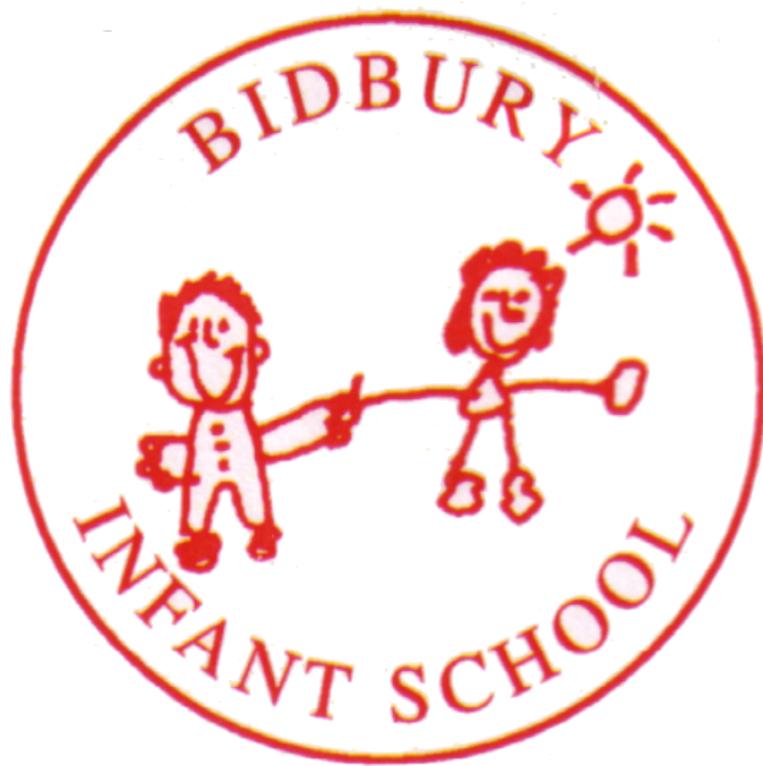


Bidbury Infant School



SEN Information Report

At Bidbury Infant School our aim is to enable all children, regardless of their individual needs, to succeed as well as they can.

Achieve all you can
Believe in yourself
Care for each other

How we are accessible to children with SEND

We have an Accessibility Plan in place and where necessary, will make reasonable adjustments to further improve accessibility for an individual's needs.

We are a one storey school and also have a disabled toilet.

How do we identify children who need extra help?

We know a child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the child's behaviour or progress

If you think your child needs help

- the class teacher is your first contact and they will look into and pass concerns on

- alternatively you can contact the school SENCO (Tarnia Townshend) or the Home School Link Worker (Sarah Thumwood)

How we will support your child and enable them to fully access the curriculum

Your child's needs will be mapped out in an Personal Support and Intervention Plan (PSI). These plans outline targets, who will support them and what the intended outcomes are.

This support can take different forms depending on the area of need and the severity of the need. Typical types of support are:

- differentiation within whole class teaching, often with the support of a learning support assistant
- small group work within the class setting
- small group work additional to work undertaken in the classroom
- 1:1 work and/support with a learning support assistant or teacher
- adapted resources, e.g. pencil grips, writing slops, concentration cushions and wedges

Class teachers are responsible for ensuring

- each child with SEN receives the support in their PSI
- differentiation is clear in all planning, so that all children are able to access learning opportunities effectively

Accessing activities outside of the school classroom, including school trips

Every effort is made to ensure all children have the same opportunity to take part in all activities offered. Some of these include:

- Breakfast Club
- After School Club - Kidzone
- Extra-curricular clubs



All children will attend educational visits, support will be provided as necessary to ensure equal access.

How we will monitor your child's progress

Class teachers monitor the progress and development of all children in their class. This can be done via

- daily contact - conversations with parents and/or children, observations
- looking at the children's work
- discussions with all members of staff who work with a child



The Leadership Team / SENCo of the school also monitor this development closely for all children. This is done through

- pupil progress meetings - teachers discuss the progress of each child in their class
- observing lessons, individual children and looking at children's work
- discussions with parents/carers and outside agencies e.g. School Nurse

For children with SEND, PSIs will be monitored regularly, at least every five-six weeks. At these times the following are monitored

- progress towards targets and next steps

- if targets are not being met, how the support being given needs to be adapted so progress will be made

How we will inform you of your child's progress

There are many opportunities to discuss your child with their teacher

- daily open door policy at the start and end of the day, or by appointment
- termly parents' evenings
- Half termly / termly PSI meetings - to discuss your child's progress and next steps

In addition you can request a meeting with the SENCo. If outside agencies are involved, such as Speech and Language Therapy, you will be invited to attend meetings when they have been into school to work with your child.

How we will help parents to support their child's learning

As a school we pride ourselves on our parent partnership work, learning is one aspect of this. We will:

- make an agreement to work closely between home and school
- send home daily reading books, spellings and other occasional homework
- send half termly parent planning giving information about what the children will be learning at school and how you could continue this learning at home
- provide each child with a username and password for the school's Learning Platform
- discuss your child's PSI and how you can support these areas at home to



- provide additional resources as necessary

Support provided for the overall well-being of children

At Bidbury we value the relationships built between staff and children as these enable us to support our children in all areas and not only learning. Our PSHE (Personal, Social, Health Education) curriculum is the primary driver of this.

We also have a range of alternative pastoral support which can be accessed for children with particular difficulties. These include:

- 1:1 or small group work with the Home School Link Worker
- 1:1 work with an Emotional Literacy Support Assistant - these are six week programs tailored to each individual
- planned play for those who find unstructured play difficult
- a Calm Room for children who need time and space to calm down
- individualised support, e.g. a card which is given to a child to hand to their teacher when they need someone to talk to



Outside agencies that can be accessed by the school

As and when necessary we may discuss children with outside agencies or invite them into school to observe children. Before this happens discussions will always be had with parents so they are fully informed of the support we think we should access for their child.

- Autism Outreach Team
- Child Protection Advisors

- Educational Psychology
- Speech and Language Therapy
- School Nurse Team
- Occupational Health
- Primary Behaviour Service
- EMTAS - for children with English as an additional language
- Inclusion Team
- Primary Mental Health
- Specialist Teacher Advisors, e.g. for hearing, physical disability etc

Training given to staff

All staff are trained in differentiating and adapting activities for individuals, and this is revisited as necessary. The school SENCo regularly attends training to keep abreast of new initiatives and information.

More specific training is given to groups of staff and individual staff in key areas of SEND, and any new SEND areas which children entering school may have. This training includes



- delivering particular interventions, e.g. Reading Recovery, Better Reading Partnership, Talk Boost
- emotional Literacy Support and follow up supervision sessions
- how to support children with speech and language difficulties
- training for particular SEND areas, e.g. manual handling for physical disability, audiology training for children with hearing difficulties, autism awareness

How we decide how much support a child will receive

Decisions are made in consultation with the SENCo, class teacher and Leadership Team. Decisions are primarily based upon one or a combination of the following:

- physical / sensory needs
- monitoring of a child's progress
- assessments and resulting advice/guidance of outside agencies

These decisions are reviewed in an ongoing manner and will always be discussed at Pupil Progress meetings.

How we support children when they start and leave our school



Many strategies are in place to enable children to transition to their new environment as easily as possible. These include:

- discussions with prior and/or receiving school
- transition events for children to spend time in their new environment with the adults they are currently familiar with
- 1:1 meetings are available with the Headteacher and/or SENCo as requested
- those with SEND will also be visited in their previous place (where possible) and have additional visits to a receiving school (as necessary)
- for children with Education Health Care Plans, staff will try to attend their last annual review at pre-school and, feeder junior schools will be invited to the annual reviews of Year 2 children

Further Information

If you require any further information please do not hesitate to contact your child's class teacher, the SENCo or Headteacher. Meetings can be arranged by appointment at the School Office.

Hampshire County Council's Local Offer can be accessed at

http://www.hantslocaloffer.info/en/Main_Page

The Parent Partnership Service offer impartial advice, information and support to parents/carers of young people with SEND.

<http://www3.hants.gov.uk/parentpartnership>

