

Bridgtown Primary School Local Offer

Our Mission statement is :

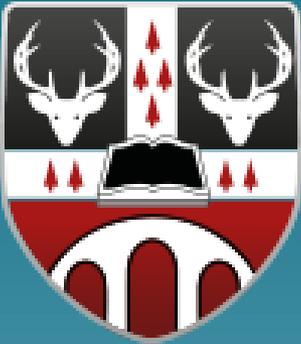
“Building for the future”





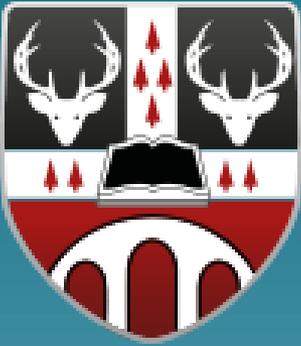
How Do We Identify Individual Special Educational Learning Needs ?

- If pupils have an identified special educational need or a disability before they join our school, we work very closely with the people who already work with them. We use the information already available to identify the possible barriers to learning and to help us to plan appropriate support strategies.
- If you tell us that you think your child has a special educational need, we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school; sometimes school seeks advice from more specialised services such as: Educational Psychologist, Speech Therapy, SENss team, Autism Outreach Team- we will share their advice with you and the next steps that we need to take.
- If teachers feel that your child has a special educational need, this may be because they are not making the same progress as other pupils. The earlier we take action and change our provision, the sooner we can help your child towards success. We will observe your child's learning characteristics and how they cope within our learning environments. We will assess their understanding of what we are doing in school this will help us to decide what is happening and why. If school become concerned about your child, you will be contacted by their class teacher or the school's SENCO Miss S Harrison.



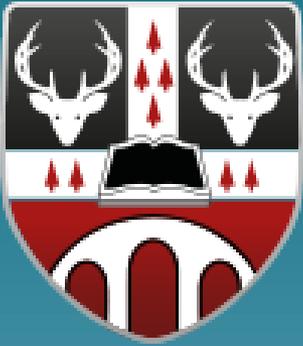
How Do We Involve Parents /Carers In Identifying Special Educational Needs And Planning To Meet Them ?

- When we assess your child having special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home. We will work with you so that we are all helping your child in the same way and helping them to make progress. This information is recorded on your child's records.
- Where needed we will write and review Pupil Profiles with pupils first and then parents/carers; a copy of the review and a new pupil profile will be shared with you.
- We can use work to repeat practice activities that are new and are presenting a challenge for your child. Our staff are available after school to discuss any concerns you may have about your child.
- Each child has a reading diary. Teachers often write comments for parents to read at home, and we encourage parents and carers to regularly add comments of their own.
- Information on activities to support children with special education needs is situated on the notice board in the main office.



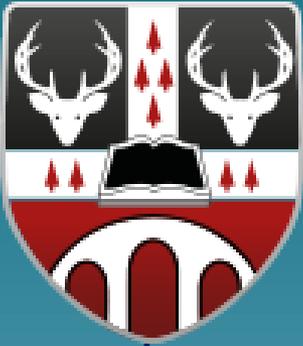
How Do We Use Other Adults In School To Support Pupils With Special Educational Needs Or Disabilities ?

- Our SENCO supports a team of talented support staff who are all trained to support pupils with a range of educational, social and emotional needs.
- All staff are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- Our Leadership Team analyse pupil performance data half termly to ensure every child is making the best possible progress and work with the class teacher on any issues raised by the data.
- When required, professionals such as: Educational Psychologist, Speech and Language, Behaviour Support, Autism Outreach Team, CAMHS, the school nurse are able to visit our school to observe and assess pupils, offer advice and support to both home and school and work alongside staff.



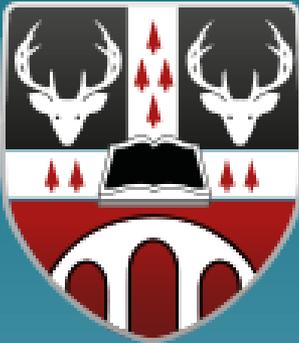
How Do We Use Specialist Resources To Support Pupils With Special Educational Needs Or Disabilities ?

- Our staff can make or use individual resources for pupils with special educational needs that support their specific learning targets and needs. Resources are often recommended by professionals and these will be implemented and used within the child's learning environment.
- We have a range of ICT equipment available to help motivate pupils and access learning.
- When required we use reward charts to aid children with the management of their own behaviour and we use personal visual timetables for children with social and communication difficulties. All children earn smilies linked to our behaviour policy.
- Dyslexic friendly resources include the use of coloured backgrounds on our interactive whiteboards and the use of coloured paper in exercise books is also available. Multi-sensory approaches/schemes are also used to help pupils learn spellings.
- Each class have a sensory box available to support children who may need additional sensory resources in class. There are also nurture rooms throughout the school with resources in to support pupils. These are accessible throughout the school day and used based on the child's need.



How Do We Modify Teaching Approaches For Individual Pupils ?

- Staff are trained in a variety of approaches which means that we are able to adapt to a range of Special Educational Needs (SEN):- specific learning difficulties (including dyslexia), Autistic Spectrum Condition, Speech, Language and Communication needs and Behaviour, Social and Emotional difficulties including attachment.
- We are an inclusive school. Wherever possible, children are taught alongside their peers. Clear differentiated groups are used as well as mixed ability grouping depending on the nature of the activity. Teachers adapt their teaching constantly in order to cater for their pupil's needs, planning individual activities where necessary.
- When required, staff can give additional support in small groups outside the classroom, or to provide one to one support.
- Our staff will adapt resources to either provide a greater level of support or to make learning more challenging so that every child is able to achieve their best.



How Do We Assess Pupil Progress Towards Outcomes We Have Targeted For Pupils?

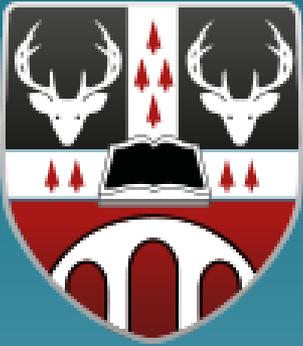
How Do We Review This Progress So That Pupils Stay On Track To Make At Least Good Progress (Including How We Involve Pupils And Parents) ?

- In school we track all pupil progress using the school's detailed assessment system. The school SENCo analyses data further identifying any targets that have been achieved or targets to be set.
- Teachers complete formative and summative assessments of their pupils half termly. This information is used by SLT and the SENCo to ensure that we are targeting specific children for maths, writing, reading and spelling.
- Achievements against progress are shared with parents at termly Parent Consultation evenings where we can gather views of parents.
- Parents of children with special educational needs are invited to review meetings where we discuss progress and create a Pupil Profile outlining small step progress targets. These are set in consultation with parents and other professionals involved in the education of the child.
- The Senior Leadership Team (SLT) analyse the progress of every child each half term for all children whose progress is causing concern. We adapt our teaching to suit the needs of individuals wherever possible.



What Extra Support Do We Bring In To Help Us Meet SEN ? How Does The School Support Pupils With Medical Conditions ?

- If we feel that our strategies have not met the needs of a child in our care, we will access specialised skills and support from the Local Authority to help us plan for a child with a specific special educational need.
- We can access support from a range of specialists for advice about SEND related needs such as: Speech, Language and Communication, Behaviour Support, Hearing Impairment, Visual Impairment and Autism.
- We can get support from occupational therapy and physiotherapy for pupils who need assessment or for advice about special exercise programmes. We liaise with the School Nurse regularly.
- Pupils with medical needs will be provided with a detailed Care Plan, created in partnership with parents and if appropriate the School Nurse. These will be reviewed on a regular basis.
- We review your child's progress together and agree what will happen to aid learning. We will always ask the child when carrying out reviews and record their views.



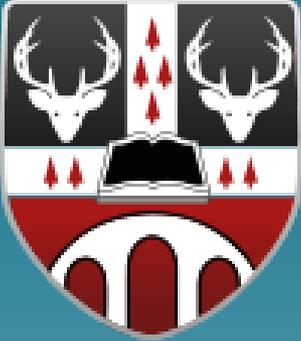
What other activities are available for pupils with SEN in addition to the curriculum?

- Positive play is provided for those pupils with social, emotional or behaviour difficulties. This takes place when needed in consultation with parents.
- A social group is also available for those pupils who find friendship difficult. This provision aims to help these pupils make more secure friendships.
- We offer a range of extra-curricular clubs that are open to all pupils.
- We have a range of educational visits any many other visitors to school to bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed.
- Aiming High activities for children with disabilities are promoted in school.



How do we support pupils in their transition into our school and when they leave us?

- Children who join our school are welcomed into our school by a meeting in school. A series of child 'taster' sessions take place in the summer term in preparation for their September start.
- Transition to Reception, and then into each successive year group is supported by taster sessions into each new class (Class swop day), parents meet the teacher meeting and letters.
- Parents and children who join our school mid-term are encouraged to visit the school before they start.
- We hold transition meetings with Year 7 leaders in the second half of the Summer term to talk through the strategies that have worked with specific children and the recommendations for support in secondary school. This is also a chance to make specific arrangements for specific children including additional visits.
- Staff from the secondary school leadership teams are invited to join our Spring term parent consultation evenings so that parents and pupils have an opportunity to speak to the secondary members of staff in an informal manner



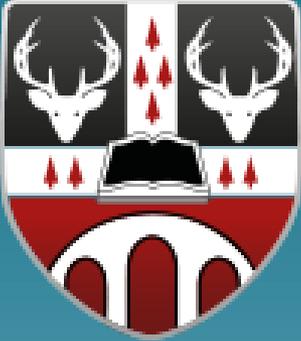
How is the decision made about what type and how much support my child will receive?

- The School Budget received from the Local Authority includes money for supporting pupils with SEN.
- The Local Authority will top-up funding for pupils with a high level of need (AEN/HLN funding) This has to be applied for by the school.
- If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher and the SENCo will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with yourselves as parents/carers, an agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no or very little impact, it may be necessary to apply for an Education Health and Care plan to further support the child's needs. Parents and schools will work together to see how this funding is used.



Where can pupils receive extra support?

- We listen to what children tell us about how they like to learn through the use of pupil interviews and PSHE/circle time sessions. Their views and feelings are important to us. We also have staff trained in wellbeing who advise on strategies and activities that can be used as whole class or on an individual need basis.
- Our children are made aware of the support they can access in school. They know who to talk to if they have any concerns they want to share.
- Our open door policy means that they have access to staff to discuss their concerns.
- Pupil Bridgtown buddies involve children in play opportunities.
- The school welcomes parents into school and encourages them to discuss any issues. Parents are welcome in school for inspire workshops.



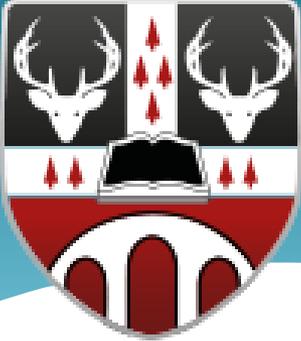
Where can parents/carers get extra support?

- Staffordshire Connects website has a wealth of resources available to advise and support parents/carers
- <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- The Staffordshire SEND Family Partnership can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01785 356921
- The Parent Support Advisor at Springvale Support Team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.



What can Parents/Carers do if they are not satisfied with a decision or what is happening?

- Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of the day or in the case of an emergency, they can then be seen immediately. If you are not satisfied that your concern has been addressed then you may speak to the Headteacher or a member of the SLT in her absence. If she cannot solve your issues, it would then be referred to the Governing Body.
- If your concern is with the local authority support there is a complaints procedure. You would need to contact the manager for SEN inclusion on 01785 854207
- The Local Authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with: telephone 01922 686200
- Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.



What services are available in our local area for children and young people from birth to 25 who have Special Educational Needs and/or disabilities (SEND)

- Information about services relating to education, health and care services, leisure activities and support groups can be found at:
- <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- This information is known as the 'Local Offer' It has two main purposes:
- 1) To provide clear, comprehension and accessible information about the support and opportunities that are available; and to make provision more responsive to local needs and aspirations.
- 2) It must be developed and reviewed in partnership with children and young people, parent carers and local services including schools, colleges, health and social care agencies.



How accessible is our School?

We believe that our school is partially accessible

Our school accessibility plan is available on the school website

Category	Detail
Fully accessible	GREEN Fully wheelchair-accessible-all (or at least 90% of) teaching areas are accessible to wheelchair users, there are lifts to upper floor where applicable and disabled toilets are provided in all main buildings. In practice a GREEN school would not have to rearrange the timetable to cater for a child following the mainstream curriculum who uses a wheelchair.
Partially accessible	AMBER Partially wheelchair-accessible- a wheelchair user could follow a mainstream curriculum at the school, but a significant proportion of the site is upstairs and not accessible via a lift OR some main buildings do not have a disabled toilet OR one or more of the main entrances to your school has stepped access. In practice an AMBER school would have to undertake some rearrangement of the timetable to allow a wheelchair-user to receive a mainstream education AND/OR the child would have to take some circuitous routes around the site to reach teaching and recreational areas.
Not accessible	RED Not wheelchair-accessible- it would be impossible or very difficult for a wheelchair-user to learn alongside her/his disabled peers at the school, because, for example, all or most of the main buildings that have upper floors do not also have lifts OR there are an insufficient number of disabled toilets on sites OR most of the main buildings and areas of the site are not accessible via level access or a ramp. In practice a RED school would have difficulty timetabling teaching to allow several wheelchair-users to receives a mainstream education.



Useful Terms

Useful Terms	Useful Terms
AEN- Additional Educational Needs	ADHD- Attention Deficit and Hyperactivity Disorder
ASD- Autistic Spectrum Disorder	CAMHS- Child and Adolescent Mental Health Service
COP- Code of Practice	CAF- Common Assessment Framework
DCD- Developmental Co-ordination Disorder	EHCP- Educational, Health Care Plan
EP- Educational Psychologist	EWV- Education Welfare Worker
FSM- Free School Meals	GDD- Global Development Delay
HI- Hearing Impairment	IEP- Individual Education Plan
LEA- Local Education Authority	LAC- Looked after Child CLA- Child Looked After
OT- Occupational Therapist	ODD- Oppositional Defiance Disorder
PT- Physio therapy	PP- Pupil Premium
SEND- Special Educational Needs and Disability	SENCo- Special Educational Needs Co-ordinator
SaLT- Speech and Language Therapy	VI- Visual Impairment