

Bilston Church of England Primary SEND Information Report



At Bilston Church of England Primary School our aim is to provide a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full personal potential irrespective of age, ethnicity, attainment, disability, gender or background.

What is the Local Offer (SEND Information Report)?

The SEND Code of Practice (2014) clearly states that *“Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.*

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, their parents and service providers in its development and review

Wolverhampton City Council has a framework which allows the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. It informs parents/carers and young people about how educational settings will support them, and what they can expect across the local setting.

More information about the Local Offer can be found by following the link below.

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

How is Bilston CE Primary School an inclusive school?

Pupils at Bilston CE Primary School are treated as individuals and supported to meet their individual needs. A number of policies are in place to support inclusion within the school and these can be located on the schools learning platform or school office. Outdoor learning is a crucial part of the curriculum at Bilston CE Primary School. Our Curriculum is accessible to all in and out of the classroom, including school trips which take place termly. A risk assessment is carried out prior to any off site activity to ensure that health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity outside of school, then alternative activities which will cover the same

curriculum areas will be provided in school. If a decision is made that a high level of 1:1 support is required, a parent/carer may be asked to accompany their child on the visit. The school environment is accessible to all, the site is wheelchair friendly with a disabled toilet large enough to accommodate changing. The school layout is on one level with ramps at specified fire exits.

Children moving to and from the School are encouraged to visit the school prior to starting, where they will meet their buddy and be shown around the school. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. All pupils attend transition meetings and additional visits are arranged for those who need extra time with their new school/class. If your child has complex needs then a transition meeting will be arranged during which we will invite staff from both schools to attend.

We recognise the individuality of each pupil and strive to meet the diverse needs of all of our children ensuring that all statutory requirements relating to inclusion are met.

How does Bilston CE Primary School know if my child needs extra help and support?

At Bilston CE children are assessed when they join the school, regardless of which year they enter, using a variety of school assessment tools. This information is then used as a starting point for the child's development of learning and appropriate curriculum. Children who join us from other educational settings are supported using information gained from their previous schools.

Every half term pupil progress meetings are held after assessments, where class teachers meet with the Headteacher and the Senior Leadership Team to discuss the progress of the pupils in their class. This is another way pupils are identified as requiring extra support, either as a catch up intervention or from external agencies. Occasionally a pupil may require expert support from outside professionals such as a Paediatrician, Children's Therapy Team etc. a referral will be made, with parents' consent and forwarded to the most appropriate agency. After assessments, a report is usually provided to the school and parent/carer to provide a structured programme of support. We also operate an open door policy; if parents raise concerns regarding their child's abilities we will work with parents to provide the appropriate support. We also use the services of a specialist SEND teacher who works alongside teaching staff in order to assess children and work with them. The specialist teacher will provide reports and recommendations for staff and meet/report to parents ensuring that our children are receiving the best support possible and continuing to forge links with our parents.

If your child has complex SEND they may have an Education Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written. Following an initial application, meetings will then take place annually

where the plan is referred to in order to ensure that the appropriate level of support is being given and that progress is being made.

What should I do if I think my child has Special Educational Needs?

If you have any concerns regarding your child, in the first instance contact your child's class teacher or Mrs Boden who is our SENDCo.

Head teacher: Mr Gentle

Deputy Head Teacher: Mrs.

Thornton Assistant Head Teacher: Mrs Johnson SEND Coordinator:

Mrs L Boden

All staff can be contacted on the schools telephone number: 01902

558690.

How will Bilston CE Primary School support my child in their learning?

All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses. All work is differentiated to meet pupil's needs.

From Years 1 to 6 all pupils are assessed in reading, writing and mathematics on a half termly basis, through testing and teacher assessment. This is an on-going process using age-appropriate steps to indicate the achievement of pupils in lessons. If a pupil is not making expected progress (steps) or have become 'stuck' at a step for some time, extra support will be provided through appropriate intervention strategies.

In Year 1 a formal assessment of pupils' phonic ability is made. In Year 2 and 6 children are assessed using SATs.

Intervention Strategies can include:

- Additional support from the class teacher or teaching assistant.
- Small focus groups that run for approximately 6 – 8 weeks
- 1:1 Support
- Cool Kids
- ICT Programmes
- Working alongside our Pastoral Manager

Interventions are recorded, monitored and evaluated to ensure effective provision for pupils and success is tracked alongside children's targets/steps.

In addition, pupils with SEND may have their own learning targets or group targets that they are working towards. Professional discussions between the SENDCo and class teacher take place. During these discussions targets are reviewed and set on a termly basis and, if necessary, the learning can be broken down into smaller steps, allowing key concepts to be re-visited on a regular basis. Concerns can be raised and addressed and external agencies can be contacted should further support or advice be necessary.

How can Bilston CE Primary School help me to support my child's learning?

The class teacher is the first point of contact to suggest ways of how you can support your child's learning. The SEND Coordinator and all of the Senior Leadership Team are available to speak with parents/carers when required by appointment to allow appropriate time for discussion. They oversee, plan and work with children of all abilities and ensure that they are supported academically, socially, emotionally and behaviourally.

Your child may receive support from a Teaching Assistant (TA), either individually or as part of a small group. This will be in addition to rather than instead of Quality First Teaching.

Educational visits usually occur termly in order to support learning across the curriculum. Residential visits are also scheduled and are usually offered to Year 2 who visit Kingswood, a visit to Towers is offered to KS2 and Year 6 take part in a week-long residential.

Work is differentiated as is homework which is set on a weekly basis for English and Maths and is specific to the pupil's ability. Reading books are sent home daily and parents/carers are encouraged to hear their child read and make comments about how their child has read. There are a range of on-line activities available on the Learning Platform for children to enhance their learning at home.

Parents/carers evenings are held on a termly basis. During the review session with parents/carers, teachers will give strategies to support their child and suggestions of extra activities that can be done at home. Also booklets are sent out half termly, informing parents of curriculum topics that pupils will be covering.

What specialist services are available in the school setting and accessed by the school?

There are times when it may be necessary to consult and access advice from external agencies to receive their specialised expertise. Some of these agencies include:

- *Educational Psychologists (EP)
- *Autism Outreach Team
- *Children's Therapy (Occupational Therapy/Speech and Language)
 - *Speech and Language
 - *Hearing Impairment Team
 - *Visual Impairment Team
 - *School Nurse
- *GEM Centre (paediatricians and CAMHS)
- *Penn Fields, Penn Hall, Westcroft and Tettenhall Wood Outreach Services
- *Specialist Teachers
- *Family Support Workers

A Multi Agency Support Hub (MASH) works with the school and an EP and Specialist Teacher are allocated to the school to work directly with pupils who needs have not been met by interventions and are becoming a barrier to their learning. Potential involvement

from an EP or Specialist Teacher is discussed with parents/carers prior to a referral being made. If the referral is successful, the EP or Specialist Teacher will come in to school and work with staff and parents/carers on how best to support the children in order to take their learning forward.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their ability.

When pupils have been identified with special educational needs or disabilities they will be given SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets. These targets will be set according to their need and monitored by the class teacher weekly and the SENDCo three times a year. Targets will be shared with parents/carers. If appropriate, specialist equipment may be given to the pupils

How the school's resources are allocated and matched to children's SEND needs (including staff training)?

The school ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available (SEND Budget, Pupil Premium and LEA Support funding). The school has a team of Teaching Assistants who are funded from the SEN budget and deliver Intervention programmes.

Teachers and Teaching assistants are the best resource at Bilston CE Primary School and we invest in training to ensure children have access to quality teaching. Members of staff are trained in a variety of programmes including: Lexia, Cool Kids, speech and language (ELKAN), Numicon for visual mathematics and phonics. Other training sessions include supporting a child with Dyspraxia, Autism, Attachment disorders and Dyslexia. All support staff have recently benefitted from Precision Teaching training which will enable them to deliver focussed intervention sessions.

Who will oversee, plan and work with my child?

Class teachers initially plan, work and oversee work for pupils. Where a pupil has been identified as having special educational needs the responsibility also lies with the SENDCo. Where a child works within a small group delivered by a teaching assistant, the class teacher and SENDCo will oversee the work and intervention. The Senior Leadership Team monitors interventions and provision for all pupils. However, the head teacher ultimately oversees the work and staff within the Bilston CE Primary School.

How will Bilston CE Primary School know that my child is making progress and support is having an impact?

Children work towards steps/targets and these can be assessed on a daily basis by the class teacher through observations, work, photographs or orally. Reports are created through the school assessment system and this tracks pupil's progress daily. These reports are used within Pupil Progress Meetings and Senior Leadership Team's monitoring.

Interventions delivered across the school are recorded and monitored through Impact Sheets where comments are made against each target to show what progress the child has or has not made within interventions and class. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach/strategy may be tried to ensure the child does make progress.

Governors are informed every term about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One Governor is responsible for SEND and meets regularly with the SENDCo. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will I know that my child is making progress?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Parents/carers are invited to attend parents evening held each term following a 'Termly Report'.

What support will there be for my child's overall wellbeing?

At Bilston we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding pastoral team looking after our children including the appointment of a Pastoral Manager. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Multi Agency Support Hub. The school has in place a number of policies that safeguard and support our pupil's well-being (i.e. behaviour policy, safeguarding policy, SEND policy, PSHE policy and Equal Opportunities policy). These policies are all accessible on the schools learning platform and school office.

If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse and parents/carers. These are shared with all staff who are involved with the pupil. There are named Paediatric first aid trained staff within the school and staff receive regular training/updates delivered by the school nurse on Asthma, Administering an Epipen, Sickle-Cell and Epilepsy. Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where there is a signed medical consent form and a prescribed label is on the medication by a medical professional (please refer to the schools drugs policy). All support staff hold certificates in First Aid at Work.

Staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if required. Please refer to the school Intimate Care Policy.

Who should I contact if I have concerns regarding my child's SEND provision?

If you wish to discuss your child's Special Educational Need or Disability or want to speak to a member of staff the school can be contacted on, 01902 5598690.

Who can I contact for further information about Special Educational Needs and Disabilities?

Independent Family Services– 01902 556945

IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk

Bilston CE Primary School Website – SEND Policy, SEND Identification

Wolverhampton GEM Centre – 01902 444670

Wolverhampton City Council – Local Offer – [Wolverhampton Local Offer for SEND - City of Wolverhampton Council](#)

Updated October 2019 by Mrs. L. Boden (SENDCo)