

**THE BLISS CHARITY SCHOOL IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.**

**1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At The Bliss Charity School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

**2. HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Mr Chris Scanlan or SENCo manager Mrs Jacqui Bristow. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report. The SEN governor is Mr Graham Hotchkiss who is also the Chair of Governors and Safeguarding governor.

**3. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

**3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCo and manager oversee the progress of any child identified as having SEND
- There may be an TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations.

**3b WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCo to discuss support in more detail if required.
- IEPs (Individual Education Plans) will be shared with you and your child (age appropriate)

**4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

**4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has a member of staff – Mrs Sharon Simpson - who offers pastoral support on a weekly basis to identified children.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCo.

**4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The staff who hold first aid qualifications, are updated regularly.

#### 4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

#### 4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

### 5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy
- All areas of the school are accessible by wheelchair.
- Accessible toilet facilities are available which is also a wet room where changing facilities could be installed)
- If you have specific access queries or concerns please speak with us.

### 6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress.
- The SENCo reports to the Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information

- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

#### HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in IEPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

#### **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

##### WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may be part of an IPA, have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

#### **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we track and analyse the children's' progress in learning against national expectations (which still exist) and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each half year between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body (see section 6)

#### **9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

- The school does not operate extended services at the current time. However, a variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

#### **10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- A transition form is sent to all pre-schools and other schools prior to children transferring. The Headteacher/Teachers will visit settings where it is felt there is a need
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an IEP, Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

#### **11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Our SENCo is currently qualified and Ms Olivia Thompson has passed the accredited SENCo course. Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school.