

**Reviewed December 2018**  
**Next Review December 2020**



### **Bewdley Primary School - Local SEND Offer**

All Worcestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported in this by the Local Authority, ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational needs being met in a mainstream setting wherever possible, where families want this to happen.

**The range of provision at Bewdley Primary School is as follows:**

**a) Class teacher input through excellent targeted classroom teaching (known as Quality First Teaching.)**

For your child this would mean:

- the teacher has the highest possible expectations for your child and all pupils in the class;
- the teacher will have a knowledge of your child's progress and the gaps which may be apparent in their understanding/learning and will provide extra support to help them make the best possible progress;
- all teaching is based on building on what your child already knows, can do and can understand;
- a variety of teaching methods are in place so that your child is fully involved in learning in class. This may include more practical, or more visual learning;
- specific strategies (suggested by the SENDCo or outside agencies) are in place to support your child's learning.

## **b) Specific intervention group work.**

For your child this would mean:

- he/she is taught with a small group of other children with similar learning needs either within the classroom or in a suitable area outside the room. These groups are led by a teacher or a trained teaching assistant.

## **c) SEND Support**

For your child this would mean:

- he/she has been identified by the class teacher as needing some extra support;
- he/ she will take part in group sessions with specific targets to help him/her make more progress;
- a teaching assistant / teacher or another professional such as a Speech and Language Therapist will lead these groups using a specific plan.
- you will have been involved in a meeting to discuss your child's progress and help plan ways forward;
- you may be asked to give your permission for the school to refer your child to a specialist professional (as above) This will help the school and you to understand your child's needs more and support them more effectively;
- the professional will work with your child to assess their needs and make recommendations which may include:
  - a) Making changes to the way he/she is supported in class.
  - b) Setting different more appropriate targets using their specific expertise;
  - c) Setting up a group run by school staff under the guidance of the professional.
  - d) Setting up a group or 1:1 work with the outside professional.
- the school may suggest your child needs some individual support within the classroom in order to overcome their specific barriers to learning. This support will be discussed with you.

This type of support is available for any child who has specific gaps in their understanding of a subject area or in an aspect of their learning.

- he/she has been identified by the class teacher as needing extra support in school from another professional outside school such as Local Authority Central Services Team which may include ASD outreach, Sensory Service, Learning Support Team, Educational Psychology Team, Behaviour Support Team, CAMHS, or outside agencies such as Speech and Language Therapy Service. This is in addition to or instead of Quality First Teaching and Intervention groups; and can mean support of up to 20 hours;

### **Specified Individual Support in school (of more than 20 hours)**

This was usually provided through a Statement of Special Educational Need now an Educational, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher / SENDCo as needing a particular high level of individual or small group teaching (more than 20 hours a week) which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from the professionals outside school.

This may be from Local Authority Central Services or Outside Agencies such as Speech and Language Therapy Service.

For your child this would mean:

- school (or you) can request that the Local Authority carry out a statutory assessment of his/her needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the documents provided) seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they feel your child does not need a Statutory Assessment they will ask the school to continue the support at SEN Support level.

If the Local Authority decides that your child's needs are severe, complex and lifelong and that they require more than 20 hours of support in school to make good progress, they will write a document called an Education and Health Care Plan.

This will outline the type of support your child will receive from the LA, how it should be used and what strategies should be put in place. It will also have long and short term targets for your child. An additional adult/adults may be used to support your child with whole class learning, to run individual programmes or run small groups which include your child.

### **Responsibility for Provision**

#### **SENDCo**

Responsible for:

- co-ordinating all the support for children with Special Educational Needs or disabilities (SEND) and developing the school's SEND Policy to ensure all children receive consistent, high quality provision;
- ensuring that you are involved in supporting your child's learning and are kept informed about the support your child has and the progress being made;
- liaising with outside agencies who come into school to support your child's learning;
- Updating the school's SEN Register to ensure all the children with SEND are known across the school.

#### **Class Teacher**

Responsible for:

- monitoring the progress of your child and planning/delivering extra support

- discussing with the SENDCo appropriate strategies to support your child;
- after discussion with you, creating appropriate targets for your child's IPM and then evaluating them with you at a future date;
- ensuring that all staff working with your child are supported in delivering the planned work and resources;
- following the school's SEND Policy.

### **Headteacher**

Responsible for:

- the day to day management of the school which includes the support of children with SEND;
- keeping the Governing Body informed of any SEND issues.

### **SEN Governor**

Responsible for:

- Ensuring all the needs of children with SEND are met.

### **Communication**

If you are concerned about your child's progress, you should first speak to the class teacher.

If you feel your concerns are not being considered and your child is not making progress, you should speak to the SENDCo in the first instance and then if necessary the Headteacher. If you have concerns that you feel the school is not addressing, then you can speak to the Governor responsible for SEND.

Should your child then be identified as not making progress, the school will set up a meeting to discuss this with you in more detail to:

- Listen to any concerns you may also have;
- Plan any additional support your child may receive;
- Discuss with you any referrals to outside professionals to support your child's learning.

### **How Extra Support is Allocated**

The school budget, received from Worcestershire Local Education Authority, includes money for supporting children with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already;
- the children needing extra support;

- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

### **Agencies and Individuals that Provide Support for Children at Bewdley Primary School**

- Home School Link Worker
- Educational Psychologist
- Learning Support Worker
- Autism Outreach Service
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse
- Occupation Therapy
- Physiotherapy
- Family Support
- Paediatrician
- CAMHS (Child and Adolescent Mental Health Service)
- Reach4Wellbeing (NHS Service)
- Mentoring/Counselling

### **How Teachers are Supported to Work with Children with SEND**

The SENDCo's role is to support the class teacher in planning for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **How Progress is Measured**

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every half term and a National Curriculum level given in reading, writing, numeracy and science.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.

At the end of each key stage (i.e. at the end of years 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children receiving SEND Support will have an IPM (Individual Provision Map) which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with all the adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

## **Support for Parents**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

IPM's will be reviewed with your involvement each term.

Homework will be adjusted as needed, to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

## **Accessibility at Bewdley Primary School**

The building is accessible to children with physical disability.

After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND.

## **Pupils Moving to Other Schools**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school SENDCo/Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child;
- we will make sure that all records about your child are passed on as soon as possible.

When moving classes within school:

- information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IPM's will be shared with the new teacher;
- if your child would be helped by a book to support them in understanding moving on, then it will be made for them.

Transition to Secondary School from Year 6:

- the SENDCo will discuss the specific needs of your child with the SENDCo/Inclusion Manager of their secondary school as appropriate;
- your child will do focused learning about aspects of transition to support their understanding of the changes ahead;

- where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.