, etc.
- i-Pads, lap tops or other alternative recording devices
- Peer buddy systems (especially for transitions)
- Transition passports (for students identified with ASC)
- Written instructions (Post-it notes, mini white boards, on the main board, etc.)
- Physical aids such as writing slopes, therapeutic putty and wedge/wobble cushions.

For some students, we may want to seek the advice of specialist teams and in the last year have accessed support from the Educational Psychology service, Occupational Therapy, the Communication and Interaction Team, the 0-25 SEN Team, the Speech and Language Therapy Team, CAMHs (Children and Adolescent Mental Health service), the Education Welfare Officer, the Inclusion Officer, Devon's Dyslexia Outreach Service, the School Nurse Service and the Social, Emotional and Mental Health Team.

Where a child's needs are very complex and require high levels of support, specialist equipment and expertise it may be their needs cannot be met within our mainstream setting. Discussions with parents, the pupil, SENCO and the Local Authority may conclude that a specialist placement is more suitable to best meet the pupil's needs.

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

We update parents about their child's progress three times a year, once each term. There are two Pupil Progress meetings and the end of year report.

For students with SEN, we hold termly SEN Support Plan meetings with parents, teaching staff and the SENCo to review progress towards individualised targets as part of the ***plan, do, assess and review*** process.

If a student has an Education, Health and Care Plan, we also hold an Annual Review to formally review progress.

We hold parent workshops to help parents support their child's learning, for example, reading workshops. In addition, we also signpost parents to more specialist support or training dependent upon need.

How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

A change of school, class or staff can be an exciting, yet anxious time for all students. For pupils with additional needs emotional responses can be heightened as a reaction to change.

Transition meetings will be held for pupils transferring to Bridestowe Primary School from other settings if an area of SEN has already been identified. Where necessary, the SENCo will support transition each year from class to class.

When children move to another school, information will be shared with the new school and if appropriate a meeting will be held between the two schools. The SENCo meets with the SENCo of our feeder colleges to ensure that information is shared before transition. If a child transfers to Bridestowe Primary School from another school, information will be requested from the previous school.

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

There are many extra-curricular activities available and students identified as having SEN are able to access all of them.

If it is identified that a student will need extra support to enable them to enjoy extra-curricular activities then we liaise closely with parents/carers, the student, the staff members involved in organising the activity and the operators or providers of the activity.

Please see our school website for an up to date list of activities available within the school.

What support will there be for my child's overall well-being?

Social and emotional development is an integral part of the curriculum and is also a key focus of assemblies.

Bridestowe Primary School is adopting the Boxall Profile Online this year. It is used to measure the emotional development of children and, if there is a need, it suggests a number of personalised interventions.

How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?

Bridestowe Primary School ensures teachers and TAs are provided with on-going high quality CPD which is built into the annual training program. So far, teachers and TAs have had training in the SEN context and autism awareness. Individual teachers and TAs are also given opportunities to access training from external providers such as the Devon Dyslexia Outreach Centre.

How accessible is the school indoors and out?

Bridestowe Primary School is wheelchair accessible and there are disabled toilet and changing facilities. Visitors can park close to the school.

For more information about how we aim to improve accessibility, please see the Accessibility Plan on the school website.

Who do I contact if I wish to complain about the provision for a SEN student?

In the first instance, most concerns are easily resolved by informal discussions with the relevant class teacher. When issues cannot be resolved through this approach parents/carers should raise their concerns with the SENCo or Head of School. If the complaint concerns the SENCo or Head of School, then the complaint should be raised with the Federation Executive Head. Should a complaint through these channels not reach satisfaction then a complaint can be raised through the Chair of Governors and/or the Executive Principal of the Dartmoor Multi-Academy Trust.

The Dartmoor Multi-Academy Trust has a complaints policy which parents can find on the school website and they can also seek independent support from Devon Information Advice and Support for SEND (previously Devon Parent Partnership) via the contact details given at the start of this document.

Useful reference documents/contacts:

SEND Code of Practice 0-to-25 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Devon Local Offer

<https://new.devon.gov.uk/send/>

Devon Information Advice and Support for SEND (previously Devon Parent Partnership): 01392 383080

<http://www.devonias.org.uk/>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act 2010 (updated 2014)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Devon Parent Carers Voice (DPCV: 0345 1551 013)

www.devon.gov.uk/send