

Our SEND Offer

Sefton Park Infant and Junior Schools Special Educational Needs and Disabilities (SEND) Information Report – School Offer 2020-21

Introduction

Welcome to our SEND Information Report (or 'School Offer') which is part of the Bristol Local Offer for learners with Special Educational Needs and Disabilities (SEND). We have a requirement to publish this document and review it annually. We would welcome feedback and future involvement in the review of this statement so we can ensure that this report is co-produced by all stakeholders. This report is due to be reviewed in July 2021.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as “a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child” The Bristol Local Offer can be found here

<https://www.bristol.gov.uk/web/bristol-local-offer>

If you would like to contact us with feedback about this report, please do so via the school office. The best people to contact are:

Rebecca Earnshaw – Inclusion Leader/SENDCO

Aaron Minnigan– SEND Governor

Dan Simson– Acting Head teacher

Maggie Smithson– Acting Deputy Head

At Sefton Park, we believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in learning. We celebrate all members of our community and respond to all children’s individual needs. Please look at the questions below to gain further understanding of how we may meet your child’s specific needs:

How does the school identify children with SEND?

- Children have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 'Special educational provision' is additional to, or different from, the educational provision made generally for children of the same age in local schools. In the majority of cases, the provision is made within a child's local mainstream school. Special schools provide for children with more complex and severe needs.
- There are four main areas of need within SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/or Physical
- There are many ways a child's journey to the SENDCO's door can begin. It may be a parent, teacher or TA (Teaching Assistant) who first asks for guidance, or some children arrive at our school on the Special Educational Needs Record or have a need highlighted on a home or Nursery visit in preparation for their start in Reception.
- Those of us at Sefton Park working with children with special needs have, between us, great experience in the different types of need, so when a child is not achieving well or is struggling, we can look at the presenting behaviours and begin to 'unpick' the concern.
- Children who are seen to be 'falling behind' or not achieving the expected attainment in their learning journey will be highlighted. Class teachers discuss achievement and progress in regular meetings with the Leadership Team.
- Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas, it may be that a child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.
- There can be many reasons for 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understand that children who experience these barriers to learning may be vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.
- In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the SENDCO will request additional external assessment from expert agencies and professionals to inform the future provision.
- Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment.

Who is the best person to talk to if I think my child has SEND?

- If a parent/carer has any concerns about their child's progress or attainment, they should first discuss these concerns with the class teacher. The class teacher will then involve the SENDCO as appropriate. It may be arranged for the parent/carer to meet directly with the SENDCO or a professional agency. Contact details for Rebecca Earnshaw are on the school website.

How will the school support my child?

- The Class Teacher and adult supporting learning in the classroom have the highest expectations of all pupils in the class.
- All children at Sefton Park will receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. In some cases more support will need to be given to pupils and evidence, including the views of the pupil, their parents and intervention and progress data will inform the support which needs to be put into place for their individual needs.
- We use the 'Waves of Intervention' model to plan provision for pupils:

Wave 1: Universal Provision (Quality First Teaching)

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Before any additional provision is considered we consider what is already available to all pupils through differentiated work and an inclusive learning environment. Where the nature of pupils' needs is such that they will need 'additional to' or 'different from' provision in the identified areas, teachers must still consider how their Wave 1 provision can enable the pupils to access the curriculum.

Wave 2 Intervention (Targeted Provision)

Wave 2 is part of our normal differentiated curriculum and teachers' regular planning for 'target' groups. Most pupils receive Wave Two provision because they have fallen a little behind their peers in literacy or mathematics or in social and emotional development. They will not necessarily have SEND as defined in the Code of Practice.

Wave 3 (Personalised Provision)

Wave 3 is about intervention for pupils for whom quality first teaching and wave two catch-up programmes are not enough. It may need to be a more intensive programme, involving more specialist expertise in the delivery, and may involve individual support.

- Pupils with SEND are ensured access to the curriculum in a wide variety of ways, depending on their individual need. It may be matter of adapting the curriculum or providing specialist resources to enable a child to access activities on a similar basis to their peers. All teaching staff have a good understanding of the National Curriculum and ensure their planning, teaching and assessment meets the needs of

all pupils, including those with SEND. They do this by: Providing suitable learning challenges; providing suitable learning environments; Meeting the pupils diverse learning needs; Removing barriers to learning.

How will you know how my child is doing?

- There is a whole school approach to SEND in our school – it is everyone’s responsibility and concern. Teachers and LSAs monitor children's progress on a regular basis using both formative and summative assessment. There are informal and formal discussions and meetings to discuss pupil progress. We look to see whether children are making the expected progress and achieving their potential.
- During regular meetings, we may look at any reasons for concern, which might include health, attendance and family circumstances etc. We try to address these by referring to the School Nurse, seeking vision and hearing tests and use of other external agencies.

How will I know how well my child is doing?

- We believe in developing good relationships with parents who know that school is a place where issues can be discussed and addressed. We operate an open door policy and parents are welcome to meet with teachers and the SENDCO to talk about their child’s learning.
- Other means of communication may also be put in place, such as home/school books, texts and phone calls.
- There will be opportunities for you to meet with other professionals involved in your child’s education.

What support will there be for my child’s overall wellbeing?

- Children’s well-being is paramount at our school. All staff have regular safeguarding training and we have very strong safeguarding procedures in place.
- The school takes bullying very seriously and the children are given anti-bullying awareness through assembly and circle times. Every year we take part in ‘Anti-bullying week’.
- Children’s views are sought via Pupil Voice, School Council and other forums. Their ideas are listened to and valued.
- Personal, Health, and Social Education is delivered through the curriculum and our ‘Core Learning Skills’ programme. We also address values and issues during RE lessons, reflections and assemblies.
- We have consistent approaches to behaviour incidents, a very clear positive behaviour policy Children with special educational needs may need adjustments to the behaviour policy, depending on their needs. This might include checking in with a

named member of staff, buddying, social skills programmes, and sensory breaks form the classroom.

- Pastoral support for pupils is well planned. There is a graduated response to personal support from 'light touch' to multi-agency planning: The school can buy in counselling/psychotherapy, we provide Play therapy and also have designated TAs providing support for vulnerable pupils. We are able to refer families to the East Central or North Early Help Team, where some wider advice and guidance might be helpful.
- The school provides for pupils with medical conditions according to need and in full consultation with parents, pupils and medical agencies. We liaise with our school nurse. A care plan is put in place to describe any steps that need to be taken in the care of the child with medical needs. A summary sheet, including the child's photograph is provided for all adults to understand the needs of the child and what might constitute an emergency. 9 members of staff are trained in First Aid, 9 members of staff are trained to administer medication. For more information see our policy on 'Medical Conditions, First Aid and Bereavement'

What specialist facilities, services and expertise are available at or accessed by the school?

- Ms Earnshaw is an experienced classroom teacher and has been a Bristol SENDCO for 11 years. She holds an additional post-graduate qualification in SEN Co-ordination (The 'National Award')
- The school has a Dyslexia Team who work with children who have dyslexia/dyslexic type difficulties.
- We work with a local play therapist, Leona Tucker to support children with emotional needs. Currently, Leona can work with 4 clients.
- We have a range of classroom resources to suit whole-class and individual needs.
- The school works in partnership with key people in the Local Authority and other specialist professionals. They provide expert advice on a range of issues faced by children and families in the school. For example, we may seek advice from: Educational Psychologist, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), School Nurse, Community Paediatrician, Early Help Team, Sensory Support Service, Bristol Autism Team.

What training are the staff supporting children with SEND had or having?

- Ms Earnshaw undertakes regular training as part of her continuing professional development.
- SEND is a regular agenda item on the staff meeting rota so all staff are kept up-to-date with SEND issues.

- All TAs and Class Teachers take part in a Performance Management Cycle each year, which highlights any training needs.
- The school has five inset days a year, where all staff undertakes relevant training for the academic year ahead.
- Training is provided through in house expertise, by the Inclusion Manager/SENDCO or Subject Leaders where appropriate.
- Specialist courses are attended when required to further develop staff's skills.

How will my child be included in activities outside the classroom including school trips?

- All educational opportunities are made available to all children. Support staff will be available to assist children during curriculum activities which may raise access issues.
- We believe all learners are entitled to the same access to extra-curricular activities.
- All children are included on all trips and teaching staff visit educational visit settings prior to the trip to carry out risk assessments and inform staff of any SEND issues. We will provide the necessary support to ensure that the trip is successful for all children.

How accessible is the school?

- Our 3-year accessibility plan sets out our aims in ensuring that the school is fully accessible in terms of access to the curriculum, to the physical environment and to information for members of our school community. This is due to be reviewed in 2022.
- Our school is accessible to disabled pupils, most classrooms are on the ground floor and there is disabled access into the main building. We have corridors wide enough for wheelchair access and a disabled toilet. Ashley House has a lift and disabled facilities.

What are the admission arrangements for children with SEND?

- No child will be refused admission to school on the basis of his/her SEN, disability, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will use our 'best endeavours' to provide effective educational provision, for further information please read the school's Admissions Policy.

How will the school prepare and support my child to join the setting, transfer to a new setting or the next stage of education?

- Transition is a part of life for all learners, whether it involves moving to a new class or moving to a new school. We recognise transition is an important time for all children, but especially so for a child with SEND. Consequently, we work with parents, children and staff to ensure these transitions run as smoothly as possible.
- If your child is joining our school we are happy to meet parents of children with 'SEND' to discuss the transition to our school. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to your child joining us.
- Our Reception Team visit the homes and nursery settings of our new starters and liaises with the nursery settings on appropriate provision for pupils. Our Nursery Team also carry out Home Visits.
- The 'Transition and Transition Plus' programme (a transition package for vulnerable learners) ensures that every child will experience support and success as they transfer between primary and secondary schools. Planning will take account of the whole child and ensure a multi-agency approach is utilised where necessary. Where possible, children will visit their new school on a few occasions and staff from our school will accompany the child.

How are the schools resources allocated and matched to children's needs?

- The school has an SEND budget, which is distributed according to needs. Some of this budget is set aside to provide equipment or resources for a specific child if there is a need.
- The governing body takes an overall strategic view of the deployment of financial resources to provide high quality learning for all our pupils. This includes ensuring that provision is made to make good use of the notional SEND budget as well as our Pupil Premium allocation. From time to time additional funding may be applied for to support pupils with exceptional needs.
- The Head Teacher, the SENDCO, Business Manager and other school leaders discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children identified as not making as much progress as would be expected.
- Staffing arrangements for pupils with SEND varies according to the needs of each child on the SEND Record. Every child with **outside agency involvement** has a Provision Plan and the staffing required for the needs of the child are clearly documented. The whole-school Provision Map records in detail the time and cost of additional and different provision.
- Many classes have timetabled TAs who assist the Class Teacher in providing good quality learning experiences for the children in that class. The TAs are deployed according to the needs of classes.
- We have many teachers and teaching assistants trained in intervention programmes which they can deliver as and when children need them under the direction of the Inclusion Manager and Class Teacher. Some TAs have particular areas of expertise

- Small group and individual provision is made where appropriate on a systematic basis. Provision is prioritised depending on the children's needs and different year groups are supported accordingly, with different patterns of support each year.
- The amount and type of support your child receives is decided in consultation with you, the school and any other professionals involved in giving advice. We like to involve children as far as possible in the decision making process. Even very young children with SEND can make their views known when we observe them in the classroom. Older children can be invited to meetings, or be supported in completing appropriate questionnaires.

How are parents involved in the school?

- We are keen for parents to feel involved in school life and as a staff we want to make sure your children are happy and doing well.
- We have an active PTA. The PTA runs a series of events during the year aimed at raising funds to support your children throughout the school. They run the Summer and Winter School fairs, and then organise a range of social events for the children and parents. More details can be found on the PTA website: <https://pta-events.co.uk/sefton-park/index.cfm#.VpeInk3MWUk>
- We use newsletters, texts and 'School Comms' to keep you informed of school news
- We invite you to school functions, sports events, assemblies and productions and we hope you enjoy spending time in school with your children.
- We are very fortunate to have some committed friends, parents and grandparents that regularly volunteer to support our pupils in a range of ways. We warmly welcome this type of help.

Who can I contact for further information?

- We want you to feel able to come to us so we can hear what you have to say, so we can work together to support your child's learning journey. We believe that pupils thrive when the key people in their lives work together as a team.
- Ms Earnshaw is always happy to discuss any aspect of the school's SEND policy or procedures with parents. Please contact her and arrange an appointment via the school office.
- If you have a concern you can make an appointment to see the class teacher to discuss it, this is usually best done after school when the children have gone home, and the teacher is able to give you quality time.
- If you feel the matter has not been dealt with you can make an appointment to see the Ms Earnshaw or Mr Simson, the Deputy Head.
- Our complaints procedure sets out the steps to follow should you be unhappy with any aspect of your child's education. Please enquire at the school office for more information.

- The SENDCO is able to signpost further support and/or information upon request.
- A Parent Partnership Co-ordinator can be contacted via Supportive Parents. Supportive parents is a charity providing information and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire. The link to their website can be found here: <http://www.supportiveparents.org.uk>