

Special Education Needs and Disability - SEND Information for Bryn Offa CE Primary School

All Shropshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Please use the link below to see the Shropshire SEN information and Local Offer.

<https://www.shropshire.gov.uk/local-offer/> (This also has explanations of terminology and vocabulary used).

As part of the **Children and Families Bill 2014**, all schools are required to make available their Local SEN Report to families which details how they can support children and young people with a special educational need and/or disability (SEND).

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. After this you could also speak to the SENCO, Headteacher, Deputy Headteacher or Learning Mentor.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teacher

Miss Emma Morris - SEND (Special Educational Needs and Disabilities Co-ordinator)

Mr Paul Thompson – Headteacher

Mr Gareth Jones – Deputy Headteacher

Mrs Deb Whitby – Learning Mentor / Family support.

Mrs Mary Walpole – SEND Governor

Parent partnership - www.parentpartnership-shropshireandtelford.org.uk/

What are the different types of support available for children with SEND at Bryn Offa C.E Primary School?

Special educational needs and provision can be considered as falling under four broad areas:

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

Bryn Offa uses the following resources/support to enable children to break down the barriers to their learning:

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.
- TA or Specialist Teacher support – used to aid/confidence, learn strategies and independence (within some 1:1, small group and whole class situations)
- Small group targeted support and interventions, focusing on a child's specific area of need.

Examples of some of the resources and interventions used according to the needs of the child:

- Phonics Support including Letters and Sounds
- Speech and Language Support
- Beat Dyslexia
- Circle of Friends
- Reach for the Top
- Spelling Made Easy
- Write from the Start
- Understanding Your Child

Please feel free to ask directly about these interventions.

How will the school let me know if they have any concerns about my child's learning in school?

If you have a concern about your child you need to bring it to the attention of their class teacher. This could be done in the termly Parents' Evenings, or make a separate appointment if you feel it can't wait until the meetings.

Discussing your child with their teacher is vital to get all parties concerned jointly responsible and working collaboratively towards the pupil making progress across all aspects of school life.

How is extra support allocated to children?

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, Deputy Headteacher and SENCO discuss all the information they have about SEND in the school, including:

1. The children getting extra support already.
2. The children who have been identified as not making as much progress as would be expected, and then deciding what resources/training and support is needed.
3. All resources, training and support are reviewed regularly and changed according to the needs of the children.

Who are the other people providing services to children with an SEND in this school?

- **Learning Mentor/Family Support - Mrs Deb Whitby**
- **Woodlands Outreach Service**
- **Occupational Therapy Support**
- **School Nurse**
- **CAMHS**
- **Autism West Midlands**
- **Speech and Language Therapy**
- **Educational Psychologists**
- **Compass**

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups in order to become an independent learning.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Regular training, resources and input from outside agencies support staff to adapt teaching to the specific needs of children on SEN support.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher. The Headteacher and SENCO review progress of all children receiving SEN support each term and will be checking that your child is making good progress within short term interventions.

Progress will be measured against the child's past progress, and the progress they are expected to make as they progress through the National Curriculum. Progress is rarely made in a consistent way, so we will look at each child's progress over a period of time. The greater the concern, the shorter period of time will be left before setting up support.

What support do we have for you as a parent of child with an SEND?

The class teacher is always the first person to speak to. He/she 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.

Miss Morris (SENCO), **Mr Thompson** (Headteacher) and **Mr Jones** (Deputy Headteacher) are available to meet with you to discuss your child's progress or any concerns/worries you may have.

Mrs Whitby (Learning Mentor/ Family Support) is available to speak to/liaise with and help to seek support outside the school.

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

How is Bryn Offa C.E. Primary School accessible to children with SEND?

- The school building is accessible to children with physical disability via ramps.
- There is a disabled toilet and shower accessible to all pupils/ adults.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND, including football, netball, cookery and cross country.
- Access to school trips and residential visits.
- Access to swimming lessons in Key Stage 2.
- Access to Forest School lessons in Class 1.

How will we support your child when they are leaving this school? OR moving on to another class?

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, moving to another class or transferring to Reception from Nursery or to secondary school from year 6 we will put in place:

- Prior meetings with Pre-school leaders and Pre-school SENCO.
- Regular visits / story-time sessions with feeder Pre-school.
- Joint partnership with Children's Centre / Pre-school and EYFS setting.
- We will have meetings with the school SENCO or class teacher and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that you have time to speak/ meet with the SENCO of the Secondary school.

In addition:

- One page profiles of children on SEN support will be passed on to the next teacher/ SENCO of the secondary school.

- Prior visits are of paramount importance to support transition and the
- SENCOs from Secondary schools are invited to Annual Reviews and to have time to meet parents and children
- SENCOs and TAs from Secondary schools will visit Year 6 in the Summer Term
- Extra transition days to Secondary school or Reception will be made depending on the child's needs.
- Our learning mentor/ family support worker – Mrs Whitby will take children for extra Secondary School visits such as lunchtimes etc.
- Emotional support and sessions will be given by Mrs Whitby to small groups of children focussing on their needs.
- When moving between classes, information will be passed on to the new class teacher in advance and planning meetings will take place with the new teacher. All education plans and strategies that help each child succeed will be shared with the new teacher.

- Time for relationships to build up is important. Any staff changes will be given careful transition plans such as TA's shadowing each other for consistency.
- Resources/ strategies will be shared within the one page profile.