

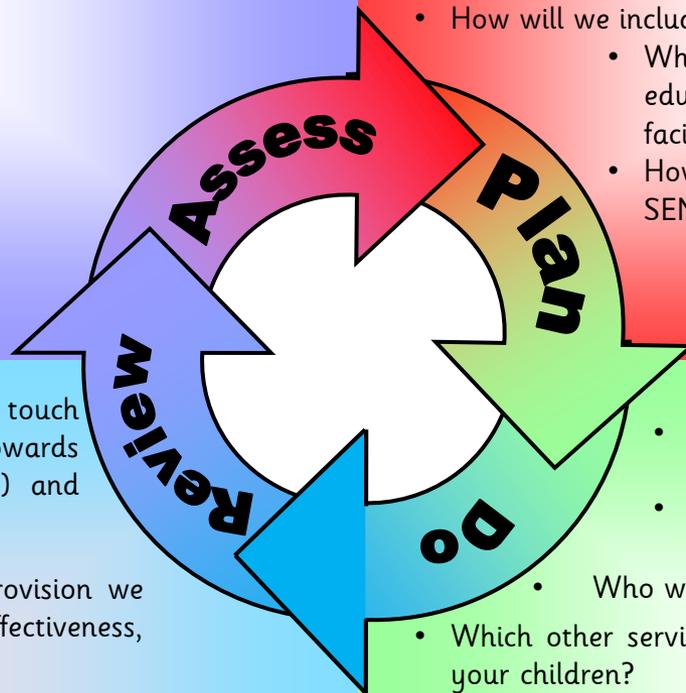
Bowesfield Primary School Offer



SEN Information Report
Reviewed November 2016

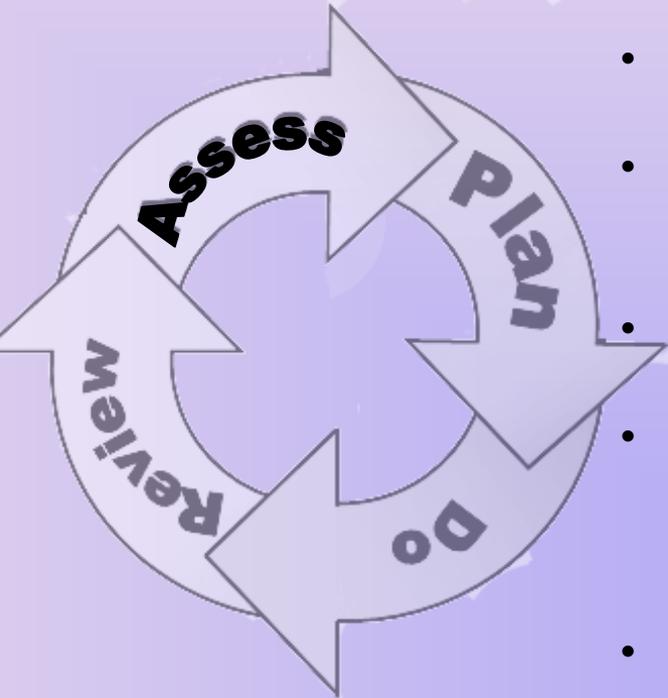
- How does our school identify that children have special educational needs and/or disabilities?
- What are the first steps we take if needs are identified?
- What should you do if you think your child needs more help? How can you raise concerns?
- What interventions are available to all children?
- How do we involve children in the assessment process?

- How will we teach and support children with special educational needs and/or disabilities?
- Who will be working with your child?
- What expertise do the staff have in relation to special educational needs?
- How do we ensure that information about your child's special educational needs and/or disabilities or Education Health Care plan is shared and understood by teachers and all relevant staff who come into contact with your child?
- How will we include you and your child in planning support?
 - What access do our children with special educational needs and/or disabilities have to facilities and extra curricular activities?
 - How do we plan for transition for children with SEND?



- Who will be talking with and keeping in touch with you? (working together towards outcomes, reviewing arrangements etc.) and how often?
- How do we assess and evaluate the provision we have arranged for your child? (effectiveness, outcomes, progress)
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer

- How is the different provision delivered in our school?
- What role will your child's teacher play in the additional provision?
- Who will be working with your child?
- Which other services do we use to provide for and support your children?
- How will you be kept informed of engagement in additional provision whilst it is ongoing?
- How do we encourage you to become involved in the additional provision?



- At Bowesfield Primary School teachers and other staff assess children regularly – during lessons, over a day, a week or longer
- We may talk to you about your child at home, involve outside agencies, use observations and data analysis to make assessments
- Staff can identify concerns at any time and talk about these with the SENCo
- There is a meeting every term between the Headteacher and class teachers to discuss every child's progress. If your child's teacher has any concerns, these are discussed at the meeting and the SENCO is informed
- You meet your child's teacher every term. If they are concerned, they will talk to you about this. You can also talk to them if you have any worries about your child at any point – ask at the beginning or end of a day if you want some time to talk
- You can also contact the SENCo- Mrs Kayleigh Icton, Headteacher Miss Emily Hodgeon and Governor- Mrs Sharon Veitch on 01642 601890

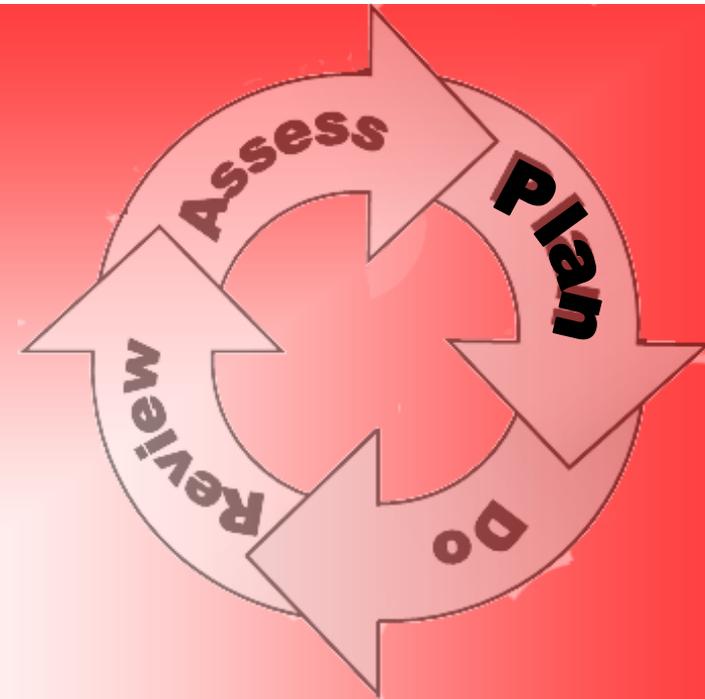
More information and advice is available from: Caroline Fell
Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) (formerly Parent Partnership Service) 01642 527158
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental
Health Difficulties

Sensory and/or Physical Needs

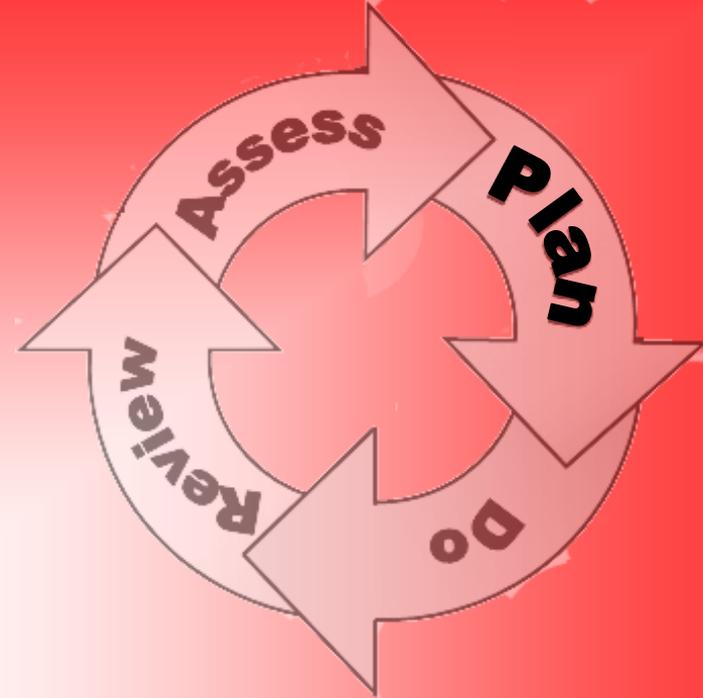


This section is about the additional support our school offers children with special educational needs and/or disabilities.

We can offer your child a personalised, flexible and differentiated curriculum to cater to their learning style and needs.

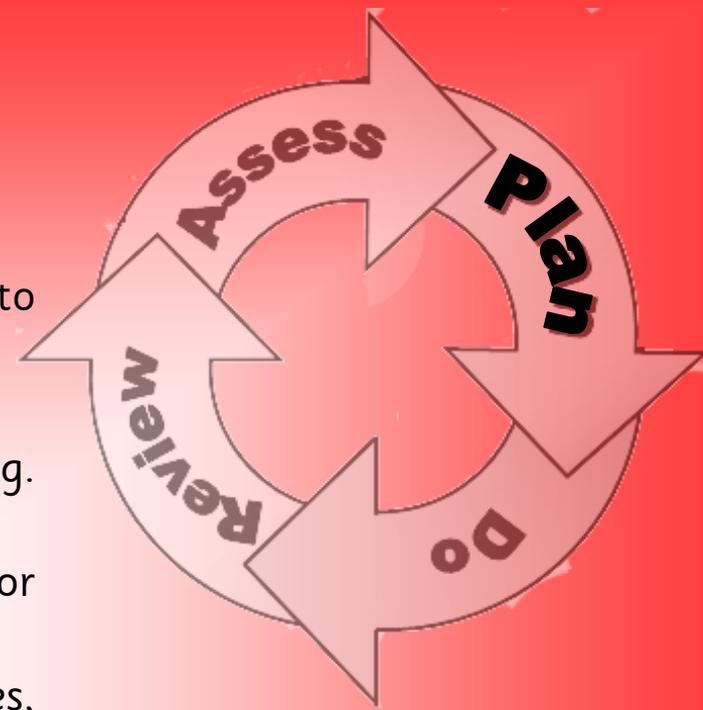
Communication and Interaction

- Quality first teaching is embedded in each classroom.
- In Early Years, children work on a programme called BLAST to develop their communication skills
- We have two bilingual teaching assistants working with children who speak English as an additional language and have SEND
- We work closely with the Speech and Language Therapy team and can refer children for assessment. Adults work with children on individual plans and targets within school
- We pre-teach vocabulary to support children in their learning
- We work with the Autism Outreach Team to plan support for children diagnosed as being on the Autistic Spectrum
- We talk to other professionals, for example, Health visitors, and parents about progress and any concerns
- We give children time to talk so that they do not become frustrated



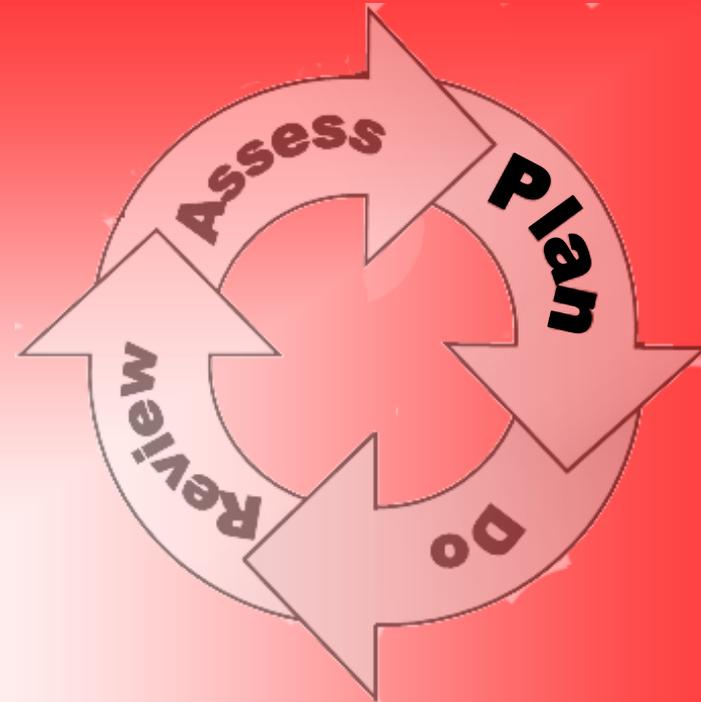
Cognition and Learning

- Quality teaching is embedded in each classroom
- Children work in different groups during the day to support their learning in different subjects. These groups are flexible and change regularly
- We have regular, individually focused interventions e.g. Word Wasp
- We give increased access to small group support for children with SEND
- We provide *practical* aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to a child's age
- We can offer a reading intervention, Fischer Family Trust, delivered by highly skilled teaching assistants
- Extra phonics lessons to develop reading and writing
- We make adaptations to assessments and in class to help children access learning e.g. readers, a scribe, ICT
- Children who need it have repetition and reinforcement to support learning
- We use pre-teaching and catch up teaching to prepare children and make sure they have understood



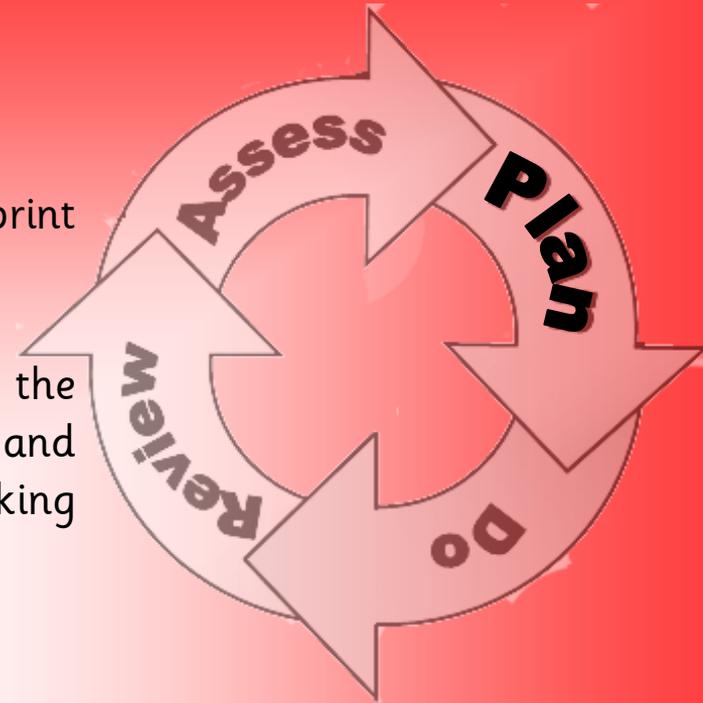
Social, Emotional and Mental Health Difficulties

- We give children access to calm down time and the chance to use an individual work area
- We celebrate steps to success and improvements
- We use individualised rewards systems
- We can provide targeted support for children and their families who have emotional, social or behavioural needs through The Bungalow Partnership
- Increased access to additional adults in the classroom who know them well and develop trusting relationships to support them socially and emotionally
- Our work on Rights for children supports the development of social skills and gives a framework for discussion
- We know our children well and can always include them in every activity by making sure they have additional support, for example on school visits or in any situation they may need it
- We work closely with services such as the Child and Adolescent Mental Health Service and the Butterwick Hospice
- Our Parent Support Adviser is very skilled at working with children and with parents / carers – ask and she can help

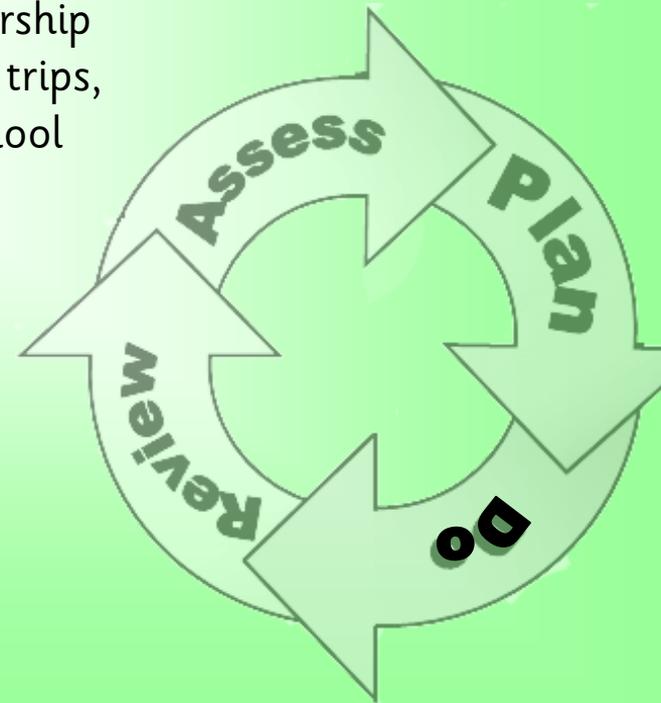


Sensory and/or Physical Needs

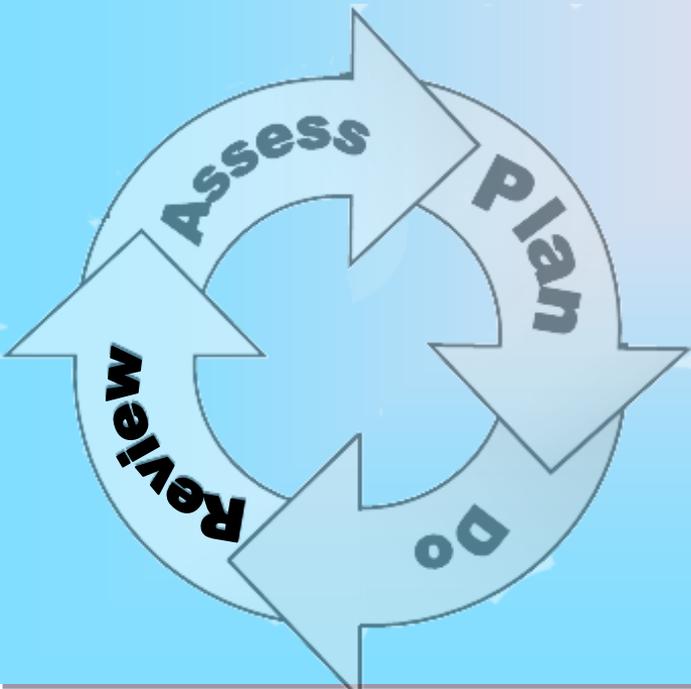
- We can provide physical aids to support access e.g. large print materials
- The school grounds and building are wheelchair accessible
- We can provide access to a specialist teacher for the hearing/visual impaired through the Hearing Impaired and Visually Impaired Service and have experience of working with these services and following their recommendations
- Concrete apparatus available to support learning
- We provide support for personal care
- We run therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- We can adapt the curriculum to enable full access e.g. alternative recording devices, modified PE curriculum

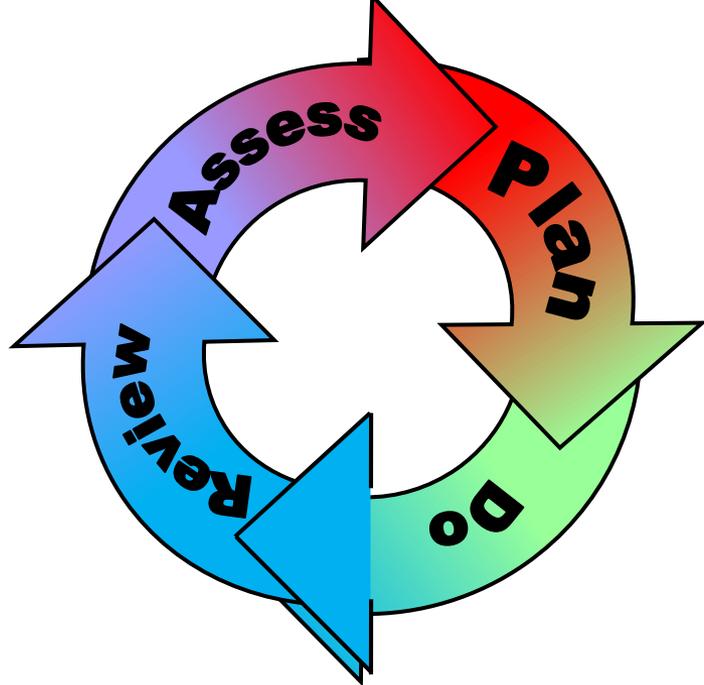


- All children at Bovesfield Primary School receive good quality first teaching from their class teacher
- We have high levels of staffing, each class having at least one teaching assistant to support childrens' learning and development in class and through individualised intervention programmes
- Class teachers, teaching assistants and outside agencies such as Speech and Language Therapy deliver high quality intervention programmes
- We have an experienced and dedicated Parent Support Advisor working at Bovesfield Primary Monday-Thursday
- We can provide targeted support for children and their families who have emotional, social or behavioural needs through The Bungalow Partnership
- Due to our high level of staffing, we ensure that access to trips, visits and enrichment activities are secured throughout school



- The progress of children with SEND is reviewed at least half termly. Meetings are held with the SENCo and Headteacher to discuss children's progress
- We value the views of parents and carers and involve them fully in the learning journey their child is on. Parents and carers meet with teachers at least termly to discuss the provision which is provided for their child in school, their targets and how they can support their child at home
- Parents and carers are welcomed into school at any time to discuss concerns with their child's teacher, SENCo or Headteacher
- Children are at the centre of their provision and they work with their class teacher to set their targets and goals. These are also shared with parents and carers





Every adult in school teaches children with SEND.

If you feel worried about your child's progress, first talk to your child's teacher.

Staff are available each morning from 8.30 a.m. Just come to the main entrance and ask to see them. They will probably see you the same day, or can make an appointment within a couple of days.

Or phone 01642 601890.

Mrs Icton is the SEND coordinator. She is available every Thursday morning. Just ask in school and she can make an appointment with you.

Miss Hodgeon also works on SEN. She is available most days – just ask at the gate in the morning or phone 01642 601890.

Kath Allan is the Parent Support Adviser. She is here Monday-Thursday. She can help and advise you too.

Call into school to see her, ask to make an appointment or ring her work mobile:

07775227463

