



BEWDLEY PRIMARY SCHOOL

SEN INFORMATION REPORT *(Special Educational Needs and Disability (SEND) Information Report)*

At Bewdley Primary School we are committed to providing a high quality education for all of the children in our school. We believe that all children are entitled to have access to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.

This encompasses the four main areas of SEND.

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



BEWDLEY PRIMARY SCHOOL

How are children identified?

Bewdley Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements from The Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice 2014.

As a school we strive to provide high quality first teaching. If our staff think that your child has a SEND we will observe them; we will carry out further assessment involving the teacher, SENDCO, parent, pupil and when necessary outside agencies.

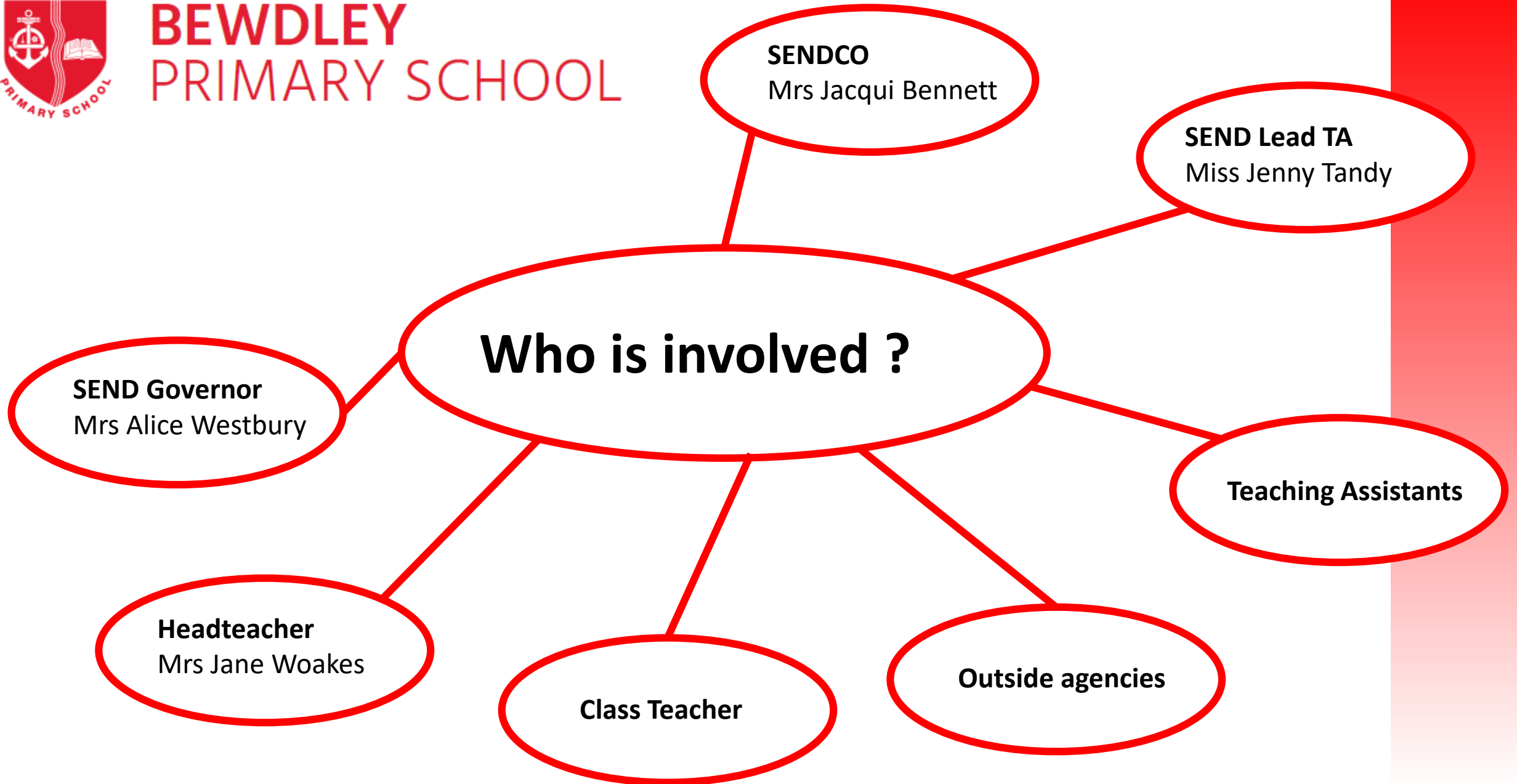
When children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. we recognise the benefits of early identification and seek to identify a child's need at the earliest point allowing us to make the most effective provision so that the child reaches their full potential.

Worcestershire County Council has published its own Local Offer which can be accessed by the link below.
<https://worcestershirelocaloffer.org.uk/#/directory>

We cooperate with the local authority reviewing the provision and in developing the Local Offer.



BEWDLEY PRIMARY SCHOOL





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SENDCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Informed about the support your child receives
- Involved in reviewing how they are doing
- Liaising with all the other professionals who may help to support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Liaising with the Special Educational Needs governor.



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Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO as necessary.
- Writing children's Individual Provision Maps and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work / intervention for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



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SEND Lead TA

Responsible for:

- Supporting SENDCO with observations, assessments, referrals and meetings.
- Supporting members of staff with CPD.
- Liaising with SENDCO.

Support Staff

Responsible for:

A Teaching Assistant may be allocated to a class to support the class teacher. Their role may involve running and evaluating interventions, working 1:1, small groups or with the class.

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. As a school we welcome daily dialogue between parent/carers and teachers and TAs on how a child's day has been and we do actively encourage this regular feedback.



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Outside Agencies

The SENDCO will liaise with outside agencies when a child requires this level of support. This includes:

- Referrals.
- Professionals meetings.
- Assessments.
- EHCP requests.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.



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How does the SENDCO Support my child?

- Our SENDCO has completed the training and received the National Award for SEN Coordination and continues to develop her knowledge attending all appropriate courses.
- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism and dyslexia.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an 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.



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How does the SENDCO Support my child?

- All of the school building and playground is accessible for a child in a wheelchair.
- A disabled toilet and hygiene suite is with a hoist.
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Coloured paper/overlays are available for pupils and staff with dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.



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How will I know about my child's progress?

At Bewdley Primary School your child's progress is continually monitored by their class teacher, SENDCO and the Leadership Team.

- Their progress is continually reviewed and recorded to monitor their progress against the National Curriculum in reading, writing, speaking and listening and maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs).
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENDCO will also check that your child is making good progress with any individual work and in any group that they take part in.



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What do I do if I have concerns?

If you are concerned about any aspect of your child's development we encourage you in the first instance to talk to your child's class teacher. Together, with the SENDCO, we will discuss this with you further and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child.



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What do I do if I have concerns?

For further information on supporting your child please visit the following link.

<https://worcestershirelocaloffer.org.uk/#/directory>