



## TRUST IN LEARNING (ACADEMIES)

# SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY



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Date	Page	Change	Purpose of Change
July 2020			New Policy
July 2021			Minor Updates
November 2022		Changed references to governance structure Updates of appendices – SEND information reports Minor other updates of text	Ensuring current processes represented in policy

## Contents

1	Values and Vision .....	- 2 -
2	Policy Introduction .....	- 2 -
3	Policy Development and Implementation .....	- 3 -
4	Definitions .....	- 3 -
5	Roles and Responsibilities .....	- 5 -
6	Identification of SEND .....	- 7 -
7	Provision to Support Children with SEND .....	- 7 -
8	SEND Register .....	- 10 -
9	SEN Support and Education and Health Care Plans (EHCPs) .....	- 11 -
10	Supporting Children with Inclusion Needs .....	- 11 -
11	Training to Meet Needs of Children with SEND .....	- 12 -
12	Links with Other Policies and Documents .....	- 12 -

## Appendices – school SEND Information Reports

- Bridge Learning Campus
- Filton Avenue Primary School
- Orchard School
- Parson Street Primary School

## 1 Values and Vision

The vision of Trust in Learning (Academies) (TiLA) is to improve the quality of schooling and outcomes in Bristol and the West of England for children and young people by promoting communities that trust in learning and the endeavour of education to transform lives.

To support this vision, the values that are integral to our approach are those that focus on inclusive practice and removing barriers to learning. We seek to overcome social disadvantage and bring about social cohesion and equality. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable. We celebrate the diversity of our schools and communities, and through this richness we learn together about what it means to live in a diverse world. We welcome and include all children, regardless of their ability, attainment or background.

At the heart of our provision are our values of inclusion.

- Children have a right to an education, which should include quality teaching first in the classroom
- The school will strive to make reasonable adjustments to ensure pupils can learn and have their needs met in an inclusive classroom and school environment.
- Appropriate levels of support, and an appropriate curriculum, will be in place for all children.
- Children's views and those of their families are integral to understanding their needs and informing support and provision.
- Our schools are built on respect for diversity.
- Social inclusion and integration of children in class is to be facilitated as far as possible.
- Children's needs are well understood and supported, including appropriate flexibility and application of policies where required.
- Staff champion all children; support for children with Special Educational Needs and Disabilities (SEND) is everyone's responsibility – every teacher is a teacher of SEND, every leader is a leader of SEND.
- All teachers will be highly skilled in meeting the needs of our pupils and have a good understanding of their needs in order to be able to provide an inclusive learning environment.
- We seek to develop skills for life in all children, including supporting the development of independence and [Preparing for Adulthood](#).

## 2 Policy Introduction

This policy sets out the over-arching practice that our schools implement to meet the vision and values noted above.

Details which are specific to each of our schools are contained within the information reports in the attached Appendices.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- [Equality Act 2010](#), which legally protects people from discrimination in the workplace and in wider society.
- [Education Bill 2011](#), which legislates around educational policy and provision.

### 3 Policy Development and Implementation

Within each of our schools we have SENDCos, who oversee the implementation of our values within each setting and coordinate provision for children with SEND. In some of our schools we also have Inclusion Leaders who work closely with the SENDCo to embed these values. These leaders have developed this policy together to ensure that it reflects our practice across all of our schools.

The TiLA board have then reviewed the policy before its approval and implementation.

This policy is reviewed at least annually, and updates are made to the SEND Information reports in the Appendices annually or more frequently as required.

### 4 Definitions

#### 4.1 Inclusion

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, disability, gender identity, race, religion or belief, sex and sexual orientation, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils with English as an additional language (EAL)
- Pupils with special educational needs or disabilities
- Pupils who are more able in particular areas
- Pupils who are currently or previously looked after by the local authority or adopted into care
- Pupils who attract Pupil Premium funding
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant teenagers and teenage parents
- Any pupils who are at risk of disaffection and exclusion

#### 4.2 Special Educational Needs and Disabilities (SEND)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Specifically, four broad areas of need are identified:

- **Communication and Interaction**

Special education needs relating to communication and interaction can relate to speech, language and communication needs, or to children who have a diagnosis of Autism Spectrum Condition (ASC).

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. This can be a difficulty in expressive or receptive language, with the development being delayed or disordered. The difficulty could be in speech production, or in social communication. Learners may have difficulty saying what they want to, understanding what is being said to them or not understanding and / or using social rules of communication. Learners who have ASC, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, social communication, language and imagination, which can impact on how they relate to other children, young people and adults. Their thinking and behaviour can lack flexibility; they may demonstrate restricted, obsessional or repetitive activity. Learners who have ASC find it difficult to understand the behaviour of others. They can also experience high levels of stress and anxiety; this can lead to socially inappropriate behaviours. Some learners have sensory integration difficulties - where their perception and reaction to sound, light, smell, touch and taste can be hypersensitive (discomfort when experiencing minor environmental stimuli) or hyposensitive (constantly seeking sensory stimulation).

- **Cognition and Learning**

Special educational needs relating to cognition and learning can be identified as a specific, moderate, severe or profound learning difficulty.

A specific learning difficulty is an identified need such as dyslexia, dyscalculia or dyspraxia, and these have associated difficulties relating to a child's ability to read, spell or understand, to grasp basic number facts or to organise or move in a coordinated way. Moderate and severe learning difficulties are identified in children who have difficulty accessing the curriculum across the broad range of subjects due to difficulty acquiring basic skills and requiring wide-ranging support in all areas. Profound and multiple learning difficulties are typically related to cognitive and physical disabilities which provide more complex challenges for a child accessing education and which have a significant impact on a child's attainment.

- **Social, Emotional and Mental Health difficulties**

Learners with social, emotional and mental health (SEMH) difficulties may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, habit disorders, oppositional disorders, or physical symptoms that are medically unexplained. Such behaviours

may be a result of a diagnosed condition such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder, an anxiety disorder or similar.

- **Sensory and / or physical needs**

Special educational needs relating to sensory or physical difficulties relate to hearing, visual or multi-sensory impairment, or a physical disability. These could lead to further needs due to the difficulty for a child accessing their environment, and are likely to require modification to teaching strategies or environments to support the child within school. Sensory and physical needs can affect a child's self-esteem as well as their learning of language and the wider curriculum.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 5 Roles and Responsibilities

### 5.1 The SENDCo / Inclusion Leader

Each school supported by TiLA will identify a SENDCo who will be responsible for coordinating the local provision for children with special educational needs. In some settings, there may also be an Inclusion Leader (who may be the same person as the SENDCo), and may be more than one SENDCo, depending on the size of the school, other responsibilities and amount of need. They will:

- Work with the headteacher and School Improvement Board to determine the strategic development of the SEND policy and provision in the school and to promote inclusion as a founding principle of the school's offer to its community
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to meet the needs of individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching and can access their education
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with appropriate external agencies, including the Local Authority and its support services, where additional support is required from outside school
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and School Improvement Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date



- Maintain an ongoing cycle of review to ensure that inclusive practices are embedded across the school
- Work with the Designated Teacher for Looked After Children to ensure that children who are in foster care or adopted have appropriate support within school
- Work with the Designated Safeguarding Lead to ensure that all children are kept safe in our settings.

## 5.2 School Improvement Board

It is important that the School Improvement Board within the Trust has oversight of SEND provision and effectiveness. The School Improvement Board will decide how it will (practically) carry out this monitoring responsibility.

It may be that this responsibility is delegated to a person (similar to an old style lead or link governor) or equally it could be delegated to a group of members of the School Improvement Board. Whatever the School Improvement Board decides, work in this area will:

- Help to raise awareness of SEND issues at School Improvement Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the School Improvement Board on this
- Ensure that the School Improvement Board works with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Consider how TiLA policy and priorities affect provision for children with SEND and liaise with the School Improvement Board to ensure that these issues are adequately addressed.

## 5.3 The headteacher

The headteacher of each school will:

- Work with the SENDCo, Inclusion Leader and School Improvement Board to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Liaise with the TiLA Board regarding SEND and Inclusion and their implementation across TiLA schools.

## 5.4 Class teachers

Each class teacher is responsible for:

- Providing high quality teaching that is differentiated and personalised to meet the needs of learners.
- The progress and development of every pupil in their class, including those with SEND
- Ensuring they have a good understanding of the needs of the students in their class and reasonable adjustments that are put in place to support those students.
- Working with the SENDCo to ensure that children with SEND, along with all other children, receive a broad and balanced curriculum that is appropriate to their level of development.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision, and set targets / write plans for support of these children as part of the assess, plan, do, review cycle.
- Working with external agencies, following their advice and implementing actions relating to any children with identified special educational needs as part of a cycle of planning reviewed by the SENDCo.
- Ensuring they follow this SEND policy and the school's SEND Information Report (attached here as Appendices).

## 6 Identification of SEND

Staff within TiLA work hard to ensure that early identification of any special educational needs takes place, so that appropriate provision can be put in place to support the learning and development of each child.

One way of identifying special educational need is to consider a child's progress in learning. To ensure that this identification is effective, we assess each pupil's skills and levels of attainment on entry to school, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND

In some cases, where a child speaks English as an Additional Language (EAL), further work may need to be carried out to identify whether there is also a special educational need beyond a language barrier. Assessments will need to account for the child's fluency in English, as well as their understanding in their home language.

In addition to identification of special educational need through assessment of academic progress, class teachers and SENDCos liaise regularly with children, parents and external agencies to ensure that other identified concerns are considered fully. The definitions of special educational need above in Section 4, and as described by Bristol City Council, are used to help identify a child's needs and whether the child should be put onto the SEND register.

## 7 Provision to Support Children with SEND

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child



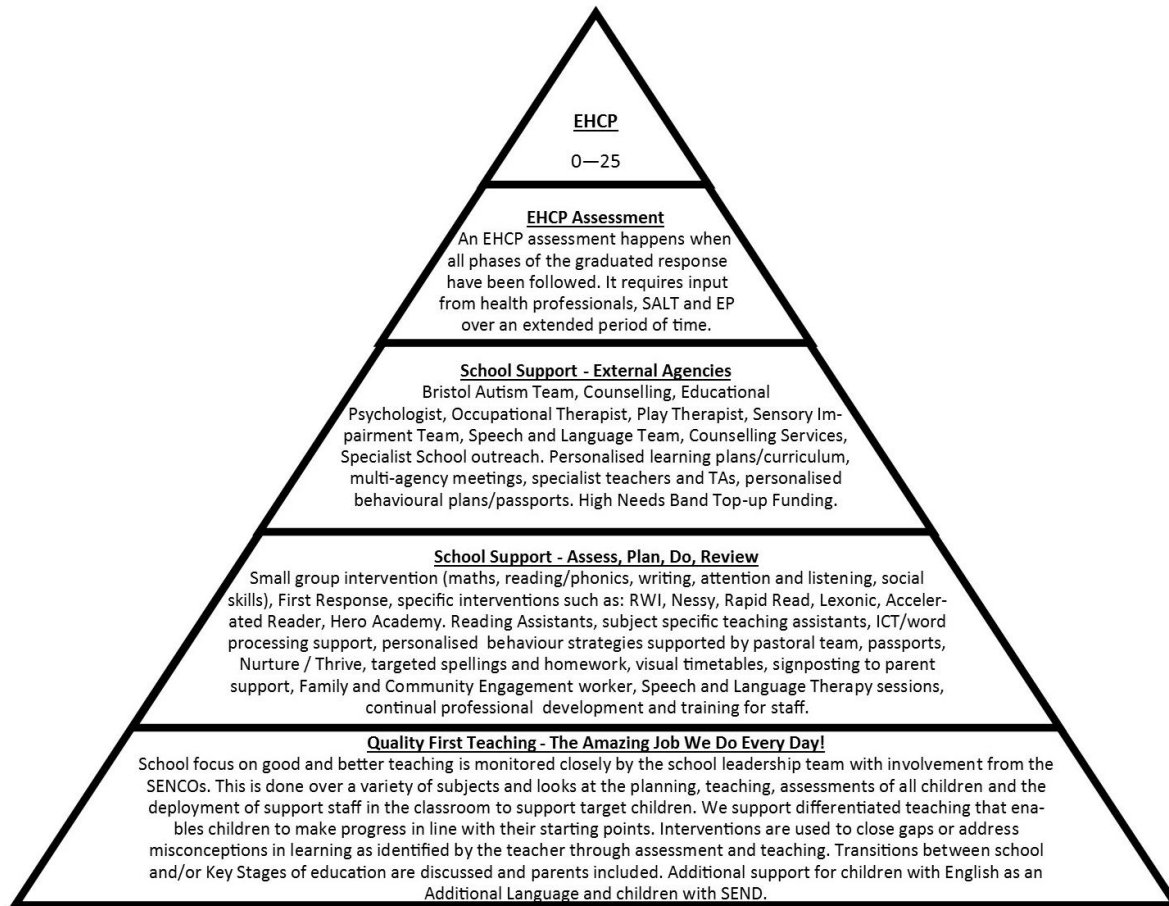
and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Special educational provision varies across the schools within TiLA, and more detail of the particular support that is offered at each school is given in the Appendices. However, in general terms support within school follows the principles of the graduated response shown in Figure 7.1. Examples of provision to support these areas is given, but the detail of what is offered at each school is contained in the Appendices to this policy.

- Communication and Interaction  
For example speech and language therapy or autism programmes
- Cognition and Learning  
For example reading, phonics or maths interventions
- Social, emotional and mental health  
For example social groups, nurture-based therapy, play therapy or individual mentoring
- Physical and sensory  
For example gross and fine motor skills support or specialist equipment

SENDCos and Inclusion Leaders liaise with external agencies and support where it is thought that this will be beneficial to the child. These include:

- Educational Psychologists
- Speech and Language Therapists
- School Nurse Team
- Community Paediatricians
- Sensory Support Team
- Bristol Autism Team



**Figure 7.1 – The Graduated Response**

To ensure that provision is and remains appropriate for children, all of our schools work hard to ensure that provision follows the model of Assess, Plan, Do, Review in line with this graduated response.

### 7.1 Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, carries out a clear analysis of the pupils' needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. Professional services will liaise with the school to help inform the assessments and where appropriate provide actions / recommendations to support the student's progress. Where professional involvement is required to support a student, the SENDCo will make the necessary referral.

The outcomes of assessments will require regular monitoring to ensure that support and intervention is best matched to the needs of the student and that progress is being made. We strive to ensure barriers to learning are clearly identified and the interventions being used are developing and evolving as required. Where external support staff are involved, their work and advice will help inform the assessment of need.

## 7.2 Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Provision that is put in place for a child is recorded on an individual Learning Plan or Passport that details a child's targets and strategies that will support their ongoing progress as part of a cycle of assess, plan, do, review, to ensure that the pupils needs are being met and progress is being made.

## 7.3 Do

The class teacher remains responsible for working with the child on a daily basis, providing high quality teaching in the classroom environment to meet the needs of the pupil. Where the planned interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will retain responsibility for the overall progress of the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the required intervention and monitor the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## 7.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. This then feeds back into the analysis of the pupil's needs. The SENDCo, working with the class teacher will revise the support considering the pupil's progress and development.

Where a pupil has an Education and Health Care Plan or receives Top Up funding, the local authority, in cooperation with the school must review that plan as a minimum every twelve months. Where students are not making the necessary progress, or the placement is breaking down, the SENDCO will call an emergency review of the EHCP. Individual Learning Plans or Passports plans are also reviewed regularly, in consultation with parents and the child.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Leadership Team
- Analysis of pupil tracking data
- Analysis of the impact of interventions
- Discussions with children
- Meetings with parents
- Monitoring of procedures and practice by the School Improvement Board.

## 8 SEND Register

Children who have been identified as having a special educational need or disability are entered onto the SEND register that is held by the school. It is the duty of each school to formally notify the parents

of a child when a special educational need or disability has been identified and hence the child is added to the SEND register.

This register is kept within the school and its contents are held in line with the TiLA policy of confidential record-keeping. Its contents are only discussed with external agencies once parental approval for such a referral has been granted.

If a child is deemed to no longer have a special educational need, then they can be removed from the SEND register. Parents of the child will be notified if this is the case.

## 9 SEN Support and Education and Health Care Plans (EHCPs)

The majority of children who have identified SEND will continue to access mainstream education, and ongoing review of needs and targets will help to identify how they can make enhanced progress against their targets. Children whose needs are met in this way are categorised as having SEN Support.

In some cases, where a child has an identified special educational need and may require specialist provision, it is appropriate to apply for an Education and Health Care Plan (EHCP). These documents are produced by the local authority and give further legal protection regarding provision for the child. Further information about EHCPs can be found on the [Local Authority website](#).

Applying for, or receiving, an EHCP does not mean that a child must transfer to a specialist setting, and we welcome children with EHCPs in our schools where we are able to fully meet their needs.

SENDCOs within our schools can advise parents and children on steps to take should an EHCP be the appropriate next steps for a child, and support such applications as required.

Children who are categorised as SEN Support, or children who have an EHCP, may require additional funding to put appropriate provision in place to meet their needs. In these cases, our SENDCOs, in consultation with parents, will apply for top-up funding from Bristol City Council, which can help to provide such additional support.

## 10 Supporting Children with Inclusion Needs

Where a child has been identified as requiring support to include them fully in their education, the SENDCO and / or Inclusion Leader will ensure that appropriate support is in place to meet these needs. The support may include:

- Additional language support, assessment and progression monitoring for children who speak English as an additional language.
- Social and emotional support to help with integration in school.
- Family support through a family support worker or team, to ensure that, where possible, support is available to the whole family. This may include parenting courses, check-ins and signposting to appropriate external support services.
- Additional teacher support to improve teaching across the school for children who attract Pupil Premium funding.
- Close working links with The Hope virtual school to support children who are looked after or in care.
- Liaison with appropriate agencies to support children who may be or are Young Carers.

- Liaison with Bristol City Council support teams for children of families of minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Liaison and close working relationship with Bristol City Council to support children who are at risk of exclusion.
- Referrals to other external agencies for specialist support

The SENDCo and / or Inclusion Leader will work closely with staff to monitor and review such support and the impact of this on the child's experience of and progress through school.

## 11 Training to Meet Needs of Children with SEND

To maintain and develop high quality teaching and educational provision, and to respond to the needs of all pupils, all staff will undertake training with a specific focus on SEND, related to teaching and learning and understanding specific needs. This will also include coaching and informal support, alongside more formal training events. Regular Continuing Professional Development training is given to staff weekly in our schools, alongside training at INSET days through the year. Sometimes this training will have a SEND or Inclusion focus; at other times it may focus on general improvement of teaching and learning to benefit all children.

SENDCos and Inclusion Leaders work with staff to identify any particular training needs and ensure that best practice support is given to children at our schools.

## 12 Links with Other Policies and Documents

This policy sits alongside a range of other documents that detail the provision and support given to children at schools within TiLA. These include policies covering such things as safeguarding, complaints and management of data (GDPR). TiLA policies can be found on our website at <https://www.tilacademies.co.uk/information/policies/>



## **APPENDICES**

### **SEND INFORMATION REPORTS FOR TRUST IN LEARNING (ACADEMIES) SCHOOLS**

**Bridge Learning Campus  
Filton Avenue Primary School  
Orchard School  
Parson Street Primary School**





# SEND INFORMATION REPORT BRIDGE LEARNING CAMPUS

Last updated: November 2022

## Local Offer

Bridge Learning Campus is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

## Contact Details

The staff leading the SEND department in Bridge Learning Campus:

<b>Secondary SENDCO</b>	
Laura Rudd (maternity leave)	<a href="mailto:lrudd@blc.school">lrudd@blc.school</a>
	0117 9030356 ext 2019
<b>Secondary Associate Deputy Head for Teaching and Learning</b>	
Dan Pitt	<a href="mailto:dpitt@blc.school">dpitt@blc.school</a>
	0117 9030356 ext 2038
<b>Primary SENDCO</b>	
Angela Treneman	<a href="mailto:atreneman@blc.school">atreneman@blc.school</a>
	0117 9030356 ext 2014
<b>Primary Associate Deputy Head for Teaching and Learning</b>	
Sarah Cheshire	<a href="mailto:scheshire@blc.school">scheshire@blc.school</a>
	0117 9030356 ext 2091
<b>Pastoral Lead</b>	
Chris Jackson	<a href="mailto:cjackson@blc.school">cjackson@blc.school</a>
	0117 9030356 ext 2013
<b>School Improvement Board Rep</b>	
Rob Wellman	<a href="mailto:SEN@blc.school">SEN@blc.school</a>

If you have any concerns about provision or support for your child, then we encourage you to speak to your child's class teacher first. However, you are very welcome to make contact with any of the above contacts at any time.

## Expertise and Training of Staff

Our teachers and support staff have regular training sessions which cover a range of strategies related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them.

Specific training is arranged as required or as opportunities arise. For example, training in/with:

- Word Aware vocabulary development
- Voice 21 (focus on the development of oracy)
- Attention Autism (focus on listening and attention)
- DNA – V (focus on manage emotions and connect with their values)

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

Where it is required, specialist support is secured through agencies within the area. This includes access to an art therapist and a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Educational Psychologists, CAMHS and Community Paediatricians. Where required we have also recently accessed outreach support from Lansdown Park Academy and from New Fosseway schools to support children with SEND.

## Provision for Children with SEND

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Bridge Learning Campus to meet different identified special educational needs. These include:

- Attention Autism
- Thrive
- Nessy
- Speech and language therapy
- Lexonik
- Butterfly
- Zones of Regulation
- 1:1 Mentoring and Behaviour Support
- Social groups
- Rapid Read
- 1:1 Reading/Phonics tutoring
- Touch typing

We continually assess the effectiveness of our provision to ensure that these are having maximum impact, and make changes where required to improve outcomes for children. Our class teachers and our SENDCOs can give you more information about these if you would like to know more.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought when considering next steps and support that can be provided. Children with SEND are encouraged to engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case-by-case basis.

Our support for children with social, emotional and mental health needs includes Thrive, DNA-V and pastoral support as required.

### **Identification of SEND**

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.

### **Liaising with Pupils and Parents**

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Bridge Learning Campus we write Pupil Learning Plans/Passports to identify targets and /or support for children who have special educational needs or where a concern has been raised relating to their access to school. We review these plans as and when needed in line with specialist advice and support where applicable. Parents are also welcome to discuss their child's plans with the class teacher and/or SENDCo. SENDCos are always available at parents' evenings, as well as individual meetings (where appropriate), to discuss views of parents and children further.

### **Reviewing the Effectiveness of Provision**

Provision for children with SEND is reviewed by the SENDCo and Teaching and Learning Team who liaise with the School Improvement Board. These reviews may include discussions with children, learning walks and observations, book and planning scrutinies alongside a pupil's PLP/Passport and assessment data to assess progress and outcomes.

# SEND INFORMATION REPORT

## FILTON AVENUE PRIMARY SCHOOL

Last updated: November 2022

### Local Offer

Filton Avenue Primary School is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

### Contact Details

The staff leading the SEND and Inclusion teams at Filton Avenue are as follows.

<b>SENDCOs</b>	
Ros Walker	<a href="mailto:rwalker@filtonavenue.com">rwalker@filtonavenue.com</a>
Alison Harris-Pearce	<a href="mailto:aharris-pearce@filtonavenue.com">aharris-pearce@filtonavenue.com</a>
	0117 9030302
<b>Headteacher</b>	
Dan Rodeck	<a href="mailto:drodeck@filtonavenue.com">drodeck@filtonavenue.com</a>
	0117 9030302
<b>School Improvement Board Rep</b>	
Hannah Hughes	<a href="mailto:office@filtonavenue.com">office@filtonavenue.com</a>

The learning journey is different for every child and we are committed to working together with all members of our school community to tailor an educational support plan that is bespoke to each child's individual needs. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us and a positive transition to their Key Stage 3 (Secondary School) placement.

This document details options available to you either in school and the services provided by the Local Authority, Bristol City Council.

You are welcome to come in and talk to us at any time about your child's educational needs. Your child's class teacher can help and direct you to other members of staff in the school, which include a dedicated specialist team of SENDCOs who can advise you further.

### Expertise and Training of Staff

Our teachers have weekly training sessions which cover a range of issues related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them. Our teaching staff are all qualified teachers, and our TAs all have Level 2 or Level 3 accreditation.

Specific training is arranged as required or as opportunities arise. Recently such training has included:

- Oracy 21
- Bucket Time
- Lego Therapy
- Autistic spectrum disorder and anxiety
- SEN Code of Practice
- Effective provision plan writing
- Staff coaching

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

The SENDCo team provide further specialist support and can access/direct training for teachers and support staff in the school so they can help children with SEND to achieve the best progress possible. They ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources e.g. Speech and Language Therapy, Educational Psychology.

They will keep our internal support and progress records up to date so that we can ensure all the SEND needs of pupils in this school are known by Class Teachers and other Leaders. This will be achieved by regular monitoring progress of children with SEND at least three times a year.

To prepare for you child who is joining the school or moving on to Secondary School they will liaise with pre-schools, secondary schools to ensure smooth transitions between settings.

They also ensure:

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like making the learning more practical, so that your child is accessing the curriculum at an appropriate level for them
- specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought when considering next steps and support that can be provided. Children with SEND are encouraged to engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case-by-case basis.

Our support for children with social, emotional and mental health needs includes our nurture provision, Thrive as well as individual mentoring and social groups.

Your child's teacher could aid curriculum access by using a variety of strategies including: one to one adult support; visual timetables; writing frames; word banks; iPads, lap-tops or alternative recording devices; coloured exercise books/overlays; peer buddy system; seating arrangements; multisensory resources.

Where it is required, specialist support is secured through agencies within the area. This includes a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Bristol Autism Team, Educational Psychologists and Community Paediatricians. Where required we have also recently accessed outreach support from North Star and Learning Partnership West schools to support children with SEND.

### **Provision for Children with SEND**

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Filton Avenue to meet different identified special educational needs. These include:

- Talk Boost
- Bucket Time
- Toe by Toe
- Nessy
- Speech and language therapy groups
- Sound training
- Thrive
- Nurture
- 1:1 Mentoring and Behaviour Support
- Play Therapy
- Socially Speaking
- Precision Teaching
- Nessy Fingers
- Social groups

### **Identification of SEND**

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.



## Liaising with Pupils and Parents

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Filton Avenue we write Provision Plans to outline targets and support for children who have special educational needs or a disability that requires reasonable adjustments at school. We review these plans with parents and children 3 times per year and encourage ongoing dialogue between all parties. The Inclusion Team is always available at parents' evenings, as well as individual meetings, to discuss views of parents and children further.

## Reviewing the Effectiveness of Provision

Provision for children with SEND is reviewed regularly by the SENDCos, the Headteacher and the School Improvement Board representative. These reviews include discussion with children, learning walks and observation, book and planning scrutinies and use of Provision Map and Insight to assess progress and outcomes.

Your child's teacher will have carefully checked on your child's progress and may have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

## Small group work

These groups are known as intervention groups. Your child may be taught in intervention groups for a number of sessions during the school week. Sessions maybe run in the classroom or outside. Sessions will be led by teachers and our specifically trained teaching assistants

For your child this could mean: They will engage in group sessions with specific targets to help them to make more progress in key areas identified as priorities for their development.

A teaching assistant/teacher or outside professional will run these small group sessions, all are overseen by the class teacher and the Inclusion Team.

## One to One Support Programmes in School

**Reading Recovery** is an intervention programme for year one children who are struggling to start reading. It is aimed at children between the ages of 5 years and 9 months and 6 years and 3 months. The children are taught by a specially trained reading recovery teacher for up to 20 weeks (100 lessons) with a programme devised for their individual needs. At the end of the intervention the children should reach level Orange 15/16 which means they are at the correct level for their age.

**Thrive** is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. We have 6 licenced Thrive practitioners that support children in becoming more self-assured, capable and adaptable. It can also help to address any troubling behaviours providing a firm foundation for academic attainment.

## SPECIALIST SUPPORT PROVIDED BY OUTSIDE AGENCIES AND THERAPISTS

If the school considers external support may be necessary then the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Advising you on how to support your child at home
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Agreeing targets which will include their specific expertise and provide advice where appropriate

- Recommending suitable resources to support your child.

We aim to keep you up to date with the support your child is receiving and therefore you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school understand your child's particular needs better so that will be able to support them better in school.

The School has a Speech and Language Therapist who works one and a half days a week across both sites.

### **ADDITIONAL FUNDING TO SUPPORT YOUR CHILD'S NEEDS**

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

After the Local Authority have received the request from the school (with additional information about your child, including some from you), they will decide whether they think your child's needs are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If your child's needs meet the criteria, the Local Authority will write an EHCP. The EHCP will outline your child's needs, provision which should be in place and outcomes to be achieved.

Your child may be identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the usual funding allocated and available to the school.

Applications can be made by the Inclusion Team for additional funding known as top up funding, where the child's needs meet the Local Authority's criteria. This funding is reviewed annually.

If you would like to find out more information, you can visit our website which has answers to some frequently asked questions, speak to your child's teacher by making an appointment or speak to a member of the Inclusion Team.

For Frequently Asked Questions, please visit [www.filtonavenue.com/school-information/sen](http://www.filtonavenue.com/school-information/sen)

Parents can also contact the Bristol City Council SEN team and find out further information on the Bristol Local Offer at [www.findabilitybristol.org.uk](http://www.findabilitybristol.org.uk)

Parents can access support with issues surrounding SEN at [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)

W: [www.filtonavenue.com](http://www.filtonavenue.com) T: 0117 903 0302 E: [info@filtonavenue.com](mailto:info@filtonavenue.com)

# SEND INFORMATION REPORT

## ORCHARD SCHOOL BRISTOL

Last updated: September 2022

### Local Offer

Orchard School Bristol is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

Some of our students live in South Gloucestershire, and this Local Offer is here: [SEND Local Offer | South Gloucestershire \(southglos.gov.uk\)](#)

### Contact Details

The staff leading the SEND and Inclusion teams at Orchard School are:

<b>SENDCo</b> Ms Beckie Shepherd	<a href="mailto:SEND@orchard.tila.school">SEND@orchard.tila.school</a> <a href="mailto:bshepherd@orchard.tila.school">bshepherd@orchard.tila.school</a>
<b>Deputy Head: Inclusion</b> Mr Dorian Coxon	<a href="mailto:dcoxon@orchard.tila.school">dcoxon@orchard.tila.school</a>
<b>Chair of Local Trustees/SEND Representative</b> Mr Craig Lambourne	<a href="mailto:info@orchard.tila.school">info@orchard.tila.school</a>
<b>SEND and Medical Needs Administrator</b> Ms Kelly Latham	<a href="mailto:SEND@orchard.tila.school">SEND@orchard.tila.school</a>

## 1. Introduction

This document details SEND provision which Orchard School is able to provide.

Orchard School is an inclusive school where every student is valued and respected. We are committed to the inclusion, progress, and independence of all our students. We challenge and support all students to make progress in their learning, so they can reach their full potential.

We listen to our students' voices, and work in partnership with parents and carers, and with key outside agencies to ensure every child has a positive learning journey with us and moves on to post-16 studies successfully.

Every child has a Tutor, Pastoral Manager and Head of Year who provide support and advice with their learning, social and emotional needs. Children with SEND have a Learning Support team led by the SENDCo in addition to this. Parents/carers are welcome to contact us at any time about their child's special educational needs.

We are passionate about promoting and achieving inclusion for all young people at Orchard. We aim for fully collaborative working, where every member of staff enables students to thrive and be happy.

## 2. SEND Code of Practice and SEND Register

According to the SEND Code of Practice 2015, the definition of a special educational need is:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or 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. ‘

Students with SEND are placed on the school’s SEND Register of Need, which is accessible to all staff in school. Students on the SEND Register are coded as ‘E’ (students who have an Education, Health and Care Plan, drawn up by the Local Authority) or ‘K’ (other students who receive SEND Support).

Students that Orchard School know have additional educational needs that are not officially diagnosed or who are currently not receiving extra SEND Support, are recorded on the register of need as being Monitored to ensure that all staff are aware that needs are being investigated.

## 3. What provision is available at Orchard School for children with SEND?

We have experience of working and supporting students with SEND in the four areas of need laid out in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## 4. How are children with SEND identified?

Before a child starts at Orchard School, our Year 6 Transition Team, which includes the SENDCo, contacts the child’s previous school. We gather data and information about their attainment levels, learning, behaviour and any details regarding barriers to learning the student may have. All parents/carers complete a form before their child starts with us, with full information requested about additional needs, concerns, external support agencies already being used, and any other requests. We do this so that we can be prepared to support each student fully when they start at Orchard School.

Once a student enters Orchard School, we begin by looking at their Key Stage 2 (Primary SATS) data. We also carry out baseline testing and early assessments in their first few weeks, including a Reading Assessment, CATS tests and a profile of themselves as a learner. If necessary, we may also use screening assessments to identify if a student has barriers to their learning which may impact their progress. We can screen for Dyscalculia and Dyslexia, however these will only indicate “tendencies”.

Parents or carers may make referrals on behalf of their child, or students may self-refer if they feel that they are struggling. If a parent is concerned that their child is having difficulty with their learning and is not making expected progress, we encourage them to get in touch with our SENDCo directly, who will arrange a meeting with them to discuss their concerns.

Despite daily high-quality teaching, some students still find it difficult to make expected progress. This could be for a variety of reasons, one of which could be linked to an additional educational or physical need. In these cases, we follow our graduated response.

## 5. Orchard School Graduated Response to children with potential SEND

Our graduated response ensures students' needs are managed sensitively and appropriately:

- **Ensure high quality teaching with appropriate differentiation** is in place in the classroom
- **Track data on progress** carefully to see where children may be making inadequate progress or are falling behind
- **Set up school-based support**, e.g. faculty-based academic intervention, small group support, personalised behaviour strategies or Exams Access Arrangements,
- Work with the Head of Year to **establish holistic learning/wellbeing support** initiatives
- Staff **make a referral** to the SENDCo if, after interventions and support, they continue to be concerned that a child may have an undiagnosed special educational need
- The SENDCo **assesses** whether the child may have a significant learning difficulty. This is carried out by working with parents/carers, gaining the views of the child, learning walks to observe the student in classes, gathering further information from staff who teach or support them including the Head of Year. The SENDCo coordinates the commissioning of external support agencies (e.g. Educational Psychologists, Bristol Autism Team, Sensory Support Team) as necessary
- **Agreement is reached with all about the SEND support** required – this may include an Education, Health, Care Plan (EHCP) Assessment
- **Continue to assess progress in all areas and review effectiveness** of support in place

## 6. Our approach to teaching students with SEND

We have the highest expectations for all students, including those with SEND.

- **High Quality Teaching for all children**  
All teachers are responsible for delivering High Quality Teaching every day. Teachers are responsible and accountable for the progress and development of all children in their class, and subject teachers are trained to meet the special educational needs of the students they teach. Children need differing amounts of support to access a lesson, so classwork may be differentiated to ensure all children can learn at an appropriate level and make progress. On occasions work may be individually differentiated for a specific child.
- **Reduced class sizes where classes are set**  
Where classes are set, such as in Maths, we aim to keep the class size of one group slightly smaller to enable more support from the teacher and any additional adult.

- **Additional Adult in the Classroom - Learning Support**

Learning Support Assistants (LSAs) are part of the whole school approach to SEND, working in partnership with the subject teacher and the SENDCo to enhance student progress and narrow gaps in achievement. LSAs are deployed for some in-class support where for example a student has an EHCP with an identified need. LSAs aim to enable access to the learning materials so a child can work as independently as possible, but may also provide adapted resources.

- **Personalised provision through intervention**

Where additional support is required, appropriate targeted, time-limited interventions may be established. Out of class interventions are led by our LSAs and take place in group intervention rooms. LSAs are trained to deliver well-planned, targeted interventions in literacy and numeracy.

## 7. Targeted Interventions

The interventions we provide include:

- **Reading** interventions for pupils who are not yet reading at their chronological age. Depending on the need, this may be 1:1 or a small group intervention which will typically take place 3 times a week for a period of 30 minutes.
- **Numeracy** interventions for pupils who have gaps in their numeracy skills. Depending on the need this may be 1:1 or a small group intervention which will typically take place 3 times a week for a period of 30 minutes.
- **Social Skills** packages can be run as required.
- Where students require a specific intervention linked to their **vocabulary, expressive or narrative skills** the Speech and Language (SALT) team may be required.
- Students with **Autism** can access a weekly drop-in session with a focus on social stories.
- Students with **Dyslexia** can access a weekly support session with a focus on developing strategies to manage learning in the classroom.
- Students with **SEMH needs** can access support through their Pastoral Manager or group/one to one mental health support through our team of staff in The Grove, our mental health support area.

All interventions are timetabled as carefully as possible, with the aim of students not missing too many lessons in one particular curriculum area.

## 8. How does the school support children with SEND?

- **Planning for need**

Students on the SEND Register have a SEND Learner Profile which summarises their needs and provides strategies for classroom teachers to support their learning. Students with an EHCP have a more detailed learning plan which is monitored and reviewed through the Assess-Plan-Do-Review cycle. Parents/carers and any external agencies are fully included in the EHCP Review Process. Plans are fully available to teachers and LSAs through our information management system.

- **Curriculum**

Students with SEND are supported to access as wide a curriculum as possible through appropriate adaptations, with the aim of all children engaging in the curriculum together. The Sports and Health Faculty are experienced at adapting activities so that students with SEND can



take part in lessons. All classrooms have an accessible desk so that a child who requires their desk at a different height can be catered for. In practical lessons, staff ensure that activities can be made accessible, for example, the cookery room has an accessible workstation to allow wheel chair users to prepare food and cook at an appropriate height.

If a child needs access arrangements as stated in their EHCP, or these are identified through the learning journey to enable a child to succeed in tests/exams, these are assessed, agreed and put in place in discussion with the child, subject staff and parent/carer. Exams Access Arrangements are in line with the usual way the child works in class/assessments, and therefore may need to be amended as needs change through the years.

- **Extra-curricular opportunities**

Students with SEND are enabled to access as wide a curriculum as possible, through appropriate adaptations, and to join in as wide a range of activities as possible both in school and in curriculum trips. Reasonable adjustments are made to ensure that pupils with SEND can take part in a breadth of activities, alongside their peers without SEND. The school regularly undertakes accessibility audits to monitor, review and develop accessibility for students.

- **Social, emotional and mental health of students with SEND**

Pastoral Support is provided through our tutor time programme which includes Orchard Values, Student Voice, Careers and Relationships education. Sex Education is taught through PSHE lessons, and where a child with SEND may require an alternative approach to relationships and sex education, we provide this in discussion with the parent/carer. We monitor attendance, punctuality, attitudes to learning and patterns of behaviour, in order to be able to intervene quickly where something isn't quite right. We plan interventions and initiatives as appropriate for groups and individuals and use student voice across the whole school to gauge the opinions of students on many aspects of the school. Children on the SEND register can access additional support during unstructured time in agreement with the pastoral/learning support team.

- **Learning Environment**

We do our best to ensure that the school is fully accessible to all students. We have lifts to every floor to ensure that students can access classrooms. With a large number of students and staff in a small space, corridors can be busy and noisy. Students with a one-to-one LSA, for example those who have this specified on their EHCP, or those who can manage independently, can be given permission to leave the classroom early to navigate the corridors before other students. **Sadly, we do not have space for break-out rooms for use within lesson time. We do not have Thrive at the school.**

We have two small hygiene rooms for students who have needs that require a hoist to be able to access toilet facilities. The hoist equipment is also used for physiotherapy where a student has a specific need that has to be met during the school day. These rooms can only be accessed by one student at a time, and we have a number of students who use this facility, so sadly we are unable to make this space exclusive to a student's needs.

**Equipment to support a child's SEND are usually provided through the school's budget under Reasonable Adjustments. Where the school is unable to provide equipment under Reasonable Adjustments, equipment may be requested through the Local Authority SEND Team.**

Where we have concerns about a child with SEND managing a particular environment, we will assess the risk and create a safety plan, as required, so that the needs of the student can be met wherever possible.

## 9. Staff Expertise and Training

All Orchard Staff receive SEND training on an annual basis to ensure they are aware of all students with SEND and know how to meet their needs.

There are regular teacher development opportunities to improve staff knowledge and skills regarding SEND, working memory and cognitive overload, the effective use of the Learning Support Assistant to support teaching and learning, and Ordinarily Available Provision. Ordinarily Available Provision is the resources and support we expect to be available for children and young people with SEND in mainstream education settings.

Staff are made aware of the SEND needs of students through inset training, SEND Learner Profiles, the SEND register and regular SEND updates.

The school uses an information management system which enables SEND staff to upload information which can be viewed straight away by a child's teacher.

The SENDCO is fully qualified and experienced, and our Learning Support Assistants receive regular training, including for example in Autism, specific learning difficulties, Dyslexia, Tourette's, and multi-sensory approach to learning and supporting young people with emotional difficulties. Our experienced Learning Support Assistants have been trained to deliver specific interventions including reading, spelling, maths, social skills, speech & language and handwriting packages.

We have an experienced Social Emotional and Mental Health Manager, who works alongside a professional Counsellor and a practitioner trained in Emotional Literacy to provide for children's mental health needs. They work with students in groups or on a 1:1 basis.

The SENDCO commissions additional, more specialist support as required, when a child's SEND needs may be more complex, and continues to develop staff expertise through relevant training in response to the needs of the children.

## 10. Involvement of students and parents/carers in decision-making

Positive relationships with parents /carers and students are at the heart of our approach to education at Orchard School. We firmly believe that a child's education should be a partnership between home and school, and we communicate with all parents and carers through weekly letters from the school, termly newsletters, and children's school reports. In addition to this, parents/carers receive regular emails regarding extra-curricular opportunities/ school information, texts and phone calls. If we have concerns about a child's progress, attitudes or behaviour, we always contact the parent/carer and may need to contact other agencies too.

For parents/carers of children with SEND, the SENDCO runs a termly Coffee and a Chat session, where parents/carers can ask any questions, or talk to other parents/ carers as they wish. We regularly ask for feedback from parents/carers about the SEND provision. We strongly encourage parents/carers to contact us with any concerns by emailing or phoning the school to speak to our SEND team before concerns start to escalate.

All parents/carers are able to discuss their child's progress with their child's Tutor, Teacher or Head of Year through email and a request for a phone call back when necessary. There is a formal Parent Subject Consultation Evening once per year.

Where a student with SEND is struggling to make progress, despite high quality teaching and in class support or intervention, an application to the Local Authority for an Education, Health and Care Plan may be considered. We involve parents/carers, the Local Authority and outside agencies in such decisions and meetings will be organised to consider and plan any referrals. This is not a quick process, and there is no guarantee that Educational Psychologists will necessarily agree an EHCP. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website. For children with an EHCP, a formal meeting takes place annually to review the child's progress which parents/carers are fully involved in from the outset.

The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion considered in matters relating to them. Children's views are included in planning and reviewing their provision. Children are encouraged to express their views regarding their SEND at any time, by speaking to their pastoral team, tutor, LSA or the SENDCo.

We always ensure that students with EHCPs are involved in the annual review process and have the opportunity to give their views and opinions. All students attend their annual review meetings along with their parents or carers, and we aim to ensure the help they identify as the most useful or important is included in the support provided.

## 11. Evaluating the effectiveness of our provision

In order to determine if we are meeting the needs of the children, we monitor a number of aspects for each child:

- Academic progress across the full suite of subjects is tracked against targets
- Progress in home and independent learning
- Progress in interventions and support initiatives
- Progress made socially, in confidence and wellbeing
- Progress against targets in EHCP or support plans
- Involvement in extra-curricular and enrichment opportunities
- Feedback from parents and carers
- Feedback from students

To evaluate the impact and effectiveness of interventions we use pre-and post-intervention assessment data. The intervention programmes are re-evaluated following analysis of this data on a yearly basis.

To evaluate the impact of access arrangements, students' test scores are monitored closely to ensure they remain in line with targets and discussion with the child is critical. Adaptations to access arrangements may be required following this monitoring.

The SEND Register is reviewed 3 times a year and updated as new information becomes available. The updates are communicated to all teaching staff and staff working directly with children in our school. All students on the SEND Register of need have a SEND Learner Profile to inform staff of needs and advice on how to support learning in the classroom.

Each EHCP is reviewed regularly, at least once per year, or more often if needed, with the parent/carer, student and appropriate outside agencies. In some cases, and depending on the complexity of need and support required, the review may be termly.

Quality Assurance procedures in place across the school and Trust monitor progress of children with SEND.

## 12. Supporting transitions into Year 7 and Post-16

- **Year 7**

We encourage all new children to visit the school prior to starting with us. We have a transition programme agreed with primary schools for children joining us in Year 7 and this includes regular visits by the SENDCo to primary schools and opportunities for new students to take part in transition visits/ Summer School.

For children with SEND we may facilitate a phased transition to help the child acclimatise to their new surroundings. This includes an enhanced transition package with extra visits and opportunities to get to know the school and staff. 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.

- **Post 16**

Our school Careers Lead works with all children to help identify a suitable Post-16 place at local colleges or sixth forms, in line with their aspirations. To support in identifying suitable careers, our Careers Lead provides support in Year 10 for work experience, and how to apply for post-16 courses. We accompany some of our SEND students to interviews at local colleges, if needed, to help them secure their place, and to ensure there is a good handover of relevant information so their needs will be fully met.

## 13. Other agencies and specialist support services

We work with a wide range of services and agencies to support our students. These include:

- Speech and Language Therapy
- Educational Psychology Team
- CAMHS
- Counselling Team
- BAT – Bristol Autism Team
- School Nursing Service and Brook Clinic
- Paediatricians
- Occupational Therapy support
- Sensory Support Team

We currently employ a Speech and Language Therapy service at Orchard School for a minimum of one day per week. This allows us to refer individual pupils to the service and it also allows us to work on our whole school approach to speech, language and communication needs and how these needs are met in the classroom.

Parents/carers may be asked to give permission for the school to refer your child to a specialist.

We work closely with the professionals above, and others as required, sometimes making direct referrals, but involving the student and parent/carer in these referrals as much as possible.

If we consider external support may be necessary, then parents/carers may be asked to attend a meeting to discuss their child's progress and help to plan possible ways forward. Professional may advise on how parents can support at home, changes within the classroom, specific resources or access to an intervention.

We aim to keep parents/carers up to date with the support their child receives through either emails, phone calls or invitation to a meeting.

#### **14. Additional Funding**

The school (or a parent/carer) can request that the Local Authority carry out a statutory assessment of a child's SEND needs. The request is sent to the Educational Psychologists at the Local Authority and if they believe the child's needs are complex enough, they start a statutory assessment. Detailed information is gathered about a child's SEND needs, which includes information from the parent/carer to be written into the report.

If the child's needs meet the criteria, the Local Authority write an EHCP which outlines the child's needs, provision which should be in place and outcomes to be achieved. The child may be identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the usual funding allocated and available to the school.

Applications are made by our SENDCo for additional funding, which are not guaranteed. On occasion, a child's needs may mean that their education would be better provided in a different provision altogether.

#### **15. Further information**

Some useful websites are:

<https://www.supportiveparents.org.uk/>

<https://www.bristolparentcarers.org.uk>

[www.carerssupportcentre.org.uk](http://www.carerssupportcentre.org.uk)

[www.cafamily.org.uk](http://www.cafamily.org.uk)

<https://www.specialneedsjungle.com>

[www.SEN/Dse.org.uk](http://www.SEN/Dse.org.uk)

[www.cerebra.org.uk](http://www.cerebra.org.uk)

#### **16. Raising a concern or a complaint**

The SENDCo is always willing to have a conversation with parents/carers regarding SEND provision. Parents/carers are strongly encouraged to make an appointment to discuss any concerns before these concerns escalate. Often, a conversation can put parents/carers minds at rest, or ensure needs are being met more quickly.



Trust in Learning  
Trust in Success

Any complaints will be managed in accordance with the school's Complaints Policy which is available on our website: [www.orchardschoolbristol.co.uk](http://www.orchardschoolbristol.co.uk), or by contacting Reception.

We always encourage parents to talk to us first to see if we can resolve any concerns.





# SEND INFORMATION REPORT

## PARSON STREET PRIMARY SCHOOL

Last updated: November 2022

### Local Offer

Parson Street Primary School is in Bristol Local Authority. Bristol's local offer can be found online at <https://www.bristol.gov.uk/web/bristol-local-offer>

### Contact Details

The staff leading the SEND and Inclusion teams at Parson Street are as follows.

<b>SENDCo/ Inclusion Lead</b>	
Karlina Lock	<a href="mailto:sendco@parsonstreet.com">sendco@parsonstreet.com</a>
	0117 9030226
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	0117 9030226
<b>Headteacher</b>	
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<b>School Improvement Board Rep</b>	
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If you have any concerns about provision or support for your child, then we encourage you to speak to your child's class teacher first. However, you are very welcome to make contact with any of the above contacts at any time.

### Expertise and Training of Staff

Our teachers and Teaching Assistants have weekly training sessions which cover a range of issues related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them. Our teaching staff are all qualified teachers, and our TAs all have Level 2 or Level 3 accreditation.

Specific training is arranged as required or as opportunities arise. Recently such training has included:

- Word Aware vocabulary development
- Voice 21

- Drawing and Talking
- Talk Boost
- Attention Autism
- Lego Therapy

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

Where it is required, specialist support is secured through agencies within the area. This includes the weekly provision of a play therapist and a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Educational Psychologists and Community Paediatricians. Where required we have also recently accessed outreach support from Lansdown Park Academy, North Star and New Fosseway schools to support children with SEND.

### **Provision for Children with SEND**

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Parson Street to meet different identified special educational needs. These include:

- Talk Boost
- Attention Autism
- Toe by Toe
- Speech and language therapy groups
- Write Dance
- Maths Mastery Interventions
- Hero Academy
- ELSA
- 1:1 Mentoring and Behaviour Support
- Play Therapy
- Lego Therapy
- Drawing and Talking
- Social groups

We continually assess the effectiveness of our provision to ensure that these are having maximum impact, and make changes where required to improve outcomes for children. Our class teachers and our SENDCo can give you more information about these if you would like to know more.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought when considering next steps and support that can be provided. Children with SEND are encouraged to

engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case-by-case basis.

Our support for children with social, emotional and mental health needs includes ELSA, as well as individual mentoring, Hub Club (a safe space at lunchtimes) and social groups.

### **Identification of SEND**

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.

### **Liaising with Pupils and Parents**

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Parson Street we write Learning Plans to identify targets and support for children who have special educational needs or where a concern has been raised relating to their access to school. We review these plans with parents and children 3 times per year and encourage ongoing dialogue between all parties. Parents are also welcome to comment on their child's online Learning Plan at any time. The Inclusion Team is always available at parents' evenings, as well as individual meetings, to discuss views of parents and children further.

### **Reviewing the Effectiveness of Provision**

Provision for children with SEND is reviewed regularly by the SENDCo, the Inclusion Leader, the Headteacher and the School Improvement Board representatives. These reviews include discussion with children, learning walks and observation, book and planning scrutinies and use of Provision Map and Insight to assess progress and outcomes.