

Special Educational Needs and Disabilities **Information Report**



At Bishop Ellis, we embrace the fact that every child is different and, therefore, the educational needs of every child are different- this is certainly the case for children with Special Educational Needs.

We aim to do this by;

- Having high expectations and challenge at the right level for children.
- Overcoming barriers to learning.
- Regular LSA support within class.
- Expectation of being independent and building independence.
- Short focused intervention.
- Clear dialogue with parents
- Close liaison with Headteacher, SENco, class teachers and support staff.

The kind of special educational needs for which provision is made at Bishop Ellis

Sarah Franklin is our SENco and a member of the Senior Leadership Team.

All our staff are trained so that we are able to adapt to a range of special educational needs. For example;

- Specific learning difficulties, including dyslexia (SPLD)
- Autistic spectrum disorders (ASD)
- Speech, language and communication needs (SLCN)
- Behavioural, emotional and social difficulties (BESD)

How are pupils with SEND identified and assessed?

Bishop Ellis is committed to inclusion and is respected in the community for being a highly inclusive school. We strive as a school to ensure that all children access quality first teaching through developing our policies and practices and constantly adapting our teaching to meet the needs of all of our children.

Bishop Ellis pupils are identified as having SEND through a variety of ways, including the following;

- Concerns raised by the class teacher, for example, behaviour or self-esteem is affecting performance.

- Concerns raised by parent.
- Child performing below age related expected levels.
- Liaison with external agencies i.e. Educational Psychology, Specialist Teaching Service,
- School Nurse.
- Health diagnosis through paediatrician.

Once a child has been identified as having a special educational need, we follow these steps:

- Teacher raises concern with the SENco.
- Teacher raises the concern with the parent and together a Cause for Concern sheet is completed and discussed. At this meeting, steps are put in place to support the child and targets set.
- The child is monitored for a short time and following this period the SENco will review the Cause for Concern sheet with the teacher and parent.
- After this time, if it is still felt that the child is having difficulties then an IEP (Individual Education Plan), which we call a SEND Passport, is drawn up and any involvement from outside agencies (if required) are requested.

How will I raise concerns if I need to?

Speaking to your child's class teacher is really important as they see your child every day. At Bishop Ellis, we believe that parents know their child best of all and all our staff will always listen to and understand when you have concerns about your child. If you have any concerns, please speak to your child's class teacher. They will then monitor the child at school and keep talking to you about your concerns. They will also discuss this concern with the SENco and they will decide on the most appropriate intervention or pathway for the child.

How do we adapt the curriculum and learning environment for pupils with SEND?

All our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own level of challenge whilst building on strengths in learning styles and broadening developing ones. At Bishop Ellis, staff are able to identify children's barriers to learning. Staff are then able to remove or reduce barriers to enable all children to make progress.

We will provide any additional resources to remove barriers for example;

- LSA support
- Prompt sheets
- Reference sheets/writing frames
- Concrete maths resources e.g. numicon, diens equipment, cubes
- Number lines/hundred squares
- Use of ICT

We are a dyslexia friendly school where all classrooms have a visual timetable, children do not copy from the board and different strategies and learning styles that are engaging and motivating are encouraged.

How do we provide additional support for children with Special educational needs?

We offer 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
- Counselling
- Access to a wide range of outside agencies, for example;

School Nurse, Autism Outreach, Educational Psychologist, Speech and Language Therapists, Physiotherapists, Child in Care Team, CAMHS (Child and Mental Health Service), Specialist Teaching Service, Visual Impairment Team, strong links with our local Special school.

Additional provision is overseen by our SENco and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants.

How are parents/carers involved?

We believe that partnership with parents is crucial when ensuring the progress of our children. For this reason, parents are regularly updated on their child's well-being and progress either through informal chats in the playground, phone calls or pre-arranged meetings. Parents of children with SEND are

invited to attend termly IEP reviews and are asked to comment on their views of their child as well as share targets. We ask our teachers to provide parents with resources and strategies to help them with working on targets at home. Parents can contact the SENco at any time if they are concerned or have any questions.

How are children involved in their education?

Children are given their own child friendly version of the targets from their IEP and these are explained during their IEP meeting. At the meeting, they are also encouraged to tell us how they feel about their well-being, work and progress. IEP targets are made into a SEND passport for children.

The SEND passport presents a picture of the child and gives anyone working with the child an excellent understanding of them. In it, we learn about the things that the child is good at, struggles with, is proud of and what helps them to learn. The children are also asked what they think God is calling them to do which helps them with their own faith as they progress through the school. The children are central to the writing of the SEND passport and take a leading role in its development.

How are pupils with SEND enabled to engage in activities available to their peers without SEND?

Bishop Ellis is an inclusive school and all children are encouraged to work towards their strengths as well as try new things. Class teachers are very good at encouraging children to engage in school and extra-curricular activities. Our sports coach, knows our SEND children and will give them the opportunity to take part in different sporting activities and competitions.

What kind of support is offered to children who need to improve their emotional and social development?

We are an inclusive school; we welcome and celebrate diversity. Staff believe that a child having high self-esteem is crucial to that child's well-being and learning. We have a caring, understanding team looking after all our children.

We have a variety of strategies and clubs available depending on the needs of the children at the time.

Some examples are;

- Theraplay

- Faith in Families
- One to one mentoring sessions with LSAs
- The use of social scripts/stories
- Draw and Talk Therapy
- AOS Friendship groups
- AOS Social/communication groups

How accessible is the school environment?

Our building is on two floors with Key stage 1 downstairs and Key stage 2 upstairs. On the lower floor, there are no stairs and everywhere is accessible. There is access to a lift, if needed, to go to the second floor.

We have an accessible medical room, a shower and changing facilities. There are disabled toilets and ramps. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

Classroom Audits are regularly carried out to monitor acoustic levels and visual contrasts to ensure an inclusive learning environment for children with a hearing or visual impairment.

Equipment and resources used are accessible to all children regardless of their needs.

Teachers create individual learning packs for SEND children to ensure they have all of the equipment they need and are designed to remove as many barriers from learning as possible.

Trips are accessible for children with SEND.

After school provision is accessible to all children including those with SEND.

What type of training has been provided for staff to support pupils with SEN?

- Our SENco has completed the National SENco award.
- Attachment disorder training.
- Speech and Language training, including Makaton.
- AOS Friendship group
- AOS Social/communication groups
- SALT colourful semantics
- Phonics, Reading and Writing training with the Specialist Teaching Service.

- Visual impairment training.
- Draw and Talk Therapy with support staff.
- All staff have completed Tier 1 and Tier 2 of Autism Awareness Training.
- Positive handling training.

How do we support children in times of transition?

Children with SEND joining us at Bishop Ellis will;

- Be invited for pre-visits with our Reception class
- Our Reception children will often go and visit pupils in their pre-school and meet with staff, parents and the child.
- Our Reception staff often make a book with photographs for the parents to read to their child
- regularly before they start.
- Regular communication between pre-school, parents and our staff.

Children with SEND leaving us at Bishop Ellis will;

- Be invited for pre-visits at their secondary school to have a look around before the other children.
- The SENco from the secondary school will meet with our SENco and our Year 6 staff to discuss any needs the child may have.
- All records and IEPs will be shared with the new secondary school.
- The pupil is often asked to make a book or use ICT to tell their new teacher all about themselves.
- Some secondary schools run summer classes for children to attend over the holiday.
- Every year, our children with SEND are supported with their transition into the next class.
- Some children are encouraged to visit their new classroom and meet their new teacher in different circumstances and for different reasons.
- Teachers have lots of discussions about the pupil.
- The SENco makes sure that every teacher knows who the children with SEND are and what their needs are.

How do we evaluate the effectiveness of our provision for our pupils?

Typically, a child with SEN and/or disabilities will have an IEP (Individual Education Plan) which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the IEP is

negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our termly IEP review meetings. Children's progress is constantly monitored by the class teacher and SENco.

Staff at Bishop Ellis will also;

- Carry out individual, group and whole school data analysis termly.
- Evaluate any intervention/provision put in place for pupils.
- Conduct pupil interviews and gain feedback from the children.
- Carry out regular book monitoring.
- Observations of pupils during lessons.

How are the Governors involved and what are their responsibilities?

The SENco works with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements for pupils with SEND. We always have a designated governor who is responsible for SEND and who meets regularly with SENco to discuss school policy and the progress of the children.

Who can I contact for further information?

- The first point of contact should be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Franklin via the school office.
- Look at the SEND policy on our website.
- The Leicestershire Local Offer- <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>
- Contact IPSEA (Independent Parental Special Education Advice) - <http://www.ipsea.org.uk>
- Contact SENDIASS- <https://sendiassleicester.org.uk/>

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