

Berewood Primary School is a mainstream school which is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart. We believe that all children have the right to a broad and balanced curriculum in which individual potential can be achieved in an atmosphere of encouragement, acceptance and respect. We aim to raise the aspirations of and expectations for all pupils including those with SEND.

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

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2014. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school SENCO (Special Educational Needs Coordinator) in order to decide whether additional or different provision is necessary. In addition to the usual assessments, there are specialist assessment tools which we use to explore the reasons for any difficulties.

These include:

- LASS Dyslexia screening (KS2)
- Salford Reading Test
- Single Word Spelling Tests
- Little Wandle Phonics Assessments
- Sandwell Maths Assessment (for both KS1 and KS2)
- PORIC – Speech and Language assessment
- NHS Therapies Pack (Check list and Support)
- Visual Stress Assessment



There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Until then we meet a child's needs through quality first teaching and differentiation in the classroom.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. If additional assessment or support is appropriate this can then be discussed with the SENCO.

2. How will the school support my child?

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The named SENCO for the school is **Miss Laura Annalls**. The SENCO oversees all support and progress of the children requiring additional support across the school.

The SENCO reports to the Governors each term to inform them about the progress of children with SEND; this report does not refer to individual children, and confidentiality is maintained at all times. One

of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.

The school may support your child in a variety of ways depending on their individual needs. The first way is within the class, where the class teacher will plan and oversee learning tasks that will be matched to your child's needs. These may sometimes be independent tasks or small group learning.

An additional provision may be through targeted small group work that may take place out of the classroom, often supported by a teaching assistant who works under direct instruction from the class teacher and who will discuss your child's progress regularly.

A further level of provision may involve your child working individually with a member of staff to meet specific outcomes. These outcomes may be set out in a Pupil Passport and be recorded on the school's Provision Map. These describe the support that is additional to or different from that provided as part of the School's usual differentiated curriculum.

Based on the support and provision already given to a child with SEN, a decision will be made regarding additional support for SATs. The class teacher, SENCo, Head Teacher and parents will all be involved with this decision.

If your child is identified as having SEN, then it may be appropriate to seek advice from external agencies for specialist advice. The services we currently access are:

- NHS Solent Therapy (Speech and Language, Occupational Therapists, Physiotherapy)
- Communication and Language (via Hampshire County Council)
- School Nursing
- Educational Psychologists
- Counsellors
- Specialist Teacher Advisory Teachers (via Hampshire County Council)
- Primary Behaviour Service
- Riverside Outreach Support
- Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS)
- Children and Adolescent Mental Health Services (CAMHS)
- PSCION
- Hampshire Children's Services and Early Help Courses
- Mental Health Support Team

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

Our school strives to provide an engaging and exciting curriculum for all children that is differentiated to meet the needs of each child within each lesson. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning (Please see our Teaching and Learning Policy for more details).

For children with special educational needs, the teacher may provide different resources to support them in reaching the desired outcome. There may be occasions where your child will need additional support through specific teaching of vocabulary or concepts and at these times the class teacher will provide opportunities for them to learn these, usually before the learning in class takes place. Class teachers also make additional provision for children who may not have understood a concept during the main teaching in class, and they will then prepare an additional intervention for them to overlearn or consolidate their understanding.



We have support from specialist teacher advisors, Occupational Therapists and Physiotherapists whom we are able to refer to, so they can provide advice on the inclusion of children with physical disabilities. We have loaned a range of specialist equipment that allows children to successfully participate in the wider curriculum, including physical education and educational visits.

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

Throughout the year, teachers are asked to share children's progress in 'Pupil Progress Meetings' by reviewing progress towards their targets. During these meetings, class teachers have the opportunity to share successes and areas of further concern with the SENCo as well as other key members of the Senior Leadership Team. These are formal points throughout the year, but teachers and parents are encouraged to share information at any point throughout the term if there are changes that are needed to the provision being offered. By reviewing children's targets, we can ensure the appropriate challenge is being provided. Progress is determined by demonstrating that they are making progress academically towards national age related expectations and the gap is narrowing between their understanding against national age related expectations. For a small minority of children, incremental progress is monitored against specific targets.

In addition to the regular parent meetings, you will be kept informed of your child's progress termly by agreeing and sharing your child's outcomes with the class teacher. This will identify the next steps for your child to make progress and how the school and you can help them. Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, emails, telephone calls or meetings.

Your child will be aware of their targets through discussions with their teachers in order to gain a view of how they perceive their successes and progress. Key learning objectives have a specific success criteria each session. If the child is required to take part in an intervention outside of the main classroom learning, they will be made aware of the purpose and focus of these sessions. If your child has a pupil passport, the classroom teachers will discuss their targets with them as well as sharing these with parents and carers

5. What support will there be for my child's overall well-being?

We aim to develop children's emotional and social well-being in partnership with parents and carers. Healthcare plans and pastoral support plans are used to meet specific needs. These plans are created in collaboration with school, parents and pupils, and other agencies as appropriate, and they are monitored and reviewed at agreed intervals.

For those children whose mental health and well-being may be a barrier to learning, we have access to trained counsellors and we employ an Emotional Literacy Support Assistant (ELSA) alongside a whole school Empowerment approach to understanding and expressing emotions (see Behaviour policy). We also have a full time Pastoral Lead based in school who is Thrive trained. For a small number of children, it may be appropriate to also refer to external agencies such as Child and Adolescent Mental Health Services (CAMHS) or an Educational Psychologist (EP).

6. What specialist services and expertise are available at the school?

External support services play an important part in helping the school identify, assess and make provision for children with SEN. These include:

- Regular conversations, meetings and assessments with Educational Psychologists for the school.
- Seeking advice from specialist advisory teaching services for children with physical difficulties from services like Occupational Therapy Service.
- Consultations and outreach support from local Hampshire provisions, such as Primary Behaviour Service or Riverside.
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Mental Health Support Team and Adolescent Mental Health Service (CAMHS) for children with significant social, emotional and mental health needs
- Advice and support from the school nursing team.
- Referral to the Early Help Hub.
- External Specialist Support Services e.g. HCC; Play therapists, Counsellors etc.

Before the school make any referrals, we will always gain your permission first. If you require the contact details for these services, please contact the SENCo who will be able to support you with this.

7. What training are the staff supporting children with special educational needs having?

Our school is dedicated to providing quality support for all children with SEN. We are constantly revising and improving our provision through continued professional development for all staff. We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.

All teaching assistants have had training in delivering high quality phonics and INSET days are provided throughout the year to support training and development of areas that are identified during the audit.

Our trained ELSA is required to attend termly meetings with an Educational Psychologist from Hampshire County Council. Teaching assistants who are responsible for meeting the needs of children with specific speech and language needs are visited by the Speech and Language Therapist who supports the interventions they are required to deliver. Teaching staff have had training in 'Teaching children with Autism'.

When a member of staff or team is supporting a child closely with specific needs, then training is provided on a needs basis (For example: use of the hoist and manual handling if a child required specific physical intervention). These are reviewed termly, or as the need is identified.

The SENCOs of each school within the locality meet together each term to share good practice and there are additional regular meetings with other schools within Chichester University Academy Trust.

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

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.

9. How accessible is the setting?

Our school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.



10. How will the school prepare and support my child to join the school and transfer to the next stage of education or life?



When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

11. How are the school's resources allocated and matched to children's individual special educational needs?

The school receives money as part of their annual budget to support provision for special educational needs. It is used to pay for staffing and resources which support children with special educational needs throughout the school.

On top of this resource, there may be additional funding from the Government, the Education Funding Agency and Hampshire County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with an Educational Health Care Plan (EHCP).

12. How is the decision made about the support my child will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCO will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We assess the impact of any additional support and resources termly and report children's progress to parents.

13. How are parents involved in the school? How can I be involved?

Parents are involved right from the beginning of any discussions about their child and this will take the form of ongoing structured conversations.

14. What steps should I take if I have a concern about the school's SEN provision?

If you have concerns about your child's provision, these should be raised in line with the school complaint procedure.

14. Who can I contact for further information?

The first point of contact will always be your child's **class teacher**.



The SENCO at this school is **Miss Laura Annalls**, who can be contacted through the school office.