



## SEN

### Special Educational Needs Information Report

#### How does Berkeley Primary School know if children need extra help?

Berkeley Primary School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress academically and/or socially, the teachers will decide whether additional and / or different provision is necessary.

#### What should I do if I think that my child has additional needs?

If you are concerned you need to speak to your child's class teacher, Inclusion Manager or contact the SENCo.

#### How will Berkeley Primary School staff support my child?

In partnership with the parents, your child's class teacher, Inclusion Manager and the SENCo will oversee and plan your child's education programme. The child is also actively involved in these discussions. Depending on the intervention required your child may be working in a small group with support or on a 1 to 1 basis. Your child will be in the most appropriate set for their needs during literacy and/or mathematics. However, there may be reason to have additional adult support to meet the groups/individual needs. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech language and communication programme or support for reading. This will all be explained to you by your child's class teacher and will form part of the agreed plan.

#### How will the curriculum be matched to my child's needs?

All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning and assessment outcomes are monitored rigorously by the Senior Leadership Team. The overall SEN D provision and its impact is closely monitored and evaluated by the Governors each term to ensure that children with additional needs make accelerated progress.

#### How will I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy at Berkeley Primary School. There are termly parent evenings and you can ask for an appointment to speak with your child's class teacher or the SENCo at a mutually convenient time. You will receive a progress report every term and we will always ask to see you if we have concerns about your child's progress at other times if necessary. Parents are involved at each stage of the Assess, Plan, Do & Review cycle set out in the SEN Code of Practice, which occur approximately each 3 months.

If your child has a, Education, Health and Care Plan (previously known as a statement of SEN), an annual review is held according to the guidance in the Code of Practice.





## **What support will there be for my child's overall well being?**

Children have access to one-to-one support with the teaching assistant and if required. There are close links with our partners in health, for example, the school nurse, Health Visitor and the dental service.

## **How will my child be included in activities outside the classroom including school trips and residential?**

All children are included on trips and residential. Where required, an individual risk assessment will be written and support put in place to ensure that individual needs are met to enable each child to be as fully included as reasonably possible.

## **How accessible is Berkeley Primary School?**

The school is on one level with one disabled toilet and access to classrooms and other teaching areas. This is all outlined in the school's accessibility plan which is available from the school upon request.

## **How will Berkeley Primary School prepare and support my child to join the school and transfer to the next stage of their academic journey?**

Berkeley Primary School has a pre-school on site that is Governor managed. Little Jesters children are closely monitored and assessed by our staff and they follow the same reporting format as the school. Any concerns will be monitored, discussed with parent/carers and if necessary outside agencies brought in. The electronic tracking system and observation processes we have in place will inform the current and next professional of the needs your child may have. These are managed by the pre-school leader and the L&FSL who also offer home visits if required. This system continues as the child moves through the school and crosses learning phases (KS1- KS2) Children with SEN D will have their needs met by liaising with the next school by discussion with the key person in the KS3 setting. This may include additional visits and things like a social story. This is all done in partnership with the Parents/carers to aid a smooth transition. If your child joins the school midyear you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have and to make sure that the school is aware of your child's SEN D needs. All previous information will be requested from the previous school so we can continue to build on the child's success.

## **How are the school's resources allocated and matched to children's special educational needs?**

The LA provides funding for schools to meet the needs of all children who have been identified with SEND. We allocate support according to need, this may be short or long term according to the monitoring and assessments carried out by the school and/or guidance from outside agencies. For children with a statement of SEN the school will meet the individual needs in accordance to the provision specified within the statement. This will be addressed with discussion with Parent/Carers, SENCo, Class Teacher, outside agencies guidance and the child. A plan will then be drawn up to ensure that the school makes the best possible provision for that individual providing value for money and support to promote progress in attainment and achievement..

*The school receives a delegated budget to meet the needs of all children in the school, including those with SEN. Within the overall budget is a notional SEN budget. Where children have what is term as 'high needs' (and where a Statement or an EHCP is in place) the school is able to request 'top up funding' from the Local Authority. A request for top up funding can be made when the cost of the agreed and assessed special educational provision (on top of that universal provision available to all) exceeds £6000.*





## **How is the decision made about what type and how much support my child will receive?**

The senior leadership team meet formally and informally with the class teacher to discuss pupil progress. Considering formal and informal assessments, learning attitudes and readiness to learn the team will identify where additional support needs to be put in place. The school will plan the necessary support and learning opportunities for further progress. Parent/Carers will be informed and kept up to date regularly over time providing opportunity for the child, Parent/Carer and school to work together for the benefit of the child.

If the school thinks they need additional support and guidance to enable them to meet your child's need they will contact outside agencies with your permission.

## **What expertise and professional development is within the school that I can expect my child to benefit from?**

All of our Teaching assistants are at least NVQ level 3. They have frequent training and updates in; Rapid Phonics, Rapid Writing, Toe by Toe, Precision Teaching, Dyslexic awareness, positive handling, Autism,, ADHD and managing behaviour. Physical wellbeing includes First Aid, epi-pen training, managing diabetes and asthma training. One or two have also received training that supports our Deaf or hearing impaired children as well as Makaton and communication in print.

The school is in regular contact with the National Health service such as Health visitors, school nurse and dental service. We also liaise with GPs, Social Care, police and other community bodies as appropriate.

## **Who can I contact for further information?**

Your first point of contact is the class teacher if you have concerns that need to be discussed. The class teacher may refer you to the SENCo or Senior Leadership Team if further discussion is necessary. You may make an appointment to speak directly to anyone of these people if you so wish at any time that is mutually convenient.

**What is the school's policy on the administration of medications?** Please see school policy

**How would the school help with personal care if it were needed (eg if my child needs help with toileting)?** Please see school policy

### **Related Policies:**

[Special Educational Needs and Disabilities Spring 2016](#)

[Accessibility Policy](#)

[Equality Policy](#)

[Intimate Care policy](#)

[Medication in school policy](#)

### **Useful Links**

[Local Offer Gloucestershire County Council](#)

[DfE SEN Code of Practice](#)

[Parents Partnership Service](#)

