

# **Bishop Hooper CE Primary School**



## **SEND Policy and Information Report**

**Adopted by Governors: October 2014**

**Last reviewed: September 2016**

**To be reviewed annually - Scheduled to be reviewed by Governors in Jan 2018**

## **Mission Statement**

- We value the partnership between the home and school and seek to build on it for the benefit of the child.
- We endeavour to provide positive role models in the way we communicate with children and expect them to adopt these ways.
- We aim to promote Christian values within the school and to encourage in children a sense of decency, commitment, self-reliance, responsibility, respect for others and a healthy self-esteem.
- We strive to promote teaching of the highest quality so that each child can fulfil his or her full potential.
- Our aim at school is to provide an environment in which the children can live and grow emotionally, socially, spiritually and intellectually and help them cope with the ever-changing demands life will make upon them.

At Bishop Hooper School we believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

At Bishop Hooper children/pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

### Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- (c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

### Definition of disability

A person has a disability for the purpose of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010.

The Following SEND Information Report sets out in detail how we identify and support pupils with SEND at Bishop Hooper and how we work together with families.

## The SEND Information Report

Information about the 'Local Offer' can be found at [www.shropshire.gov.uk/local-offer](http://www.shropshire.gov.uk/local-offer)

### Bishop Hooper C E Primary School

#### Introduction

Bishop Hooper is a small rural primary school with 83 children on roll. We have four classes. Class 1 is the reception class. Class 2 is a mixed year 1 and year 2 class. Class 3 is a mixed year 3 and 4 class. Class 4 is a mixed year 5 and year 6 class. We currently have 13 children on the special educational needs and/or disabilities (SEND) register. During our last monitoring visit we were judged to be providing support which is good and we have been awarded a Bronze SEN quality mark. Bishop Hooper is an inclusive school and we encourage all pupils to achieve their potential through subtle support and targeted intervention programmes.

At Bishop Hooper, teachers, children and parents all work together to ensure that children are happy and feel supported in their work. Alongside this shared responsibility, different staff in the school have specific responsibilities as set out below.

#### Class teachers

Class 1 Mrs Bailey, Class 2 Mrs Lambert, Class 3 Miss Colledge and Class 4 Mrs Phelps.

Class teachers are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's special needs. This is sometimes called differentiation.

- Checking on the progress of your child and identifying, planning and delivering additional help your child may need (such as targeted work, additional support, adapting resources etc).
- Working with your child to set and review learning targets that are shared at parent's evenings.
- Ensuring that all members of staff working with your child in school are aware of your child's needs and are able to support your child.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/ intervention programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school SEND policy is followed in their classroom.

### Teaching Assistants

- Teaching assistants take on many varied roles within school. Sometimes assistants support generally within the classroom and at other times may work specifically with your child. Teaching assistants may also be responsible for the day to day running of interventions. In all aspects of their work, teaching assistants work under the supervision of class teachers.

### SENCO (Special Educational Needs Co-ordinator)

#### **Miss Colledge is responsible for:**

- Co-ordinating and managing all the support for children with special educational needs and/or disabilities.
- Developing the school's SEND policy
- Ensuring that parents are fully involved, informed and supported.

- Reviewing progress and helping to plan next steps.
- Liaising with other agencies that help with supporting your child.
- Updating the school's register of SEND provision on a termly basis and producing reports to governors.
- Organising training for staff so that they feel confident about how to meet the needs of your child.
- Supporting all school staff and all children with SEND.

#### The Head teacher

##### **Mrs. Phelps is responsible for:**

- The day to day management of all aspects of the school, including support for children with SEND. She delegates responsibility to the SENCO and class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's needs are met.
- Mrs. Phelps works closely with the Governing Body to ensure they are kept up to date about any issues in the school relating to SEND.

#### The School Governors

##### **Patricia Storey is responsible for:**

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making visits to understand and monitor the support given to children with SEND in school and being

part of the process to ensure your child achieves his/her potential.

- Reporting to the governing body on the success of SEND provision within the school.

#### How we consult with parents and carers of children with Special Educational Needs

- Your child's class teacher is regularly available to discuss progress or any concerns you may have, and to share information about what is working well at home and school so similar strategies can be used. Some parents prefer to speak with the class teacher regularly after school while others prefer to phone the school office to ask for a more formalised, longer meeting.
- You will be provided with an IEP (Individual Education Plan) for your child at the beginning of each term. This will set out their targets for the term, how they will be achieved and ways in which you can help at home. These will be reviewed termly and you will be able to discuss the progress made.
- You will be invited to termly meetings to discuss targets, provision, progress and next steps for your child.
- You will be invited in to school to discuss input from outside professionals or to meet with the professionals involved with your child.
- In 2014 we set up a SEND parent forum which worked closely with the school and was involved in decision making at all levels of policy and practice, in order to develop this Information Report.



### How we consult with our pupils with Special Educational Needs and/or Disabilities

- All children work with their class teacher to discuss and set targets for Literacy and Numeracy. At Bishop Hooper school we call this 'Tracker Talk'.
- Children with SEND will also discuss the targets on their IEP with their class teacher.
- Children with SEND are represented on the school council where children's voices are heard.

### How we support our pupils at times of transition

#### From nursery to Reception Class

- Bishop Hooper School houses a preschool nursery called 'Butterflies'. Many of the children who attend Bishop Hooper come to us from the nursery setting. The nursery is adjacent to the Reception class with a dividing partitioned wall that can be fully opened to allow for one large room. During transition from nursery to reception the children have 'taster days' and staff and children from both the nursery and reception class play and work together. Children who are likely to find transition more difficult will be given extra 'taster' sessions, gradually building the time spent in the reception class.
- The nursery SENCO and school SENCO work closely together to coordinate provision.

#### From Class to class within school

- Children have 'taster' sessions in their new class. Extra sessions can be arranged.
- Teachers liaise to share IEP's and other general information.

#### From primary to secondary school

- Children have extra taster sessions in addition to those organised for all pupils. For pupils in

Shropshire, these are organised by our SENCO and Woodlands Outreach Service. For Worcestershire pupils, the Worcestershire ISL Service may be involved to offer further support. Children will complete activities such as a 'Passport to Learning', discussing their likes/dislikes, any worries they may have and things they are looking forward to. The Y7 Head of Year from Ludlow School makes several visits to meet both the class teacher and pupils and discuss achievement, progress and emotional well-being. SENCOs from secondary transition schools meet with our SENCO and class teachers in order to ensure they have an accurate picture of individual children's needs.

#### How we adapt our curriculum and learning environment to include pupils with SEND

- Bishop Hooper School was built in 2011 and was designed to fulfil all current standards regarding access and disabilities. We have up to date facilities including disabled toilets and shower room.
- There are areas throughout the school called shared areas where children can work quietly or have space from others.
- We have a room called 'The den' which is used for small group or individual work.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies.
- Our curriculum is differentiated to meet the needs of all children. Children are encouraged to reflect on their own learning styles and to become independent learners.
- The curriculum is differentiated by task and by support given to the child. The support given depends on the needs of the child but may include:
  - Small group work support within the classroom.
  - Individual 1-1 support from a teaching assistant.

- Small group or individual support from specially trained teaching assistants.
- Small group or individual support from voluntary helpers.
- Provision of specialist equipment or resources.

## Our Provision for pupils with SEND

### Communication and Interaction:

#### 1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with Speech and Language Therapy (SALT).</p> <p>We also listen to parents concerns about their child's</p>	<p>Staff ensure they are good models for correct speech and language</p> <p>We make sure that instructions are simple and clear</p> <p>We provide support for children to make sure they understand</p>	<p>Children may be referred to a speech and language therapist who will work closely with the class teacher and SENCO to write an individual education plan (IEP). The therapist reviews and set new targets biannually. The SENCO and the class teacher meet with the therapist following every</p>

<p>speech and language.</p> <p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p>	<p>what is expected</p> <p>We include regular speech and language activities within the classroom e.g.</p> <ul style="list-style-type: none"> <li>-Circle Time</li> <li>-Show and Tell</li> <li>-Drama and Hot Seating</li> <li>-Debating</li> <li>-visual timetables</li> </ul>	<p>review. Parents are also invited to meet with the therapist who will give advice on supporting the child at home.</p> <p>Children who have an IEP for speech and language will be offered 1-1 support with a specialist HLTA (Higher Level Teaching Assistant). The support is usually for a short period of time, three times a week.</p>
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## Autistic Spectrum Disorder

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Through close collaboration with Butterflies and other feeder preschools, we find out if a child has any involvement with outside agencies.</p> <p>We also listen to parents concerns about their child's development.</p> <p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p>	<ul style="list-style-type: none"> <li>-Consistent rules, routines and reasons</li> <li>-visual timetables/aids</li> <li>-consistent expectations</li> <li>-clear simple instructions</li> <li>-show awareness of sensory distractions e.g. noise, texture, colours, smells and adapt environment as appropriate</li> <li>-extra staffing may be allocated when appropriate, depending on need.</li> </ul>	<p>Small group or individual mentoring sessions e.g. using 'Social Stories'</p> <p>Specialist TA trained to work with children identified as ASD.</p> <p>At unstructured times support staff and supervisors are made aware of the needs of specific children.</p> <p>Provide support following advice from specialist agencies such as Woodlands Outreach ASD, CAMHS and the Educational Psychologist.</p>

<p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p> <p>Getting to know the child well, understanding patterns of behaviour and responding to these.</p> <p>Provide assessment from specialist agencies such as Woodlands Outreach ASD, CAMHS and the Educational Psychologist.</p> <p>If, after assessment, a program is set in place and reviewed regularly by class teacher and other staff supporting the children.</p>		
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## Cognition and Learning:

### 1. General/Moderate learning difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with outside agencies.</p> <p>We also listen to parents concerns about their child's development.</p> <p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p>	<p>Multi-sensory equipment/activities given where appropriate to demonstrate concepts</p> <p>Sequencing activities</p> <p>Teaching subject specific vocabulary and having word banks</p> <p>Use of ICT and computer programs and games</p> <p>Visual timetables/resources</p> <p>Differentiated curriculum</p>	<p>Small group/1-1 support for children by specialist HLTA or appropriately trained TAs for phonics and reading</p> <p>Small group/1-1 support for children by specialist HLTA or appropriately trained TAs for maths</p> <p>Use of specialist resources for maths e.g. Numicon</p> <p>Small group/1-1 support for children by specialist HLTA for memory training activities and</p>

<p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p> <p>Refer to LSAT (Learning Support Advisory Teacher) for assessment.</p>	<p>Differentiated homework</p> <p>Differentiated focus groups for spelling and phonics using 'Letters and Sounds'</p>	<p>verbal/nonverbal reasoning.</p> <p>1-1 support for reading by voluntary reading helpers</p> <p>1-1/small group support for handwriting by voluntary helpers/TAs</p>
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## 2. Specific learning difficulties e.g. Dyslexia, Dyscalculia

<p>How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
<p>Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with outside agencies.</p>	<p>Multi-sensory equipment/activities given where appropriate to demonstrate concepts</p> <p>Sequencing activities</p>	<p>Small group/1-1 support for children by specialist HLTAs or appropriately trained TAs for phonics and reading</p> <p>Small group/1-1 support for</p>



<p>We also listen to parents concerns about their child's development.</p>	<p>Teaching subject specific vocabulary and having word banks</p>	<p>children by specialist HLTA or appropriately trained TAs for maths</p>
<p>We observe children in class, at playtimes, lunchtimes etc.</p>	<p>Use of ICT and computer programs and games e.g. Nessie</p>	<p>Use of specialist resources for maths e.g. Numicon</p>
<p>We look at progress through the EYFS development matters stages of development.</p>	<p>Visual timetables/resources Whole school use of coloured paper and coloured overlays</p>	<p>Use of specific learning programmes e.g. 'Toe by Toe'</p>
<p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p>	<p>Differentiated curriculum Differentiated homework</p>	<p>Small group/1-1 support for children by specialist HLTA for memory training activities and verbal/nonverbal reasoning.</p>
<p>Staff complete specific Dyscalculia assessment using in-school resources</p>	<p>Differentiated focus groups for spelling and phonics using 'Letters and Sounds'</p>	<p>1-2 support for reading by voluntary reading helpers</p>
<p>Specialist HLTA completes specific assessments on visual and auditory memory.</p>	<p>Extra time to complete tasks and tests Given tasks in small steps</p>	<p>1-1/small group support for handwriting by voluntary helpers/TAs</p>

Refer to LSAT (Learning Support Advisory Teacher) for assessment.		
Refer to Educational Psychologist for further assessment		

### 3. Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with outside agencies.</p> <p>We also listen to parents concerns about their child's development.</p>	<p>Exciting and stimulating classroom curriculum</p> <p>SEAL (Social, Emotional aspects of Learning) curriculum</p> <p>SUMO (Stop, Understand, Move On) curriculum</p> <p>Circle Time</p>	<p>Small group support for children by appropriately trained TAs for self-confidence and self-esteem building activities in Nurture Group sessions - 'Cool Kids'.</p> <p>Supporting families with multi agency involvement</p> <p>At unstructured times support</p>

<p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p> <p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p> <p>Refer to Woodlands Outreach for assessment</p> <p>Refer to Educational Psychologist for further assessment</p> <p>Complete EHAF assessment forms and refer to gain support from relevant agencies</p>	<p>Having calm areas where children can go to think or talk</p> <p>Reward charts, stickers, certificates, celebration of work and achievements</p> <p>Training children about E safety</p>	<p>staff and supervisors are made aware of the needs of specific children.</p>
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#### 4. Hearing Impairment

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with outside agencies.</p> <p>We also listen to parents concerns about their child's development.</p> <p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p>	<p>Children will sit closer to the teacher during lessons</p> <p>Teachers ensure the child is looking at you before speaking e.g. say their name before speaking to them</p> <p>Have clear visual aids</p> <p>Have specialised equipment for the hearing impaired</p> <p>Classrooms/shared areas designed for optimal hearing environment and noise dampening.</p>	<p>Follow guidance from hearing impairment service</p> <p>Teacher/TA training for maintenance and checks to hearing aids/equipment</p> <p>At unstructured times support staff and supervisors are made aware of the needs of specific children e.g. high noise level at lunchtimes, playtimes, PE.</p> <p>Awareness of health and safety issues e.g. not hearing the fire alarm/extra vigilance on school trips etc.</p>

<p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p> <p>Reception age children will have a hearing test in school Refer to school nurse if further hearing problems</p>		
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### 5. Visually impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with outside agencies.	<p>Children will sit closer to the teacher or interactive white board during lessons</p> <p>Have clear visual aids</p>	<p>Follow guidance from outside agencies</p> <p>At unstructured times support</p>

<p>We also listen to parents concerns about their child's development.</p> <p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p> <p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p> <p>Reception age children will have a vision test in school Refer to school nurse if further sight problems</p>	<p>Ensure children with glasses are clear about when they are to be used.</p> <p>Have specialised resources for the visually impaired e.g. coloured paper and overlays, enlarged text.</p>	<p>staff and supervisors are made aware of the needs of specific children.</p> <p>Awareness of health and safety issues e.g. extra vigilance on school trips etc.</p>
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## 6. Physical difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Through close collaboration with Butterflies and other feeder preschools we find out if a child has any involvement with outside agencies.</p> <p>We also listen to parents concerns about their child's development.</p> <p>We observe children in class, at playtimes, lunchtimes etc.</p> <p>We look at progress through the EYFS development matters stages of development.</p>	<p>Provide suitable equipment on the advice of outside agencies</p> <p>Provide suitable activities to develop skills</p> <p>Regular PE sessions with extra support and differentiated activities.</p>	<p>Follow guidance from outside agencies</p> <p>At unstructured times support staff and supervisors are made aware of the needs of specific children.</p> <p>Awareness of health and safety issues e.g. extra vigilance on school trips etc.</p> <p>Provide further support through organisations such as 'Riding For the Disabled'.</p> <p>The school is designed to meet</p>

<p>Tracking progress through the National Curriculum and identifying any barriers to learning.</p> <p>Refer to school nurse/ occupational therapist if necessary</p>		<p>the latest disability and access requirements i.e. There are no stairs, all doors are wide enough to accommodate a wheelchair and there are disabled toilets and a shower facility.</p>
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<p>How do we support children who are looked after by the local authority and have SEN?</p>
<p>We recognise that children who are looked after by the local authority often have many different organisations involved in their care and effective communication is crucial to the child's development. In addition to the support and provisions mentioned above, looked after children and their families/carers have additional regular meetings called LAC meetings (Looked After Child meetings) and PEP meetings (Personal Education Plan).</p>



How do we involve parents and carers in the assessment review process?

**We recognise that parents/carers are equal partners in learning and working together to support their child and therefore:**

Parents are notified if we have initial concerns through a meeting with the class teacher.

We talk through the steps we would like to take initially such as monitoring the child in class and setting targets in the form of an IEP.

We gain permission to refer a child to an outside agency if we feel this is necessary and explain to parents and carers what we hope to gain from this.

Parents are regularly informed of academic progress both informally and also on a formal basis every half term through Parent's Evenings and end of term reports.

We understand that parents are the experts on their children and can offer extra insight beyond the information gathered in school.

We invite parents to discuss IEPs and their reviews on a termly basis at dedicated SEND Parents Evenings.

We meet with parents to discuss reports sent through from external agencies.

We suggest resources or activities that parents can use at home to support their child.

We signpost parents to support and advice at the right time by working with agencies such as the Parent Partnership Service.

If a child has a statement they are invited to voice their assessment and future wishes at the annual review.

We have an open door policy at the end of the school day so parents can see teachers whenever they wish to.

### How we involve our pupils with Special Educational Needs in the assessment and review process

Children work with their class teacher to set and review child friendly IEPs. Children are aware of their targets for improvement and through 'Tracker Talk' sessions, children know if they have achieved those targets and are involved in setting new ones.

### How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

Pupil progress is carefully tracked and data collated every term to show progress of individual children:

- If a child has not made expected progress that term, the class teacher and SENCO discuss ways in which the child can be further supported.
- If they have made better than expected progress their success is celebrated and the impact of the initiative recorded.

Class teacher/SENCO assesses impact of different interventions which are offered throughout the school, comparing pupil progress and attainment before and after the extra support. Children who have not made sufficient progress at this point will be offered additional support.

Continued monitoring and assessment of children with more specific learning difficulties is carried out by our specialist SEN HLTA.

If children with SEN make sufficient progress and are attaining in line with their peers, it may be appropriate for them to be removed from the SEN list.

The SENCO monitors IEP's and reviews to ensure that targets are realistic, achievable, relevant and, where appropriate, linked to class literacy and numeracy targets.

Lessons are regularly monitored by the Head Teacher to ensure that all children are fully involved in their learning and are making good progress.

Local authority monitoring - we achieved a 'good' in our SEN monitoring in 2013 and also were awarded the Bronze Quality Mark for SEN for our excellent SEN provision.

Pupil provision mapping

Governors send a generic questionnaire to all parents to gain their views and ideas for improvement. In addition, from September 2014, more specific questionnaires are sent home to the parents of our SEN children, following the IEP meetings.

Parents are notified if we have initial concerns through a meeting with the class teacher.

We talk through the steps we would like to take initially such as monitoring the child in class and setting targets in the form of an IEP.

We gain permission to refer a child to an outside agency if we feel this is necessary and explain to parents and carers what we hope to gain from this.

Parents are regularly informed of academic progress both informally and also on a formal basis every half term through Parent's Evenings and end of term reports.

We understand that parents are the experts on their children and can offer extra insight beyond the information gathered in school.

We invite parents to discuss IEPs and their reviews on a termly basis at dedicated SEND Parents' Evenings.

We meet with parents to discuss reports sent through from external agencies.

We suggest resources or activities that parents can use at home to support their child.

We signpost parents to support and advice at the right time by working with agencies such as the Parent Partnership Service.

If a child has a statement they are invited to voice their assessment and future wishes at the annual review.

We have an open door policy at the end of the school day so parents can see teachers whenever they wish to.

How we ensure access to our facilities for all our pupils

See:

- Equality Policy which includes an Access Plan

What activities are available to our pupils with SEND, in addition to the curriculum?

Children with SEND have equal access to all school activities e.g.

- After school clubs including football, cricket, Forest Schools, Art, Cookery, Dance etc.
- Residential visits for Y5/6, both outdoor and adventurous and a city visit.
- We can liaise with parents or carers if a child needs additional support in order to access out of school activities, day or residential school trips. This may include additional TA support.

What support is available for our pupils with Special Educational Needs?

- Pupils have support from highly trained and supportive staff
- Pupils have access to a broad and balanced curriculum which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise.
- Pupils are involved in setting their own targets through child friendly IEPs
- Pupils have access to a wide range of after school clubs
- Pupils have appropriate specialist equipment to support their needs where applicable.
- School provides a caring and supportive environment where children's achievements and contributions are highly valued.

What training have our teachers and staff had to enable them to support pupils with SEN effectively?

- IDP training materials with staff on the main areas of SEN such as Autism and Dyslexia
- MAPA training on behaviour support for all staff
- Cool Kids training
- Training for 'Speed Up' - a kinaesthetic programme to develop fluent handwriting in KS2
- National SENCO Award
- Masters Degree in 'Teaching Children with Specific Learning Difficulties'.
- Relaxation Therapy
- Play Therapy
- Attachment Disorder training
- Anger Management training to help children manage their own emotions.
- ELKAN training - speech and language support within the classroom.

How we obtain the services, provision and equipment required by our pupils with SEN

We refer children to the following services:

- LSAT
- Woodlands Outreach Service - learning, behaviour and ASD
- Educational Psychology
- Sensory Inclusion

- Education Welfare Officer
- Speech and Language therapy services
- Occupational Therapy
- CAMHS

We then act on advice from these agencies and purchase resources if necessary.

#### How we support the emotional and social development of our pupils with Special Educational Needs

- See anti bullying policy
- We refer to ENHANCE if we feel that a child may benefit from counselling or support.
- Cool Kids nurture group
- We have a 'buddy' system where older children look after younger children.
- Having an inclusive school ethos that values children and celebrates all kinds of achievements.

#### How effective is the SEN provision at Bishop Hooper school?

The SEN provision at Bishop Hooper school is very good. In 2014, school statistics based on the Year 6 SATS tests show that all children made expected or better than expected progress from Key Stage 1 to Key Stage 2. In reading all children with SEN made the two levels progress expected of them and 33% of children made three or four levels progress. In writing all children with SEN made two levels progress and 33% of children made three levels progress. In maths all children with SEN made two levels progress and over 60% made three or four levels progress. Due to the small number of SEN pupils in the 2015 and 2016 cohorts of Y6, we are unable to publish these figures, but all SEN pupils had a successful transition

to secondary school, due to careful planning and organisation.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

In the first instance please talk with your child's class teacher or the school SENCO, Miss Colledge. You can email Miss Colledge at [senco@bishophooper.shropshire.sch.uk](mailto:senco@bishophooper.shropshire.sch.uk). You are also welcome to speak with the Head Teacher by appointment.

### **Bishop Hooper Butterflies Special Needs Policy**

Bishop Hooper Butterflies Preschool is aware that some children may have special educational needs (SEN) and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision.

"Providers must have arrangements in place to support children with SEN or disabilities. (EYFS Welfare Requirements 2014)

Bishop Hooper Butterflies Preschool aims to provide a welcome and appropriate learning environment for all children.



Children with special needs, like all other children, are admitted to the preschool after consultation between parents and the preschool leader.

- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the group's activities.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Observations are taken both by the child's key person and other staff members during a session. Observations take the form of post-it notes, '2 Simple observations' and tracking (recorded electronically), written recording and children's Learning Journeys every term.
- The needs and progress of children who have special educational needs are monitored by our group's special educational needs co-ordinator, Leigh Turner and the groups Deputy special educational needs co-ordinator, Karen Underwood, in conjunction with the setting's other staff members. Our key person system will ensure that each child receives plenty of adult time and attention. With all children being assigned a Key Person, the setting ensures that all children, including those with a special educational need, have their individual needs met through observations taken and reflections made on their learning and development.

We work closely with the parents of all the children in the group to ensure that:

- The group draws upon the knowledge and expertise of parents in planning provision for the child.
- The child's progress and achievements are shared and discussed with parents on a regular basis this is carried out in a variety of ways: through the child's home-link book, informal discussions at drop-off and collection time, displays and photographs of children's work and formal discussions at parents evening.
- The identity of the settings SENCO and Deputy SENCO is displayed on the parent information display board situated in the cloak area of the preschool room. The setting's SENCOs are Leigh Turner and Karen Underwood (deputy SENCO). The identity of the setting's Area SENCO is displayed outside the main door band in Home Link Books.
- Parents/carers are aware of the arrangements for the admission and integration of children with special educational needs which they are informed of during their induction meeting prior to the child joining the preschool
- A copy of the policy can be found on our website or a hard copy found at Butterflies pre school.

- All parents are made aware at their induction that all policies are available for them to refer to on the parent's notice board.

If it is felt that a child's needs cannot be met in the preschool without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the children's needs.

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs e.g. Health Visitors, Doctors, Paediatricians, Psychologists, Social Workers, Physiotherapists, Speech and Language Therapist, Occupational Therapist and voluntary bodies such as Portage, etc.

Our staff attend whenever possible in-service training on special needs.

**Information about the 'Local Offer' can be found at [www.shropshire.gov.uk/local-offer](http://www.shropshire.gov.uk/local-offer)**

## **Appendix 1: Special Educational Needs Policy**

### **How we identify, assess and review children with an additional need at Ashford and Caynham Butterflies Preschool**

We are committed to the early identification and intervention for children who may have an additional need.

Possible Special Educational Needs may be identified by formal and informal observation within the setting, by Early Years Professionals, childcare staff, with Parent's/Carers permission.

#### **When a concern is raised**

The key person liaises with the Supervisors and other team members. Observations and monitoring takes place. If there are still concerns then the Supervisor/Key Person/Setting SENCO will speak with the Parent/Carer to seek permission to enlist the support and knowledge of the Area SENCO who is Sue Carroll.

If we still have concerns we record it with observations and Early Years Learning Plans (EYLP).

Once the EYLP is written it is essential to review it in approximately six weeks.

Parents/carers will have their own personal copy of their child's EYLP.

## **Appendix 2: Special Educational Needs Policy**

### **How we organise SEN at Bishop Hooper Butterflies Preschool**

#### **How we share information between ourselves**

- Senco issues are discussed at Staff meetings and it forms a part of the staff meeting agenda.
- We share information informally on a sessional basis, to identify whether we can improve strategies for the child within the daily activity/objective.

#### **How we share information with Parents/Carers**

- Meetings will be offered to parents at a mutually convenient time. These meetings will take place in the privacy of the setting's office.
- Meetings can take place with either the Key Person, Supervisor and Area SENCO if involved
- The parents are informed of the SEN Code of Practice online for their information.

## **How we work with other agencies**

- Team members, Key Person, Area SENCO
- We contact Sue Carroll (Shropshire Early Years SENCO) with Parent/Carer permission when an area of concern arises by telephone
- We inform parents when the Area SENCO will be conducting her visit prior to the day of the visit.
- Children will be informed of the Area SENCO's visit at registration. This will be conducted in a sensitive manner so that the children are prepared for the arrival of someone they may not know.

## **Transfer of information to school or to other settings**

- All children transferring from the setting to reception class at Bishop Hooper School, spend time there during the last half of the summer term.
- If it is felt appropriate, and if the parent wishes, arrangements will be made for parents to meet their child's new reception teacher. This meeting could be undertaken with or without the support of the SENCO, Deputy SENCO, Key Person or other practitioner. This meeting could

be an opportunity for parents to discuss the additional needs of their child, voice concerns or fears and ask questions.

- Observations, EYLP's and SEN transfer forms are given to school and other settings prior to the child starting school.
- In some cases, if involved, the Area SENCO will liaise with other teachers if requested by ourselves.

### **Skills and Specialism's**

- Share information on updated news. Information can be shared at staff meetings, through informal chats during a session, or on a more formal basis at a specific arranged meeting
- Undertake SENCO training and other specific training if there is a certain need accommodated.
- Use of British Sign Language/Sign-along by Staff to support the spoken word.

### **Access Facilities**

- Bishop Hooper Butterflies Preschool room is on one level with disabled access through the front entrance and the door leading to the outdoor area. There is access to a disabled toilet in

the main entrance to the preschool. The three toilets situated within the room are at child height and are wide, therefore may also be accessible to a disabled child. All facilities are on one level

## **Behaviour Management**

- The setting upholds the EYFS overarching principle that each child is a unique individual and we endeavour to acknowledge a child's unique needs through careful planning and a consistent approach to behaviour management.
- In the case of a child's SEN impacting behaviour all staff will be made aware of the approach and techniques adopted to address behaviour management.
- Behaviour management techniques relating to the individual child will be discussed with all staff, parents/carers and any other relevant outside agencies involved with the child.
- In line with the setting's Behaviour Management Policy "we believe that children respond best to positive behaviour management and consistency". When appropriate to a SEN child's individual needs we will use physical support to enable them to function within the routines of the day (i.e. taking them to wash their hands for snack time, joining in with group activities, removing them when the health and safety of themselves, other children and adults is compromised).



### **Appendix 3: Special Educational Needs Policy**

#### **Procedure for arranging a formal meeting with parents/carers**

- Offer alternative times
- Give two weeks' notice
- Remind verbally the day before the meeting
- Say how long the meeting might last
- Inform parents/carers the purpose of the meeting
- Explain who will be there and their role
- If necessary, offer an interpretation service
- Provide the option for their child to attend a session as a way of offering childcare
- Hold the meeting in private, where there will be minimal interruptions and that has adult seating - this will be in the Staff Office

