



Bishops' CofE and RC Primary School

SEN Information Report - March 2024

<p>1. School ethos.</p>	<p>The Bishops' Primary School promotes inclusion through cross-curricular planning. All children's achievements are celebrated and equal opportunities are provided for all children, both in school and within the wider community.</p>
<p>2. The kinds of SEN that are provided for.</p>	<p>The Bishops' Primary School provides for children with SEND under the four categories in the SEND Code of Practice:</p> <ul style="list-style-type: none"> Communication & Interaction Cognition & Learning Social, Emotional & Mental Health Difficulties Sensory and or Physical Needs.
<p>3. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.</p> <p>SENCO contact details: Mrs Sarah Sheldon (01245) 460107 s.sheldon@bishops.essex.sch.uk</p> <p>SEND Governor: Mrs Siobhan Howells scook@st-martins.essex.sch.uk</p>	<p>SEN Policy regularly updated.</p> <p>Engaging with Essex Provision Guidance Toolkit.</p> <p>SENCO to work with staff and parents to aid early identification.</p> <p>SENCO visits pre-schools to aid transition into school and transition books are made for SEN children.</p> <p>Initial meeting using "Team Around the Child"/ Person Centred model, where parents, child and relevant professionals are invited.</p> <p>Baseline on entry to gain detailed information about the child.</p> <p>Class teacher and SENCo monitor progress based on outcomes from entry point to exit point.</p> <p>Referrals made to appropriate services as soon as possible.</p> <p>Consistent management plans used where appropriate.</p> <p>Regular Team Around the Child meetings with parents where achievement, outcomes, progress and new targets will be discussed using the 'One Plan' model.</p>

	Named Governor with responsibility for SEN.
4. Arrangements for consulting parents of children with SEN and involving them in their child's education.	<p>SENCO to attend pre-school meetings where possible to meet child and parents and aid transition process.</p> <p>Initial Team Around the Child (TAC)/ Person Centred style meetings with parents and other professionals once child has started school.</p> <p>Termly meetings to update agreed outcomes.</p> <p>Open Door policy.</p> <p>Annual EHC Plan review meetings with child, parents, specialist teachers and other relevant professionals where appropriate and relevant.</p> <p>Information available on school website.</p> <p>Health Care plans, speech and language plans, Educational psychologists reports all shared with parents.</p> <p>Home/school diaries where appropriate.</p>
5. Arrangements for consulting young people with SEN and involving them in their education.	<p>Inclusive School Council.</p> <p>Participation in Annual Reviews; child's views collected and child invited to join part of the meeting.</p> <p>Child views collected and recorded termly on One Plans.</p>
6. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.	<p>Initial meeting using 'Team Around the Child'/ Person Centred model, where parents, child and relevant professionals are invited.</p> <p>Baseline on entry to gain detailed information about the child.</p> <p>Class teacher and SENCo monitor progress based on outcomes from entry point to exit point.</p> <p>Observations and assessments from Educational Psychologists, where appropriate.</p> <p>Referrals made to appropriate services as soon as possible.</p> <p>Consistent management plans used where necessary.</p> <p>Regular Team Around the Child/ Person Centred meetings with child, parents and professionals, where achievement, outcomes and progress will be reviewed and discussed.</p>

<p>7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</p>	<p>Visits for all children to their chosen secondary schools supported by familiar staff. Liaison meetings between SENCOs and class teachers/ SENCO in secondary school to transfer information. Sharing outcome information, One Plans and assessments. Additional transition visits for more vulnerable children or those that feel they need additional support. Additional SEN transition visits in liaison with secondary schools.</p>
<p>8. The approach to teaching children and young people with SEN.</p>	<p>High quality teaching using 'Ordinarily Available' provision. Concerns are monitored and followed up using the 'Assess, Plan, Do, Review' process. SENCO, support staff and class teachers working with individual children and groups of targeted children throughout the week. Differentiated activities when needed in the classroom. Effective use of support staff during teaching time. SENCO attends Team Around the Child/ Person Centred meetings. Regular meetings with SENCO and Assessment Leader to track children's progress. Target Tracker data used and monitored by SENCO and then shared with staff. Children's progress monitored and suitable interventions arranged.</p>
<p>9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</p>	<p>Differentiated activities within the classroom. Use of Essex Provision Guidance Toolkit. At any time, according to need, a combination of the following strategies may be in place: School Counsellor - once a week. Access to Pastoral Support. Access to Education Psychologist. Access to Speech and Language Therapists (where children have been referred to Speech and Language Therapy Services). Access to other professionals (e.g., Emotional Wellbeing and Mental Health Service (EWMHS), Occupational Therapists, Physiotherapists etc) - through referral processes via SENCO, Input from Inclusion Partners.</p>

	<p>Group and individual interventions such as; Numicon; Plus 1 & Power 2; Reading Clubs; Additional Literacy Support; Further Literacy Support; Catch up Literacy; Phonological Awareness Training (PAT); Accelerread, Accelerwrite; Toe by Toe; Write from the Start; Gym trails and finger gym; Access plan including disabled toilets; Equality Plan; Visual timetables; Sensory Room.; Individual workstations where needed; Finger Gym & Gym Trail resources; Wide range of reading materials for all abilities; SEN games and resources kept in central room for all school to access; Visualisers, Interactive Whiteboards and Laptops available for whole school use; Coloured overlays available where needed; Resources from Speech and language therapists and specialist teachers.</p>
<p>9. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • Mrs Sheldon is working towards the National Award for Special Educational Needs Co-ordination. • Regular training and update meetings are held fortnightly at LSA Meetings. • LSAs employed and trained to support SEN. • Counsellor/ Art Therapist - 1 x per week • Phonics- teaching staff and LSAs in Key Stage 1 • ELKLAN Speech and language training - 2 LSA's (including NELI Programme) • How to support children with reading and writing- all LSA's • Advice and resources from Inclusion Partner and Educational Psychologist. • Advice and resources from Speech and Language Therapists at Provide. <p>Access to specialist expertise is secured by referral via SENCo in agreement with parents, class teachers and SENCo.</p>
<p>10. Evaluating the effectiveness of the provision made for children and young people with SEN.</p>	<ul style="list-style-type: none"> • Class teachers and SENCo monitor progress regularly. • Regular Team Around the Child/ Person Centred meetings where Support Plans are reviewed against baselines.

	<ul style="list-style-type: none"> • Meetings between SENCo and Assessment Co-ordinator. • Engagement with Essex Provision Guidance Toolkit.
<p>11. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.</p>	<p>Wherever possible children with SEN are included in activities with children who do not have SEN. This may occur through Quality Wave One teaching, mixed ability groupings, group work and differentiated work. Children with and without SEN have access to playground facilities as well as Lunchtime Club. Wherever possible, children with SEN have access to extra-curricular activities and clubs in the same way as children who do not have SEN.</p>
<p>12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	<ul style="list-style-type: none"> • Access to SENCo/ Inclusion Manager. • Access to School Counsellor. • Access to support from other counsellors (e.g., Kids Inspire) and Emotional wellbeing and mental health service (EWMHS) via referral process through SENCo. • Access to Pastoral Support. • Inclusive School Council. • Involvement of children in Team Around the Child/ Person Centred meetings. • Positive Behaviour Management Strategy (see Behaviour Policy).
<p>13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.</p>	<ul style="list-style-type: none"> • Regular contact with Social Care bodies and Family Solutions. • Regular contact with Local Authority. • Regular contact with other outside bodies and agencies, including Educational Psychologists, Speech & Language Therapists, Occupational Therapists etc and specialist teachers where appropriate and when needed. • All professionals are invited to relevant Team Around the Child/ Person Centred meetings and other meetings and reviews. Reports are also shared with parents. • SENCo can signpost parents and or refer children for specialist support for children and their families.
<p>14. Arrangements for handling complaints from parents of</p>	<p>Open Door policy, Head Teacher, class teacher and SENCO available to parents to discuss concerns. Governor with responsibility for SEN.</p>

children with SEN about the provision made at the school.	
15.The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32	Signposted by SENCO LDG Directory of Services School Nurse/Health Local library Parent helpline - 0300 003 4120 Families in Focus - (01245) 353575
12.Information on where the local authority's local offer is published.	SEN Policy Website: http://www.localoffer.org.uk