

Bridport Primary School Response to Local Offer.

How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

Bridport Primary School has good connections with the Preschools in the area from which our children come. Before a child starts school we liaise closely with the preschools. Our Teachers visit the children and talk to staff. If any SEND needs have already been identified the SENCO visits as well and can then plan and prepare appropriate provision for when they start in the September term. We also liaise closely with Early Support to tailor our provision based on previous work.

At Bridport Primary School we closely monitor each child's learning to ensure that they are progressing as expected. If any assessments or observations raise concerns previously unidentified, we will invite parents and child, to a progress meeting. This may be through a parent Consultation meeting. The aim of the meeting is to establish what next steps we can take to provide support or to explore further, particular areas of need. A review meeting is arranged to ensure actions are completed and evaluated. Where significant support is needed to support progress or where a learning need is identified we may together make a decision to place the child on the school's SEN register as receiving SEN support. For some children if progress has improved, a child may no longer need to be on the register.

A parent who is concerned about their child's progress is also welcome to request one of these meetings. They can speak to the class teacher directly or make an appointment with the school SENCO/Inclusion leader, Mrs Russell.

How will your staff support my child/young person?

Bridport Primary is a fully Inclusive school and believes in access for all children whatever their needs. All of Bridport Primary's teachers and Teaching and Learning Assistants (TLA's) receive continuous Professional Development in order to ensure provision of high quality teaching to all our children. This includes differentiation, individualisation of resources to meet specific needs, active learning and effective feedback. This ensures that the majority of children's' needs are met within the classroom environment. Teachers and TLA's maximise the impact of additional adult support in the classroom through joint planning and feedback so that they can tailor teaching to meet the needs of all the learners. At Bridport Primary, all of our classrooms are Communication Friendly places which support communication, understanding and different learning styles. At Bridport Primary, we also focus on the 6R's of Learning (Resilience, Resourcefulness, Reasoning, Reflection and Responsibility) so that all children have the skills to learn and those with SEND will also be supported to engage in their own learning. Specific needs such as Dyslexia, Autism and ADHD are all supported through training and resources in class as well as through external agencies who advise and support the school.

At Bridport Primary, we believe that children should be in class learning with their teacher as much as possible. However some children may require additional support to make accelerated progress to catch up with their peers. We provide a variety of interventions for this purpose which are research based with proven impact. These programs are short term and designed to support pupils to 'catch up' with their peers. Should the impact not be as desired, then further support will be considered.

For children with behavioural or emotional needs, other support is provided to enable each child to access learning more effectively. We have a full time Family Support Worker and an Emotional Literacy support TLA, who provide short blocks of work 1:1 with children and work with parents and staff to ensure children continue to learn through difficult times. In-class support is often provided by a TLA, social skills groups, behaviour support or emotional literacy support, dependant on the child's need. All interventions are overseen by the SENCO and measured to monitor impact against expected rates of progress and evaluated at the end of each academic year. All provision is shared with parents of children with SEND.

All students with an EHCP (Statement) have an individual support package based on the identified needs in their plan. Staff meet regularly to update these plans with appropriate next step targets, and meet regularly with parents throughout the year. An Annual Person Centred Review is held to discuss longer term aims and progress, and staff, outside agencies, parents and child are fully involved in this process to determine what provision is needed.

Governors play an active role in strategically monitoring the quality of our special educational needs provision. The link SEND governor meets with the SENCo to discuss provision.

The school also accesses support from agencies outside of the school such as the Hearing and Vision Support Service, Behaviour Support Service, Outreach Services from Special Schools and the Specialist Educational Needs Support Team. Parental permission is always requested in these circumstances and you will be fully involved in the process.

[How will the curriculum be matched to my child's /young person's needs?](#)

Bridport Primary believes in a World of Possibilities for all children in our school. We endeavour to meet all children's needs through a broad and balanced curriculum and through differentiation of learning resources and teaching. The quality of teaching is regularly assessed to ensure that all students are receiving a high standard of teaching and learning. All children are challenged to work through different levels of task so that no ceiling is put on their learning, but the choices are theirs to make under guidance from teacher or TLA. Through the teaching of the 6R's children are taught the skills of self-reflection, and resilience, to achieve the best they can. Visual resources are provided to meet the needs of all children to clarify instructions and support learning. All achievements are celebrated and strengths of individual children especially for children who experience difficulty in academic studies, that sport/art/music/drama skills are recognised as equally valuable. A wide range of recording techniques are used to capture children's ideas, and the use of ICT enables children with SEND to record written work through the medium of typing and photographs so that they can share their ideas and achievements with others. All pupils are given a voice in lessons to discuss and challenge ideas especially where they may not be able to record in conventional ways. Lessons involve a wide variety of activities, including individual, paired and group work as well as activities developing visual, auditory and kinaesthetic skills.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

All parents are invited to a termly parents evening with the class teacher to discuss their child's progress and attainment. Where a teacher identifies that a student is not progressing as expected, they will invite parent(s) to meet at an alternative time so that more time can be given to discuss any concerns and agree actions to support their child. Often parents will approach the school first and similarly a meeting can be held to discuss concerns, firstly with the class teacher and if concerns continue, then with the SENCO /Inclusion leader.

If a child has a statement or EHCP parents are invited to attend review meetings at least three times a year with the SENCO, class teacher and sometimes with outside agencies such as Outreach or Speech and Language services. One of those meetings will be the student's Annual Review. Parent(s) and child are invited and all staff involved with the student and outside agencies contribute to the review either in person or through a pre-prepared report.

We also offer information meetings about various aspects of the curriculum at different points in the school year (advertised through the school newsletter) to help families understand how they can best support their child. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

The first point of contact should parents/carers have concerns about their child's progress is their class teacher. Children's exercise books are marked regularly and detailed feedback is given to them. Children also self and peer review their work which engages them in a recorded dialogue about their work with the teacher. Parents are encouraged to look at these books with their children.

What support will there be for my child's/young person's overall wellbeing?

Bridport Primary value both emotional and physical wellbeing as key features of children's learning. Where either of these is compromised every effort is made by the school staff to support and enable children to learn. Bridport Primary prides itself on providing first class support in school to meet the wider needs of children with SEND as well as all children in the school.

A medical policy is in place which ensures that children with medical needs are fully supported. Relevant staff are trained to support medical needs and in some cases, such as the use of Epipens, all staff have access to training. Selected staff are also trained in the administration of emergency medication for the alleviation of anaphylactic shock. The school has a number of trained First Aiders and they receive regular training to keep their skills up to date.

At Bridport Primary anything that affects children's wellbeing and learning is managed by all staff in the school and overseen by the Senior leadership team. The school has high expectations of behaviour and have a clear Behaviour Policy which is implemented by all staff in a consistent way so that all children, whatever their needs, can clearly understand

the expectations. Every class has visual reinforcement of expectations, which is accessible to all.

Attendance problems can seriously undermine children's achievement and is rigorously monitored by the headteacher and Family Support Worker. Where SEND are involved support is always offered to overcome hurdles to good attendance to ensure that these children receive the best opportunities to learn. There is an award system in place for individuals and support is put in place if needed for families falling below expected levels.

Bereavements, parental separation, illness or friendship difficulties can affect children's ability to learn. Although many situations resolve themselves, for some children this can have a serious effect on their wellbeing, and without support can lead to longer term learning issues. At Bridport Primary we have a Family Support Worker and Emotional Support Assistant to support children and families at the most immediate level, and can signpost families to CAMHS (Child and Adolescent Mental Health Services-NHS) and Dorset Child and Family Counselling Trust (DCFCT) who offer support to both children and families. At the classroom level, all children learn about the 6R's which helps to underpin their ability to cope with difficulties, and take part in Jigsaw (social and emotional aspects of learning) which is taught weekly. This is also differentiated to meet the needs of all learners.

Pupil voice is central to the school's ethos and this is encouraged in a variety of ways. The School Council meets once a half term with representatives from every year group. Pupils are democratically voted onto the council by their year group. All children in KS2 also take part in annual questionnaires where their views and experiences on teaching and learning and pupil behaviours are used to help shape future changes and actions to improve outcomes. PALS are playground leaders who ensure positive play- SEND pupils are well looked after by their peers. Peer mediators help all our children resolve conflict on the playground. Pips are a group that any child can be part of. Children work with the head teacher to look at whole school issues, alongside parents. We also have Prefects who ensure pupil safety and are available at lunchtimes as well. All of these representatives come from all groups in school including children with SEND.

Bridport Primary's Learning Hub provides the ideal way to support children who struggle with home learning and would like more support. Parents and children can work together with access to help and resources so that home learning becomes a shared pleasure and children are able to achieve without anxiety. This is available after school on a Monday from 3.00pm until 4.00pm. The SEAL Sanctuary is available at lunchtime for children who may find playtimes on the playground a challenge or who prefer a quiet environment to play with others. Co-operative play skills are encouraged in a friendly environment, and calming and creative activities are also provided.

[What specialist services and expertise are available at or accessed by your setting?](#)

Bridport Primary has good working partnerships with a wide variety of outside agencies who support children with SEND. These include: Educational Psychologist, Behaviour Support Team, specialist teachers such as the Sensory Specialist teacher or EAL (English as an additional language) advisory teacher, Speech and Language Therapists, Hearing and Vision Support Services, Occupational Therapy and Paediatricians working with children with identified difficulties such as ASD, ADHD, and medical conditions. Bridport Primary follows a graduated support approach as outlined in the SEN Code of Practice. When it is clear that in school support may not be sufficient to meet the needs of some children with SEND we will seek advice from outside agencies.

What training do staff supporting children and young people with SEND have?

Continuing professional Development is provided for all staff Teachers and TLA's) to maintain a high quality of teaching and learning for all children in the school. This training will include subjects specific to SEND needs across the school. The training includes: Speech Language and Communication Needs, Autistic Spectrum Disorder, ADHD, Attachment and behaviour, to meet the specific challenges to teaching and learning that these conditions can offer. Throughout the year all teachers work with the SENCO to review children on the SEN register and plan appropriate support for the coming term. Parents and pupils are then invited to contribute and shape these plans.

All classes also have SEN files with good practice ideas and overviews of a range of SEN needs and throughout the year there are opportunities for staff to be trained in a wide range of specific SEND needs. The SEN staff access regular training on national SEND issues and changes and keep abreast of current issues and initiatives. The Special Needs Co-ordinator (SENCo/ Inclusion leader) is experienced and is a qualified teacher and holds a BSC degree in Psychology which underpins an understanding of brain and emotional development in children. She has 15 years of experience in working with children with SEND, and is continually accessing up to date research and information on conditions as new ideas emerge.

The school are continually seeking to improve on and develop interventions to support children with SEND as well as supporting the learning of all children at the school. Time and money are invested in training staff to improve quality first teaching and TLA's develop enhanced skills and knowledge for the delivery of additional interventions and to support Quality first teaching in the classroom.

How will my child/young person be included in activities outside the setting including trips out?

There are a range of activities and visits provided by the school and all visits are available to all students. School policy promotes inclusion, where possible, of all our learners in all aspects of the curriculum including activities outside the classroom. The school consults with parents and other professionals to make access arrangements for SEND students so all can participate in school visits and outside learning. All staff organising visits are trained and complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are discussed and planned for (using risk assessments) in consultation with parents.

How accessible is the setting environment?

Bridport Primary is an Inclusive school, meeting the needs of pupils with a wide range of SEND. Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is a single, building which is wheelchair accessible and a disabled toilet facility is available to both children and parents. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the school are kept to a minimum. The whole school has sound panels where needed to support children with Hearing Impairment.

How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?

Transition between settings, from Early Years/Pre-school to Secondary school and between key stages and classes are managed carefully to enable children to complete each transition as successfully as possible. Children starting school for the first time, meet their Reception teacher in their Pre-school settings and are invited to a sequence of transition days in the summer term where they can meet staff, get to know their class and the wider school environment

If a child joins the school from another setting, parents are invited to meet the head teacher and staff and tour the school before their child starts.

For children with particular SEND, extra transition arrangements are made between each year transition, through teachers spending time getting to know children in the summer term before they move, transition booklets etc. where this will enhance the child's move to the new class.

Bridport Primary is the largest feeder school to the local secondary school and has good connections with the SEN and Pastoral Team. Where children are transitioning to other Secondary schools, the same transition arrangements are made wherever possible within the local area. Children are offered sports, arts and music opportunities at the secondary school at different points during their primary years. In Year 6 they follow a transition program where secondary school staff visit the school and then children attend days at the secondary school during the summer term. For children with specific SEN needs an enhanced transition package is available if needed including extra visits with the child and SENCO to meet the SEN team at the receiving school where possible. A Summeror project also runs during the summer holidays where children who may be anxious or struggle with this big step, can work with pupil mentors from the secondary school and members of the locality team.

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

The Special Educational Needs budget is allocated in response to the needs of individual students at the school. The majority of the school's funding is spent on teaching and support staff and the allocation of their time is agreed by senior staff. Consideration is given to what support may be appropriate at any given time and to the child's views on this provision. Budgets are closely monitored and aligned to the School Development Plan.

How is the decision made about what type and how much support my child/young person will receive?

As part of the graduated response (SEN Code of Practice) the first level of response is working with the child, their families and other staff, to review assessment data and discuss what the issues may be. The, teachers and SENCo/Inclusion Leader consider the course of

provision that will best match the child's needs at classroom level. The next level of support is interventions targeted at the child's particular need to see if they are behind for reasons other than SEND. If an area of SEND is identified, then with the family, further support will be requested from outside services to determine what that need may be. Children (diagnosed with a specific need, as in Dyslexia/ADHD/ASD/medical) who do not require an EHCP may receive a higher level of support, depending on need and availability of resources. This happens in consultation with parent(s) and if necessary external professional advice.

The highest level of need is met through an EHCP (Education and Health Care Plan) or currently Statement. This is a process where complex needs are supported by school and outside agencies to meet that child's high level of need. All children with an EHCP will have external professional advice laid down in their plan and usually receive additional support as needed to meet this advice. Children's progress is continually monitored and reviewed at the Annual Review meeting. Any changes to support will be detailed and implemented, if necessary. Progress will be measured against termly agreed and reviewed outcomes and academic progress. The pupil, parents and other professionals involved in provision for the student are requested to share their views for the annual review meeting. The SENCo oversees all additional support and regularly updates the SEN Governor

How are parents involved in the school?

How can I be involved?

Bridport Primary believes in developing a dialogue with parents to support a child/young person's learning, needs and aspirations. Parents are encouraged to contact the office or staff by phone, email or in 1-1 meetings when they need to and are also provided with parents consultations during the year to discuss progress and amend provision where necessary. The Governing Body includes parent governors. There is an active Parent Teachers Association named the Friends of Bridport Primary which welcomes new members.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's teacher. Further information and support can be obtained from the school's SENCo/Inclusion leader, Mrs Debbie Russell who can be emailed at: drussell@bridport.dorset.sch.uk Dorset Parent Partnership offers impartial and independent information, advice and support to parents of children with SEN and can be found at <https://www.dorsetforyou.com/parent-partnership-service>

The following organisations offer information and support for students with specific SEN:

The British Dyslexia Association - <http://www.bdadyslexia.org.uk>

The National Autistic Society – www.autism.org.uk and Community Wessex
http://autismwessex.org.uk/community_wessex

Please visit the Dorset County Council website to view the Dorset Local Offer.