

Bonnygate Primary School Special Educational Needs

Information Report

Children learn in different ways and progress at different rates. Many children need some kind of extra support during their time in education.

Who are the best people to talk to in this school about my child's Special Educational Needs?

You can speak to your child's class teacher or Mrs Tizard (SENDCO), by making an appointment.

Should you wish to discuss any concerns that you feel are emerging, or are worried about the progress of your child, please contact the school office to make an appointment or contact Mrs Tizard.

Email: sendco.bps@osborne.coop

Telephone: 01708 853316 option 4

What are the different types of support available for children with SEN in this school?

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

How will the school let me know if they have any concerns about my child's learning in school?

At Bonnygate Primary School, the learning and progress of all children is monitored daily through observation and teacher assessment. This information is collated termly and discussed with the Senior Leadership Team and class teachers. It is at this meeting that a need may be identified. Further evidence, observations or assessments may then be carried out and targets appropriately set and interventions agreed. These targets and concerns will be shared with you at Parents Evening by your child's class teacher.

If a need arises outside of the usual reviewing cycle, the class teacher will ask for you to come in for an initial meeting to share their concerns, the Inclusion Manager may be present at these meetings.

Targets and next steps will be discussed and agreed with you and your child.

How is the decision made about extra support and how is it allocated?

After the concerns have been raised and targets drawn up by the class teacher, this is discussed with the SENDCO about how best to support your child to achieve the targets. It may be in a variety of forms, ranging from in-class support, small group work and one-to-one additional support.

If your child has been awarded an Education Health Care Plan, the teacher and SENDCO will meet to discuss how best to support the needs of the child, and determine what the support will look like. This will be reviewed with you annually, or at your request.

Who are the other people providing services to children with a SEN in this school?

We have access to the following services:

Outreach from the Hearing Impaired Team at St. Cleres
Outreach from the Vision Impairment Team at St. Cleres
Outreach from Treetops and Beacon Hill
Educational Psychologist through the Local Authority
Occupational Therapy Team via NHS
Physiotherapy Team via NHS
Speech and Language Therapist via NHS
Community Paediatric service via NHS
School Nurse
Parental Outreach Service

The Pastoral team, including the SENDCO, work closely with both social care in the local authority and the paediatric service. As a school, we use the MASH team for advice and guidance.

How are the teachers in school supported to work with children who have a SEN and what training do they have?

The school SENDCO is available to advise and support teachers on a daily basis. SEN training is included in the INSET training provided by the school. External providers also deliver training to teachers and support staff, where a need is identified that cannot be delivered by school staff. We also have staff who are trained in delivering a variety of interventions to support a range of needs.

These include:

Speech and Language Link
focus play
Social skills groups
Precision Teaching
Read, Write Inc
daily reading intervention
Colourful semantics
Numicon
Clicker
Signalong
EpiPen trained
Paediatric first aiders
First aiders
Positive handling trained
Teacher led interventions

Training for all staff is ongoing. Training sessions are held both internally at staff meetings and externally, where a member of staff attends a specific course and then disseminates the training to the remainder of staff where necessary.

How will the teaching be adapted for my child with learning needs?

If a child is identified as having a special educational need (SEN), it may be necessary for a school to intervene to provide additional support for that child. This support should be provided through a process known as 'SEN Support'. This is designed to help remove any barriers the child has to learning and put in place provision that will enable that child to benefit fully from their education, whilst also having a broad and balanced curriculum.

This support is provided through a continuously repeated 4-part cycle known as the 'graduated

approach', revisiting and reappraising the support, and concentrating on what works best for the child. In this way, the support should become more refined and specialised over time, to ensure that the child continues to make good progress at school and that the desired outcomes are reached. At Bonnygate, we do this through One Plans.

Your child's class teacher is responsible for the work that is done with your child, they work closely with Learning Support Assistants and any specialist adults involved with your child.

The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies. The most important point is that additional provision depends on the needs of the child.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example difficulties with fine motor control) ... the list is endless!

Teachers are advised by the SENDCo about how to adapt the learning to ensure that all pupils have access to the curriculum. We use the advice sent in by professionals to support this. Learning is differentiated according to needs and requirements. We work closely with the child and their family to ensure a child-centred and collaborative approach is taken.

Where additional expertise is required, such as from an Educational Psychologist or speech therapist, permission is sought from the parents for school to make the necessary referrals. If the referral is accepted, the relevant agency will then make contact to arrange to see the child. The agency will usually provide a report. Providing parents give their consent for the report to be shared with school, school can then consider the report and see what actions they need to take to meet the child's specific needs.

How will you measure the progress of my child in school?

Staff keep careful records of the children's progress through observations and assessment. The SENDCO specifically monitors the outcomes of interventions half-termly and will advise accordingly.

Your child's class teacher will meet with you to discuss their progress at termly SEN meetings. The One Plan targets will be evaluated and new targets set. The nature of the targets and support is discussed and negotiated, as appropriate, with you and your child, with pupil and parent views included in the plan. You can also arrange to see the SENDCO via the school office or by emailing senco.bps@osborne.coop

How does the school support social, emotional and mental health development?

All staff are aware of the emotional and social difficulties that children may experience, and needs are addressed by the class teacher and supporting LSAs. Where the need may intensify, we have a small team of staff to work with children, including a school counsellor.

How have you made the school accessible to children with SEND?

The school is made up of one building on one level, accessible by ramps on more than one entrance and exit. We have a wheelchair available to support any child who needs this, even if on a temporary basis such as to access a school trip or if they have a temporary disability such as a broken leg. There are also toilets with disabled access in each part of the school, as well as changing facilities for children still in nappies.

If a child has a disability, then we liaise with external agencies involved in the child's care to ensure that the child is able to access all areas of school life.

Where a child has a physical impairment, such as sight or hearing loss, we work with the Specialist Teachers to ensure children can access all lessons and information that is readily available to pupils without. This may include the teacher using a radio aid to support a child with a hearing impairment or the use of large print materials for pupils with a visual impairment, among other adaptations as advised.

Further information can be found in the accessibility policy.

How do you ensure the inclusion of children with SEN in activities outside of the classroom?

All children are invited to attend all trips or events; a risk assessment would indicate if it would be necessary for a family entrusted adult to accompany the child on a one-to-one basis, with support from the teacher or LSA when needed.

Decisions around residential trips would be discussed on an individual basis, well in advance of the trip and any location chosen for a trip would have to be selected according to its accessibility for the children attending.

All children are expected to participate in all class-based activities such as PE and forest school, with adaptations made as necessary. We are able to seek advice on appropriate adaptations, equipment and resources from the outreach teams at Beacon Hill and Treetops Specialist Provision Schools.

How will you support my child when they are leaving the school or moving into a new class?

When children are moving into a new class, the teachers would meet to discuss the children and their needs. The children will take part in the school's usual transition process and where necessary a bespoke programme will be arranged for them.

We would share necessary information with the relevant staff from other schools and where needed we will plan additional, individualised transition work for the children, beyond the transition they experience in Year 6.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Parents would have to follow the school policy for complaints. The complaints policy can be found here: <https://bonnygateprimary.co.uk/policies-and-procedures/>

The Local Offer

The Thurrock Local Offer aims to provide clear, comprehensive and accessible information about what services and provisions are available in Thurrock for parents and young people. The local offer is part of the reforms to support for children and young people with SEND under the Children and Families Act 2014.

The Thurrock Local Offer link can be found on our school SEND offer on the website, or accessed here: [SEND Local Offer | Ask Thurrock](#)

The School SEND policy can also be located on the school website and includes further information around how to support pupils with SEND.