

Bishop Ridley CE VA Primary School

SEN Report

1. How accessible is the school environment?

- *Fully wheelchair accessible, with ramps at various entrances*
- *Bishop Ridley School building has one level; this makes it easily accessible for disabled children and adults*
- *There is a parking bay for the disabled*
- *There are double doors strategically placed around the building to allow wheelchair access*
- *As a school we are happy to discuss further individual access requirements*

2. How are children identified as having Special Educational Needs (SEN)?

At Bishop Ridley Primary School children are identified as having SEN in a variety of ways. We take account of the following:

- *Concerns raised by parents/carers*
- *Concerns raised by teachers*
- *Concerns raised by the child*
- *Changes in a child's behaviour or self-esteem affecting progress*
- *Where a child finds learning difficult*
- *Where the child is performing well below age-related expectations*
- *Information received from outside agencies and pre-schools, for instance, speech and language therapist or paediatrician*

3. How are parents and carers supported if they think their child has SEN?

We have an open-door policy where parents are expected to have a good relationship with their children's teachers. They are encouraged to speak to their child's class teacher in the first instance if there are any concerns. If there are further concerns, parents and carers are referred to the Inclusion Coordinator

Our Parent Support Advisor is in school once a week to provide advice and support to all parents and carers.*

Process for raising concerns:

- 1) *Parent/carer makes an appointment to speak to the class teacher;*
- 2) *Make an appointment to meet the Inclusion Coordinator when your child's needs will be discussed and recorded;*
- 3) *The Inclusion Coordinator will work with your child and his/her class teacher to identify areas of need and set individual targets;*
- 4) *Additional support will be given to your child, if necessary. This may be given by the class teacher, teaching assistant or inclusion coordinator. They may be referred to our play therapy assistant* for Special Time sessions if the need is social, emotional or behavioural;*

- 5) *Review of targets and progress that has been made towards targets;*
- 6) *If targets are not met, they are broken down into smaller steps;*
- 7) *The Inclusion Coordinator will meet with parents to discuss the involvement of outside agencies if there are continued concerns about progress;*
- 8) *Outside agency involvement may lead to new strategies and support being suggested and targets being set;*
- 9) *If significant concerns remain about a child's progress, a meeting is set up to discuss whether an assessment for an Education Health Care Plan (EHCP) is now appropriate.*

4. How are parents/carers kept informed about the support the school have put in place?

Each child's education is planned by the class teacher. It is differentiated accordingly to suit the child's individual needs as far as is practicable. This may include additional periodic support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy and literacy skills, then the pupil is placed in a small focus group. This is facilitated by the teacher or teaching assistant. The length of time of the intervention varies according to need. The interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions are recorded on the Provision Map (this is a record of the interventions, timings and impact of the intervention). Parents are notified about interventions by the class teacher or Inclusion Coordinator. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the Inclusion Coordinator.

Occasionally, a child may need more expert support from an outside agency such as the Educational Psychologist or Speech Therapist. Referral forms are completed in conjunction with parents/carers and forwarded to the appropriate agency. After an assessment, recommendations, advice and/ or a programme of support are given to the school and to the parents/carers.

5. How is the curriculum differentiated and matched to a child's needs?

When a child has been identified with special educational needs their work is differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with the child in a 1:1 situation or in a small focus group to target specific needs. Appropriate specialist equipment may be given to the pupil, for instance, writing slopes, pen or pencil grips, easy-to-use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher or Inclusion Coordinator plan the work of the teaching assistants. All support staff at Bishop Ridley receive internal or external training for the areas of SEN support they carry out.

6. How is progress measured?

As a school we measure children's progress in learning against national expectations and age-related-expectations.

The class teacher continually assesses each child (through observation, discussion, feedback and marking, formal assessments etc.) and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods including Average Points Scores linked to the National Curriculum levels, although these are currently under review.

Children who are not making expected progress are picked up through progress meetings between the class teacher and the Inclusion Coordinator. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended, you will be informed.

When a child's targets are reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be broken down into smaller steps or a different approach may be tried. This information is recorded on the child's class Provision Map.

7. How are parents/carers kept informed about their child's progress?

We communicate regularly with parents in a variety of ways. Parents are welcome at any time to make an appointment to meet with either the class teacher or Inclusion Coordinator and discuss how their child is getting on. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN Profile, he/she may have either individual targets or may be part of a small group where targets that are common to those children have been identified and put in place. The targets will be monitored carefully and reviewed termly. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex special educational difficulties they may have an Education Health Care Plan (EHCP), which means that a formal meeting will take place on a yearly basis with you and all the agencies involved, to discuss your child's progress, a report is written and next steps identified.

8. How are parents/carers helped to support their child's learning?

At Bishop Ridley School, we like to maintain regular contact with parents about what happens in school. We do this in a variety of ways, including:

- *Home/school contact books for individual children*
- *Reading records*
- *Termly topic letters*
- *Termly open evenings*

- *End of year reports*
- *Individual meetings re specific needs*
- *Website and Facebook*
- *Newsletters and Parent Mail*
- *Curriculum workshops (eg. EYFS and reading)*

9. How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a supportive staff team who look after the needs of our children.

Your child's class teacher is the first person to contact with concerns about your child's wellbeing. If further support is needed, the class teacher will liaise with the Inclusion Coordinator who will give advice and help to put a plan of action in place. This may involve teaching assistants or the Parent Support Advisor.

If a child has an on-going medical need, then a detailed Health Care Plan is compiled by the school nurse in consultation with the child's parents/carers. This is discussed with all staff who are involved with the child.

We have fully trained first aiders throughout the school. Staff are also trained in the use of a defibrillator, epipen and other medication applications.

Behaviour

At Bishop Ridley School, we follow a positive approach to behaviour management, with clear rewards and sanctions.

If a child has behavioural difficulties, specific issues will be identified and relevant support and targets will be put in place. These will be entered onto the class provision map and monitored and reviewed by the class teacher and Inclusion Coordinator.

After any major behavioural incident we expect children to reflect on their behaviour by completing a 'reflection sheet'. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour, as well as how they might repair the damage done with specific reference to our key Christian values of trust, forgiveness, humility, friendship, compassion and thankfulness.

As a result of the support we give, we rarely need to exclude children. However, we have a policy of zero tolerance of physical violence towards staff.

Attendance

Attendance of every child is monitored on a daily basis by our Attendance Officer and strategically by the Deputy Headteacher* and the Education Welfare Officer. Good attendance and improved punctuality are rewarded.*

Where families are struggling with attendance and punctuality, we may refer parents to our Parent Support Advisor, who will offer advice and suggest strategies to get their children into school on time.

10. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate.

- *In class children are expected to contribute to and actively participate in lessons;*
- *There is a School Council that meets regularly where issues and viewpoints are discussed;*
- *We have pupil questionnaires to gather ideas and opinions;*
- *Children with social, emotional and mental health needs set their targets with their class teacher;*
- *Children who have an EHCP are involved in their review meetings.*

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school setting, including;

- *Educational Psychologist*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *EIT Team (Early Intervention Team)*
- *Speech and Language Therapy Service Team*
- *School Nurse*
- *Social Care*
- *Occupational Therapy*
- *Paediatricians*
- *Learning Support Service*
- *Behaviour Support Service*
- *Play Therapy**
- *Autism Outreach Team*

A Local Authority Educational Psychologist is allocated to our school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. They are primarily involved in carrying out detailed assessments of special needs and then offering advice and guidance.

Additional support is discussed at SEN progress meetings with the class/subject teachers and Inclusion Coordinator.

12. What training do staff receive?

All staff receive training related to SEND. The Inclusion Coordinator has been trained in a wide range of SEN, including dyslexia (she has a certificate in specific literacy difficulties), autistic spectrum disorder (ASD); attention deficit hyperactivity disorder (ADHD), speech and language and communication and social and emotional aspects of learning.

Our teaching assistants have had relevant training directly linked to the children they are supporting (eg. implementing intervention programmes, speech and language support, therapeutic play).

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities and school trips are a very important part of every child's learning experience at Bishop Ridley Primary School. Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a child has a teaching assistant assigned to them, he/she will accompany the child on the trip. However, if there is no teaching assistant and it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity. The school however reserves the right to withhold permission for a child to take part in an off-site activity where there is a real risk of them causing harm to themselves or to others. This decision can only be made by the Headteacher (or the Deputy Headteacher in his absence).

14. How are children supported when changing schools or transferring to other education, employment or training?

Where necessary a home visit is carried out for children starting in our nursery or reception classes. Staff also visit the pre-school settings.

All new children and their parents/carers are invited to visit the school prior to starting, when they have the opportunity to meet the Head Teacher. The children spend some time with their new teacher and classmates to help familiarise themselves with the setting.

For children with SEND, we strongly encourage additional visits to assist with the adjustment to their new surroundings and use a variety of strategies to ease transition, including

- *Visiting them in their current school or setting;*
- *Using social stories with children if transition is potentially going to be difficult;*
- *When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits;*
- *Our 'feeder' secondary schools run programmes specifically tailored to aid transition for 'vulnerable' pupils;*
- *We liaise closely with staff when children move between schools to ensure that all relevant paperwork is passed on and all needs are discussed and understood.*

15. How are resources matched to children's needs?

- *We ensure all children's special educational needs are met to the best of the school's ability with the funds available;*
- *We have a team of teaching assistants who are in part funded from the SEN budget and who deliver programmes designed to meet groups of children's needs;*
- *The SEN budget is allocated on a needs basis. The children who have the most complex needs are usually given the most support.*

16. How does the school decide how much support is provided?

The class teacher and Inclusion Coordinator will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents and external providers. Support is provided as far as budgetary and staffing constraints will allow. This is reviewed regularly.

17. How are parents and carers involved in discussions and planning?

- *Parents are invited to parent conferencing meetings;*
- *Parent questionnaires are sent out about new school initiatives;*
- *Parents of children with SEN are encouraged to contribute, whenever possible, to the evaluation of their child's targets;*
- *Where a child has an EHCP, regular meetings are held with parents and other professionals to discuss progress towards targets and identify ways forward.*

18. How can parents and carers get involved in the school more generally?

We encourage parents to help their children at home with areas such as reading, spelling, handwriting, mental arithmetic. Parents are invited to attend our Friday assemblies when good work and academic achievement is celebrated. All parents are members of an active home-school association, The Friends of Bishop Ridley. Parents are invited to help in areas such as listening to readers, other school activities and events and on educational trips.

19. Who can parents/carers contact for further information?

The first point of contact would be your child's class teacher to share your concerns. Where appropriate parents can also arrange to meet the Headteacher, the Deputy Headteacher, the Inclusion Coordinator or the Parent Support Adviser. Call the school office on 020 8303 4461 or email admin@bishop-ridley.bexley.sch.uk to make an appointment.

20. How are parents and carers supported to decide whether this is the right school for their child?

For children with an EHCP regular meetings are held to consider the suitability of Bishop Ridley School in meeting the needs of the child. The school will be honest and open in what support it can and cannot offer and will then advise parents accordingly.

** Current staff members:*

Parent Support Adviser – Michelle LaRoche

Inclusion Co-ordinator/Manager – Kim Davies

Headteacher – Steven Hall

Deputy Headteacher – Jenny Chapman

Play Therapy Assistant – Julie West

Attendance Officer – Michelle Miller

Governor with interest in SEN – Sarah Burton