

Bowesfield Primary School Offer



SEND Information Report
Reviewed July 2022

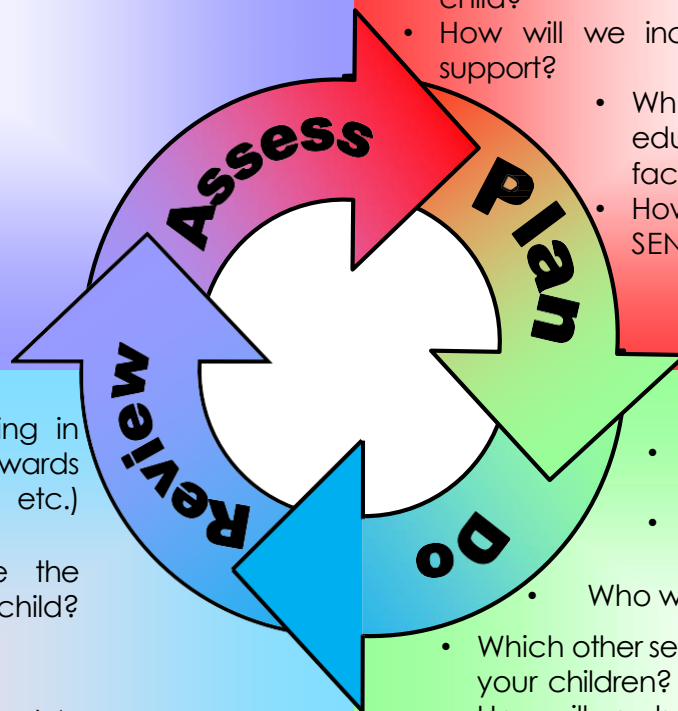
Statement of Intent

Bowesfield Primary School is a school where every child is welcomed and diversity is celebrated. Each child has unique qualities, skills and differences that are embraced within every classroom and celebrated throughout the year. All staff at Bowesfield are committed to providing equality and anti-discriminatory provision for all children including those with special educational needs and disabilities. Dedicated and committed staff provide a rich curriculum for each and every child in school regardless of their special educational needs status. A nurturing culture of high aspirations for all is promoted to enable children to reach their ambitions. We aim for all children in school to flourish, regardless of their individual needs.



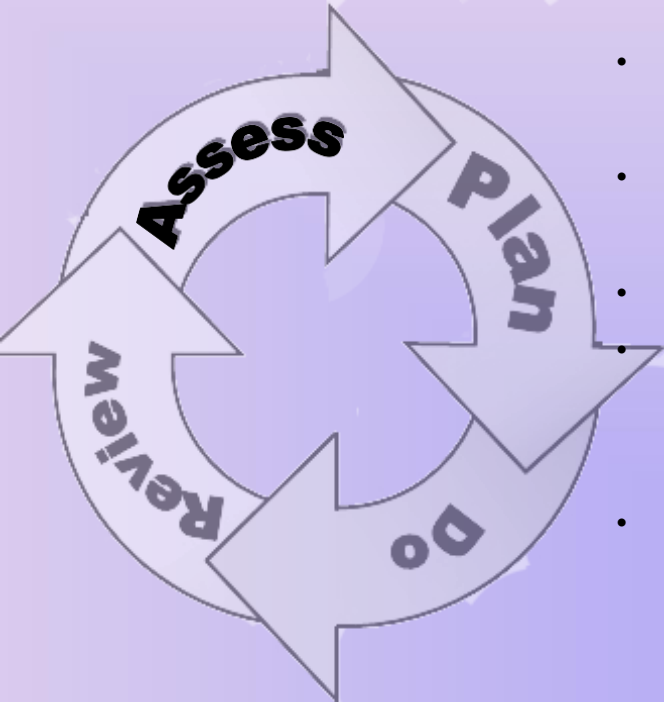
- How does our school identify that children have special educational needs and/or disabilities?
- What are the first steps we take if needs are identified?
- What should you do if you think your child needs more help?
How can you raise concerns?
- What interventions are available to all children?
- 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 SENDCo.
- 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 SENDCo 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 SENDCo- Mrs Kayleigh Iceton, Inclusion Leader- Mr Pressdee-Rudd, Headteacher Miss Birkett and SEND Governor – Diane Grosvenor on 01642 601890.

More information and advice is available from: Paula Allison
Stockton Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) (formerly Parent Partnership Service) 01642 527158
Email: SENDIASS@stockton.gov.uk

https://www.stocktoninformationdirectory.org/kb5/stockton/directory/advice.page?id=3Xi_pZSOLm4&localofferchannel=5&localofferchannel=5

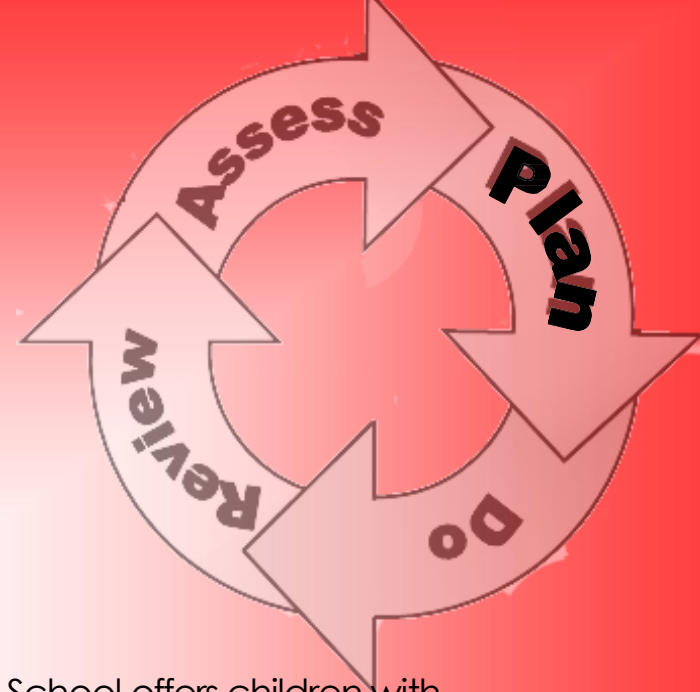
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



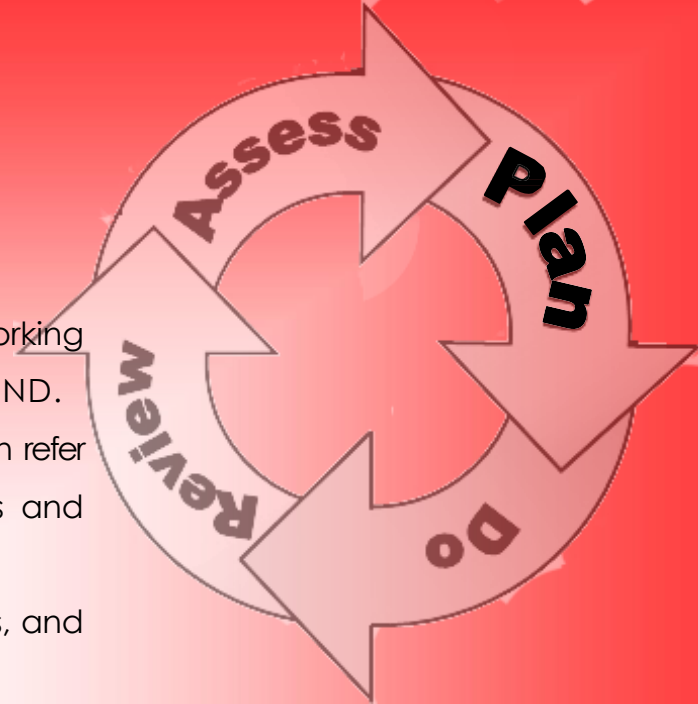
This section is about the additional support Bovesfield Primary School offers children with special educational needs and/or disabilities.

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



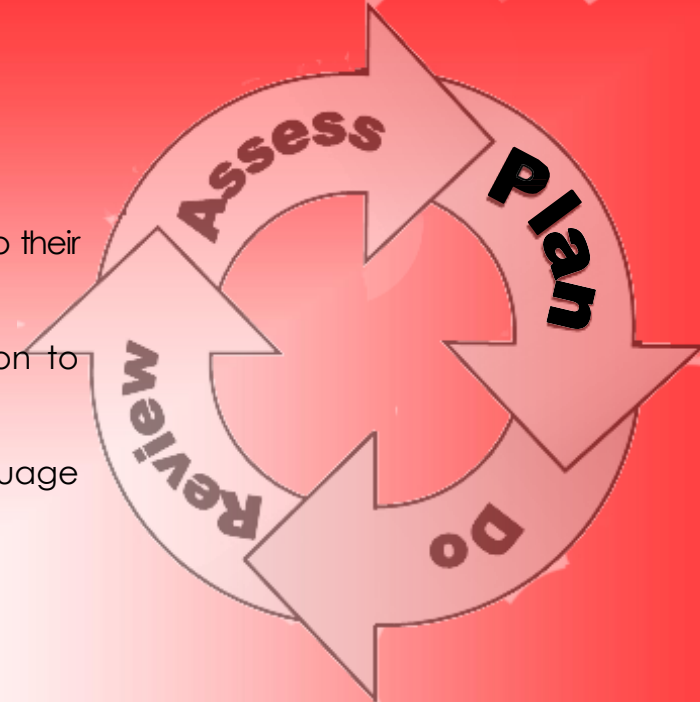
Communication and Interaction

- Quality first teaching is embedded in each classroom.
- We have three bilingual teaching assistants and one bilingual teacher 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 work collaboratively with other professionals, for example, health visitors, and parents about progress and any concerns.
- We work with the Autism Outreach Team and staff from the Early Support Nursery to plan support for children diagnosed as being on the Autistic Spectrum.
- We can refer families for support from Speech and Language Therapy, Sunflower Sensory Service and Daisy Chain.



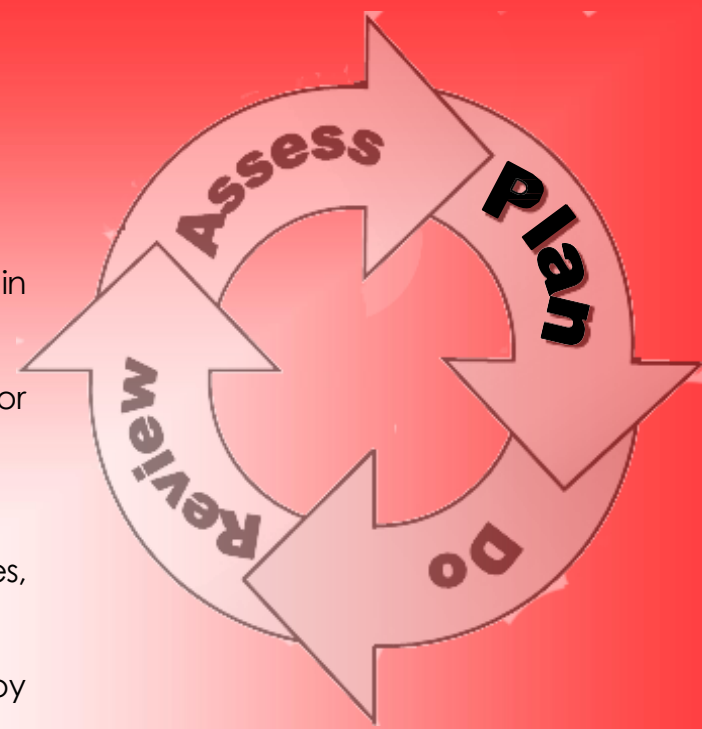
Communication and Interaction

- In Early Years, children work on a programme called BLAST to develop their communication skills.
- Children can also access NELI, a speech and language intervention to help young children overcome language difficulties.
- Wellcomm can be used to screen children for speech and language difficulties and support can then be delivered. .
- We pre-teach vocabulary to support children in their learning.
- Visual resources are used across the curriculum to support children with communication and interaction difficulties.
- We give children time to talk so that they do not become frustrated.
- Children have enhanced access to additional aids, such as sensory boxes, visual timetables and ear defenders.
- Staff are trained in using Colourful Semantics, an approach aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).
- School use a buddy system to support children with difficulties in communication and interaction.
- There are quiet areas across school where children can work.



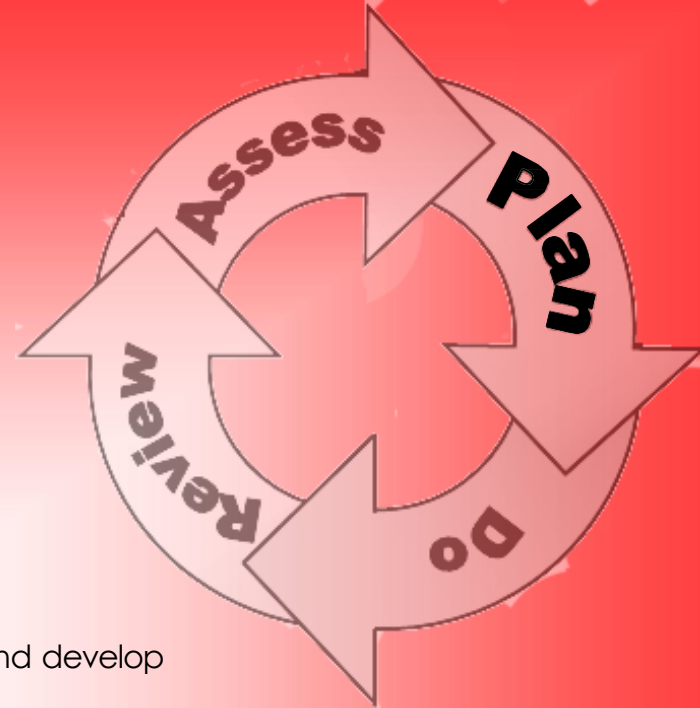
Cognition and Learning

- 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. Precision Teach or 'therapies' from PiXL.
- 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 offer one to one sessions for Read, Write Inc. (phonics) delivered by highly skilled teaching assistants.
- Extra phonics lessons to develop reading and writing.
- Number Sense is used throughout school to support children within maths.
- We make adaptations in class and to assessments to help children access learning e.g. readers, a scribe, ICT.
- We use pre-teaching and post-teaching for new vocabulary and concepts to prepare children and to ensure learning is embedded.



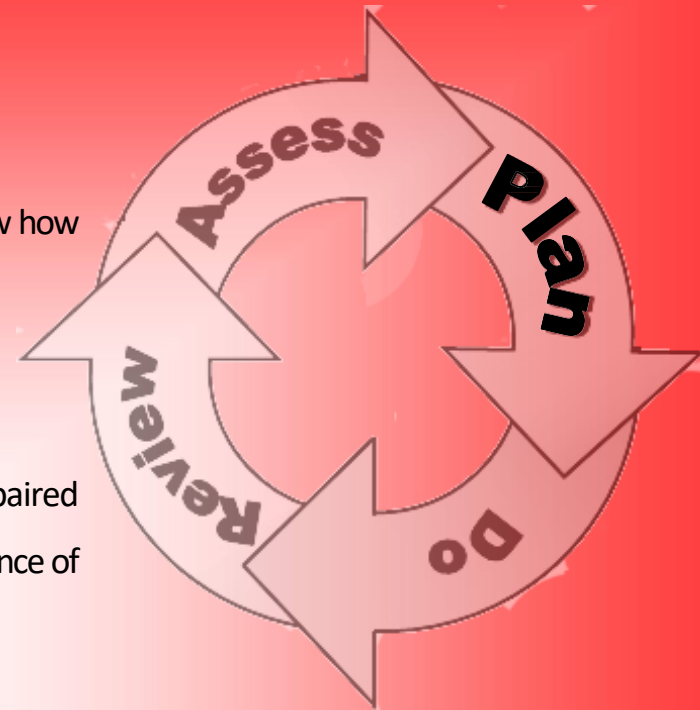
Social, Emotional and Mental Health Difficulties

- 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 'A Way Out' and '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 and Bowesfield Values 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, Butterwick Hospice and Cornerhouse Youth Project.
- Our Family support Adviser, Claire Cotterill, is very skilled at working with children and with parents / carers – ask and she can help.

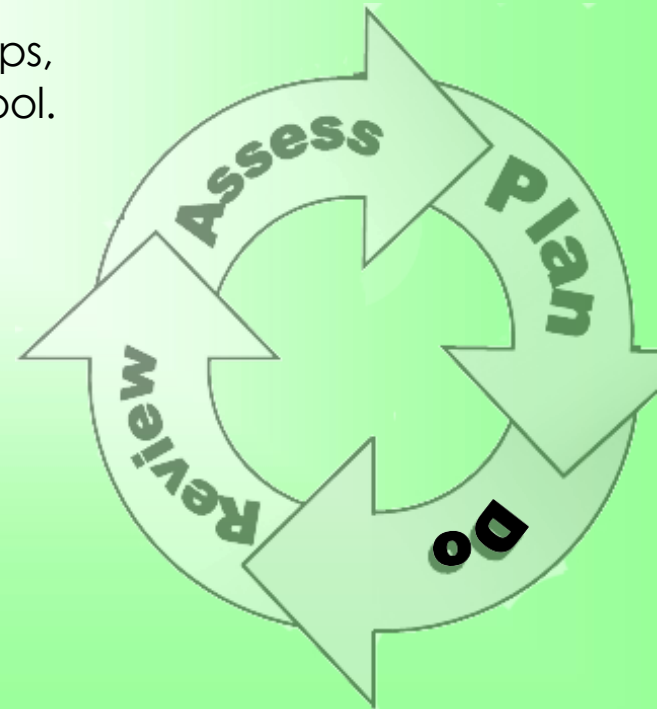


Sensory and/or Physical Needs

- We ensure that all staff are aware of any additional needs a child may have and know how to support these.
- Physical aids can be provided 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 is available to support learning.
- We provide support for personal care.
- We work collaboratively with other services and health care professionals such as Future Steps and NHS Occupational Therapy.
- Therapy programmes can be 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.

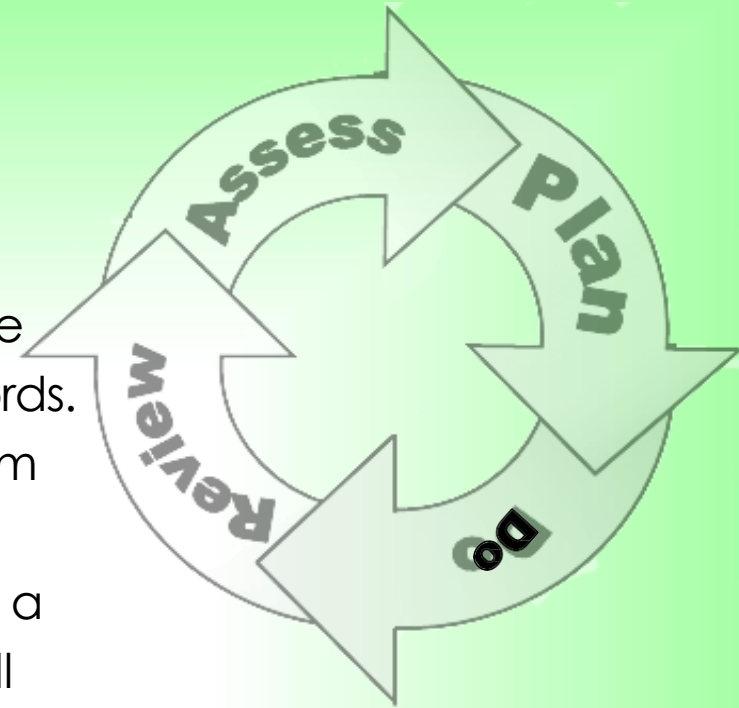


- All children at Bowesfield Primary School receive good quality first teaching from their class teacher.
- We have high levels of staffing, each year group having access to at least one teaching assistant to support childrens' learning and development in class and through individualised intervention 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 Family Support Advisor working at Bowesfield Primary School
- We can provide targeted support for children and their families who have emotional, social or behavioural needs through referrals to specialist agencies including.
- Due to our high level of staffing, we ensure that access to trips, visits and enrichment activities are secured throughout school.

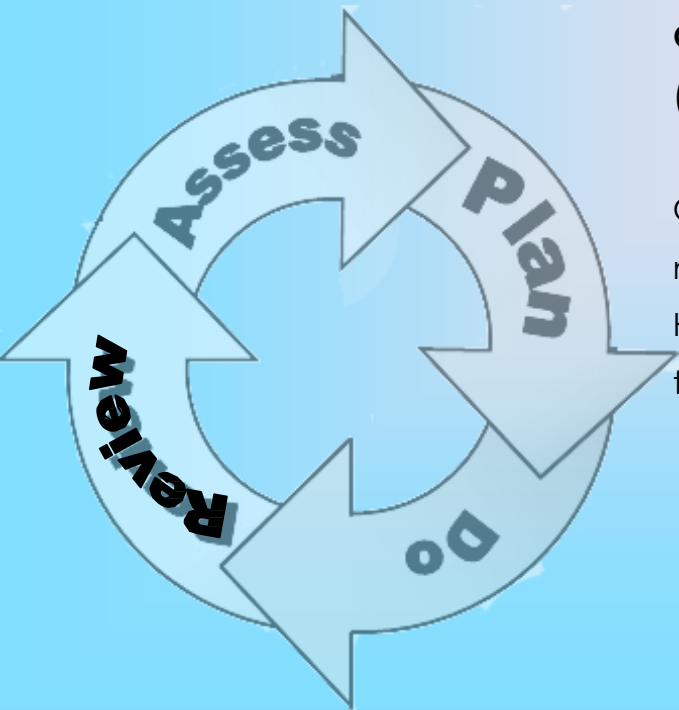


Transfer Arrangements

If a child transfers to another school, records will be sent within fifteen school days, including SEN records. If the school is using the electronic recording system CPOMS, they will be advised to make a transfer request, which will be authorised. For children with a high level of need, the SENCo or Headteacher will arrange a transition meeting with the receiving school. Children in need of an enhanced transition to a secondary school within Stockton-on-Tees will be marked as 'red' on the transition forms, to alert the receiving school to this. They will have additional visits, supported by a member of staff from Bowesfield.



- The progress of children with SEND is reviewed at least half termly. Meetings are held with the SENDCo 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, SENDCo or Headteacher.
- Children are at the centre of their provision and they work with their class teacher to set and review their targets and goals. These are also shared with parents and carers.



Complaints Procedure

(Please also refer to the School Complaints Policy)

Complaints received from parents regarding special educational needs provision within school will be referred immediately to the Headteacher. Parents / carers may contact the Governing Body or the Local Authority (LA) if they are not satisfied in the first instance.



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 8.30a.m. Just come to the main entrance and ask to see them or phone 01642 601890. Staff will always endeavour to meet with you as soon as possible.

Mrs Iceton is the SEND co-ordinator.

She is available in school Monday-Wednesday. Just ask in school and she can make an appointment with you.

Mr Pressdee-Rudd is the Inclusion Leader and is available Monday-Friday.

Phone: 01642 601890

Email: BPSEN@bowesfieldprimary.org.uk

Claire Cotterill is the Family Support Adviser. She can help and advise you too.

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

07775227463

Complaints Procedure

Please refer to the School Complaints Policy.

