



## **SEN Information Report for Parents September 2022** **Bowerhill Primary School - The White Horse Federation**

**Address:** - Halifax Road, Bowerhill, Melksham, SN12 6YH

**Website:** - <https://www.bowerhill.wilts.sch.uk>

**School opening hours for the children:** - 08:40 – 3:15

**Point of contact:** - School Office – [admin@bowerhill.wilts.sch.uk](mailto:admin@bowerhill.wilts.sch.uk)

**Type of Provision:** - Primary Education

**Age range:** Aged 4 - 11

**Admission arrangements:** Bowerhill subscribes to the Wiltshire Council admissions procedures and policies. Parents can apply through Wiltshire Council for Primary School admissions.

**Referrals:** - Children can be referred to the school if the Local Authority accommodates them or if they have an Education Health and Care Plan on parental request.

**Cost:** - Pupil Premium funding (if applicable) will follow the child as well as additional EHCP funding from Wiltshire Council.

**Curriculum:** At Bowerhill Primary School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential, using the 6 school values which are:

**Creativity, Respect, Resilience, Responsibility, Creativity, Courage, Understanding**

We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all. Provision for children with SEN is a matter for the whole school. All teachers are teachers of children with SEN.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- Communication and Interaction – children with Autistim (ASD) and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, diabetes and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD

The Early Years Foundation Stage Curriculum is followed, as is the National Curriculum. The needs of the child could influence the curriculum they receive and this will be tailored to individual need. The curriculum we offer is based on the National Curriculum but adapted to best meet the needs of all children and the outcomes for any pupils with an EHCP.



**Assessment:** We assess the pupil's progress and attainment throughout the year as identified within the school calendar. Parents will receive a written report on their child's progress and attainment at the end of the year. Twice a year, parents' evenings are held where discussion of their child's progress and attainment, which for children on the SEND register, will include discussing their progress towards targets set within the Individual Pupil Profile. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. SENCO forums are also an opportunity to discuss any concerns with the SENCO and these take place on one day every term. Specific information regarding assessment of SEND can also be found within our SEND policy, which can be found on our website. If situations occur where the child's behaviour is of concern or needs assistance in accordance with our school behaviour ladder, these are reported to parents the same day and recorded on CPOMS (electronic recording system).

Any health concerns are reviewed as is appropriate and necessary and the children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate. For children with an intimate care plan, these are established and agreed in an arrangement between the school and parents. They are reviewed every 6 weeks.

Some children who do not have an EHCP may still need a bit of extra support and so we will use the Wiltshire Graduated Response to carefully assess a child's needs and plan some very precise and individual support. Parents and the school can access <https://localoffer.wiltshire.gov.uk/> for information and support. The school also seeks support from outside agencies. This may result in a child having a 'Individual Pupil Profile'. Targets will be set and reviewed regularly to evaluate the impact of the support provided and parental input is sought at every stage. We value and respect parental input and want to ensure a partnership is possible and successful.

Three times a year, teachers will make judgements on all pupils' attainment, judgements are made using the child's work or a formal assessment. Pupils are assessed as to whether or not they meet the expected standard for a child their age. BLW (Working below) if they are working well below the year group standards, WTS (working towards standard) if they do not yet fully meet that standard or are still working towards it, EXS (expected standard) if they do meet it and GDS (greater depth standard) if they exceed that standard and are working at a greater depth.

For children who are identified as working below or working towards year group expectations, three times a year they complete additional assessments in reading, spelling and maths so that all individual learning needs can be identified and progress tracked.

When children start in Reception, the Teacher's carry out a statutory baseline assessment for all areas of the EYFS curriculum.

**Transitions:** Transition meetings start between the school and pre-schools/nurseries prior to the children starting school. Visits are made by the SENCO to support children with EHCP's in their transition. At these meetings, we will check funding and banding, write any necessary plans and supporting the child appropriately. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information they can share; parental views are essential in the process. Children attending the settling in periods will be communicated by the Early Years lead. Transitions within year groups each year are planned so that all children meet their new teacher, teaching assistant and class as well as familiarising themselves with their new classroom. For children with SEND, we ensure that additional visits can be made and resources provided (ie



photo books) to aid them in the transition as well as regular interactions with their new teacher before the start of the new academic year.

If a child moves to another school, we will closely liaise with the transitioning school to ensure they have a sound knowledge of the child's needs and attainment as well as sharing important documents securely.

**Transition to secondary school:** Our Year 6 children have a structured transition into Year 7. The SENCO meets with the receiving school's SENCO and discusses the needs of the children. Paperwork is shared securely. We have several visits to the new school during the summer term. For SEND children, arrangements are made between us and the secondary school about which children would benefit from extra transition sessions within a smaller group. Children with SEND For children with Educational Health Care Plans (EHCP's), the transitional review takes place in Year 5 and possible school options are discussed.

**Staff Expertise:** - The SENCO, Catherine Williams, is a fully qualified teacher and is studying for her National Award for Special Educational Needs Co-ordinators.

Bowerhill Primary School and White Horse Federation expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices.

Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum.

We also have a Pastoral team, established in September 2022. The SENCO, Mrs Catherine Williams is the Pastoral Lead. Mrs Kay Dunlop is a trained Emotional Literacy Support Assistant (ELSA), Mr Jamie Stuart is an ELSA in training as is Miss Chloe Rowles who is also our Family Support Worker. ELSA is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

We have a daily timetable of Pastoral provision which we offer to any children based on their needs:

- Early morning Nurture check-ins
- Additional Learning Support sessions – where children can access the same learning as their peers within a smaller environment
- Lunch club – for children who may struggle with social situations, environmental noise, friendship issues or needing emotional support – *this list is not exhaustive*
- Afternoon nurture sessions – timetabled check-in sessions with children with an identified need
- ELSA – a targeted 6-week programme



**Monitoring of the effectiveness of the SEND provision:** - There are robust systems in place for SENCO to monitor the effectiveness of the school provision these include;

- Book scrutiny
- Pupil Progress meetings
- Lesson observations of all staff, including the quality of provision for SEND children
- Monitoring of planning
- Individual pupil profiles
- Annual reviews
- Review meetings with external professionals

Subject leaders also monitor the delivery of their subject and the progress made.

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEN action plan/School Development Plan (SDP). The Local Authority moderate as part of a cycle for KSI phonics monitoring/KSI SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

**Equal Opportunities:** - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure and adaptations will be made as needed. The Accessibility Plan details how the school aims to treat all of its pupils fairly and with respect.

**Spiritual, Moral, Social and Cultural Curriculum:** - The White Horse Federation is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council, to which all pupils contribute
- Pupil voice
- Community events
- Religious festivals
- Special school days
- Build strong meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations
- Bullying of any kind is not tolerated.

**From the parent carer's point of view:**

1. **How does the school know if children need extra help and what should I do if I think, my child may have special educational needs?**



- You or your child's teacher may have a concern about your child, the concern may be about the progress that they are making in their learning, their speech and language, how they are managing the school routines and being with other children or it may be to do with their physical or mental well-being.
- If you have a concern, please talk to your child's class teacher. Please phone the school to make an appointment or contact them via Class DOJO.
- If the teacher identifies a concern and an area of need for your child, they will ask to meet with you to discuss this.
- At Bowerhill we use the Wiltshire Graduated Response to SEND to identify if a child has a Special Educational Need. Teachers will work alongside parents to discuss concerns that school or home may have and identify any support that can be put into place in the classroom.
- Teachers will discuss, with the SENCO, the concerns and the progress that children have made when the additional support has been put into place. If parents and school agree that the child meets the criteria of need within the Graduated Response, the school will place the child onto the SEN register. The school will verbally speak to parents during parents evening meetings and 1:1 meeting with the class teacher or SENCO to ask permission for this to happen.
- If appropriate, the school will ask your permission to involve one or more external agencies.
- Additional information can also be found in our SEN policy which can be found on our website.

## **2. How will the school support my child?**

The school has many options to enable your child to access mainstream learning, these include the following:

- Extra support in class. This could be a differentiated learning objective, positioning within the classroom, specific Teacher or Teaching Assistant small group work as well as pre and post teaching to aid further understanding.
- Use of additional resources to support learning such as manipulatives, word banks, spelling lists and the use of an iPad.
- A learning programme and activities that are specific to the child.
- An Individual Pupil Profile (IPP) that states how a child is supported with what resources are required to enable successful delivering of the support
- A range of activities and intervention programmes.
- Support from the inclusion team and EAL
- Seeking advice from outside agencies for additional support and ideas that that can be put into place

## **3. How will the curriculum be matched to my child's needs?**

Teachers plan the curriculum so that it is carefully scaffolded to meet the needs of every child. The child is then able to learn at their own level and make the progress they need to make. Children learn in different ways and the learning styles are also catered for, multisensory approaches are often used, and some children work on a personalised curriculum that is time bound and reviewed regularly.

## **4. How will I know how my child is doing and how will you help me to support my child's learning?**



School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher
- Discussions around the child's individual learning needs and provision in place
- Identified children on the SEN register will have Individual Pupil Profile progress meetings with the Class Teacher/SENCO at least 2 times a year.
- All children with an EHCP will have an Annual Review once a year, children in the EYFS will have this twice a year. Parents are able to request an interim Annual Review of an EHCP.
- Formal parent/teacher interviews twice a year. During this, discussions will take place around how to support and help your child at home. The school will raise any concerns with parents and we ask that you share any concerns or worries that you may have.
- During parent/teacher interviews, pupil profiles will be shared with parents and parents will be able to contribute additional information
- A written report is sent home once a year, this will have information on progress and attainment. Parents are asked to meet with the class teacher or the SENCO if they would like to discuss their child's report.
- Conversations with parent/teacher/school
- Communication via Class DOJO
- Home school diaries/informal reporting as required
- School website with helpful links and strategies to support your child's learning
- SENCO surgeries one day every term

## **5. What support will there be for my child's/young person's overall well-being?**

We are a fully inclusive school and all staff are passionate about the well-being of each child. We have a strong pastoral team. Our school values encompass and encourage those we strive to inspire in the children at Bowerhill School. Our behaviour ladder sets out the expectations of behaviour and this is modelled and used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies. Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- Fully inclusive school where every child matters
- Enrichment activities (clubs, activities, residential trips)
- Medical care plans/ personal care plans
- Some staff are trained in Mental Health First Aid
- Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.



## **6. What specialist services and expertise are available or accessed by the school?**

We work with;

Educational Psychologists

Speech and Language Therapists

Occupational Therapist

Health Care Professionals (School Nurse, Paediatrician and Physiotherapists)

Specialist Special Educational Needs Service (SSENS)

CAMHS

Visual impairment advisory services

Hearing impairment advisory services

Relate counselling services

Looked After Children Education Services

Nylands Behaviour Support Team

Wiltshire Parent Carer Council

Education Welfare Officer

Special Educational Needs and/or Disability Team (SEND Team)

Spurgeons Young Carers

Children's Centres





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

*All staff have access to CPD, which is tailored to the needs of the children. These include:*

<b>Training programme</b>	<b>When / Time</b>	<b>Who</b>
Medical training	Yearly updates	All staff
First Aid	Yearly updates of basic training 3-year reviews for fully trained staff	Identified Teaching, TA and support staff
Team teach positive handling and de-escalation strategies	Reviewed every 2 years 6- or 12-hour course dependent on level	Identified teaching and TA staff
SEN assessment training & refreshers	Three times annually October 2022, February 2023 and June 2023	All Teaching Assistants
Speech and language training	Annually	Identified TAs
ASD Awareness	Jul 2021	ECT and Identified TAs
Visual Impairment awareness training	November 2022	SENCO
SEN updates	Teacher meetings, six times annually	Teachers
Designated Teacher for Looked After Children training (LAC)	March 2022	SENCO
Dyslexia awareness training	Annually within Teacher meetings	Teachers
Epi-pen training	June 2022 and annually	Identified Teaching, TA & support staff
Autism awareness training	Annually within Teacher meetings	Teachers
NASENCO – National Qualification of SEN co-ordination	2022-2023 One year	SENCO

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

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

**9. How accessible is the school environment?**

The school is wheelchair accessible; there are two disabled toilets. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available: <https://www.bowerhill.wilts.sch.uk/downloads/bowerhillPrimarySchool/accessibility-plan-2021.pdf>

**10. How are the school’s resources allocated and matched to children’s special educational needs?**

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be request to support higher needs children or children with Education Health and Care Plan. The Principal and the SENCO will discuss each child’s needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP.

- This may include access to:
- Additional resources
  - Additional learning support
  - Additional adult support
  - Support from outside agencies

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

- Through initial assessments and provision mapping





- Where appropriate assessments may be sought from outside agencies, parents will be asked for their permission for this to happen
- Meetings with Teacher/parent and other professionals

## **12. Who can I contact for further information?**

If you wish to discuss your child and the support that they are receiving, please speak to their class teacher.

If you still have questions or if you wish to discuss the curriculum offer please contact the SENCO, Mrs Catherine Williams on 01225 700964 or email [senco@bowerhill.wilts.sch.uk](mailto:senco@bowerhill.wilts.sch.uk)

If you have specific queries or concerns please contact the Principal, Mr Chris Light, who will be happy to meet with you or refer you to other agencies if they may be more helpful. Phone 01225 700964 to speak to the office or via email [admin@bowerhill.wilts.sch.uk](mailto:admin@bowerhill.wilts.sch.uk)

## **What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?**

All details about handling complaints can be found within the school Complaints Policy which is on the school website.

**SEND report to parents written: 18.10.2022**

**Review: October 2023**