



Bourne Abbey CE Primary Academy – Local Offer



Abbey Academies Trust

How does our school know if our pupils need extra help?

At Bourne Abbey CE Primary Academy pupils are identified as having SEND (special educational needs and disabilities) through a number of ways.

- Liaison with parents/carers before a child starts school
- Liaison with other schools or setting before a child transfers to our school
- Daily assessment in class
- Termly reviews of childrens' attainment and progress
- Concerns raised by parents/carers
- Concerns raised by adults in school e.g. where behaviour or self-esteem is affecting their performance or well-being
- Liaison with other agencies, including health professionals
- A pupil says that they are finding things difficult

How can parents/carers raise concerns?

Please come in and talk to us. Your child's class teacher will usually be the first person you should contact or you could contact our SENCo (special educational needs coordinator), Mrs Linsey Leafe.

How will the school respond to my concerns?

Once initial concerns have been raised, your child's class teacher will discuss them with the SENCo and a further meeting may take place, with or without the SENCo, to agree next steps. A plan may be put in place detailing what targets have been set, the provision that has been put in place to meet those targets, how this provision will be delivered and a way of measuring how successful the provision has been. If a plan has been agreed, a date will be set for the next meeting, which will take place at least 3 times a year.

At times it may be decided that additional support or advice needs to be sought from an outside agency.

How will the school decide if my child needs extra support?
<p>Both formal and informal methods may be used. These may include</p> <ul style="list-style-type: none"> • Observations by staff over a period of time • Monitoring data which is based upon the assessments the children undertake in the autumn, spring and summer terms • Discussions with pupils about things they find challenging • Discussions with parents/carers • Discussions with outside agencies • School may carry out some additional assessments to gain a more in-depth picture of your child's strengths and difficulties in particular areas • School may ask an outside agency to carry out assessments
What will the school do to support my child?
<p>Your child's class teacher will be responsible for planning, overseeing and reviewing targets although provision may be delivered by other adults including Teaching Assistants. Bourne Abbey Primary Academy uses an Assess, Plan, Do, Review process to monitor the effectiveness of support.</p> <p><u>Assess</u></p> <ul style="list-style-type: none"> • Collection of information about your child through informal and formal assessments, discussions and observations. <p><u>Plan</u></p> <ul style="list-style-type: none"> • SMART (Small, Manageable, Achievable, Realistic and Timed) targets are set. <p><u>Do</u></p> <ul style="list-style-type: none"> • Intervention and support is put into place and monitored. <p><u>Review</u></p> <p>A review will take place at least 3 times a year. Progress towards achieving the targets will be discussed and will involve a discussion about the success of the strategies which have been used. New targets may be set depending upon whether your child still requires additional support. If your child is not making the expected progress against the agreed targets, then the reasons for this will be discussed and the target may be broken down into smaller steps, or a different approach may be tried to ensure that the child does make progress. It may be agreed to increase support or to ask outside agencies for advice and support. Our SENCo oversees all support and achievement of any child requiring additional support due to SEND.</p>
Who will support my child in school?
<p>There may be many people involved in supporting your child. These may include</p> <ul style="list-style-type: none"> • their class teacher, or other teachers in the year group • Teaching Assistants • The SENCo • Other agencies may carry out assessments or work with your child • At times parent volunteers who have had relevant training may be asked to support your child

What training and experience do staff have for the additional support my child needs?

The SENCo at Bourne Abbey, Mrs Linsey Leafe, is also the Lead SENCo for the Abbey Academies Trust and has held the position for 10 years. She holds the National SENCo Award at Masters level.

Staff at our school receive regular training and professional development opportunities including in-school training on the acclaimed and very successful phonics scheme ReadWriteInc 1:1 programme and reciprocal teaching. Some staff hold particular qualifications such as Elkan.

All staff receive annual safeguarding training and would receive medical training in anaphylaxis, if required. Additionally, staff may receive training from medical professionals to assist pupils who have medical conditions or who need specialist physiotherapy or occupational therapy programmes.

All Teaching Assistants and lunchtime supervisors hold first aid qualifications and our Teaching Assistants all hold or are working towards gaining a relevant NVQ in education or childhood development.

The Executive Head teacher, Head of School, SENCO and a number of governors have received training regarding exclusions.

Additionally, we may invite outside professionals from other schools such as Willoughby or Gosberton House to deliver whole-school training on areas such as autism and in accordance with identified needs on the SEN action plan and the Academy Improvement Plan.

Who else might be involved in supporting my child?

At times we may ask professionals from other agencies to provide specialist support and advice. These may include:

- Behaviour Support
- Working Together Team to support social communication difficulties
- Speech and Language Therapy
- Sensory Education Support Service

Our Educational Psychologist is Mrs Sarah Murray.

We can make referrals to paediatrics, Child and Adolescent Mental Health Service (CAHMS) and the Education Welfare Service. Mrs Leafe, our SENCo, is also our Designated Safeguarding Lead and she and other members of the safeguarding team can also involve other agencies such as Homestart, Family Support and Targeted Youth Support for wider support for issues which may be impacting upon your child and your family.

What support will there be for my child's emotional, social well-being and medical needs?

Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with our pupils to support their emotional needs. All significant incidents are recorded in the Behaviour Log and any safeguarding incidents are reported to the safeguarding team. There is a clear behaviour policy and, in line with that, some pupils may have a Pastoral Support Plan and a Behaviour Support Agreement. We may ask Behaviour Support and/or the Education Welfare Officer for additional support. Some pupils may be assigned a named adult who will act as their mentor.

All pupils have planned opportunities throughout the school to learn and develop their emotional literacy through their PHSE curriculum. Some pupils may take part in small group work, the content of which will depend on the needs of the pupils involved. School works alongside CAHMS (Child and Adolescent Mental Health Service) to promote positive mental health for children. We may identify that your child would benefit from involvement from other outside agencies and would ask for your permission to do so.

Pupils who have ongoing medical needs may have a Healthcare Plan. Please inform your child's class teacher who will inform the SENCo who, in turn, will ensure that a plan is produced by the SENCo and parents/carers. This will be shared with staff who work with your child, including Midday Supervisors. If your child needs medication for a short term, please contact the front admin desk who will arrange for you to complete a medicine administration form.

How will my child be able to contribute their views? How will my child be involved in the process?

Your child will be involved in review meetings wherever possible. They will be asked, in a variety of ways dependent upon their age and development, for their thoughts about their progress, what has worked well and what they might need support with next. Their views will be elicited in a range of different ways depending upon the age and ability of the child and may include conversations or completion of pictorial diagrams.

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

All learning within a class is pitched at an appropriate level to accurately match each pupil's learning needs. This typically means that there would be 4 levels of learning for each class, although at times, and if appropriate, your child may have a programme of personalised learning. This means that they staff need to use a range of different strategies to support children's learning. This may include

- Using alternative methods of recording such as adult or peer supported scribing, the use of IT, the use of writing slopes or writing implements
- Supporting learning with the use of apparatus such as cubes, word mats
- The use of 'fidget busters' and wobble cushions
- Using visual aids such as visual timetables
- Use of seating for positioning to promote engagement and focus
- Using talking partners
- Providing pupils with take up time to allow them to process information before answering
- Using different groupings
- Using pre-learning opportunities such as sharing key points of the learning prior to the lesson so your child is more prepared

If your child has SEND then they will require support that is 'additional to and different from' the rest of the class. This could include specific approaches to teaching and learning, the use of particular programmes and interventions or recommended adjustments to the environment or seating such as specialist seating.

What opportunities will there be for me to discuss my child's achievements?

How will I know how my child is progressing?

We believe that your child's education should be a partnership between home and school and so aim to keep communication channels open and communicate regularly with you, especially if your child has complex needs. We aim to keep you informed about your child's progress through opportunities such as

- Review meetings
- Assessment or observation feedback from school or an outside agency
- Parent/Carer meetings

- General teacher feedback
- Home-school communication
- Annual reports

Your child's teacher will always be available for specific issues at an appropriate time. Please contact them either face-to-face, by telephone or by email to make an appointment. Appointments can also be made with the SENCo.

How does the school know how well my child is doing?

We carefully track every child's progress against age related expectations and also by the progress they make. This is informed by termly assessments as well as evidence gathered continually within class. Where your child is not achieving age expectation we may use a range of assessment tools to decide how best to support them. These may include

- Our Academy Trust's Assessment Policy
- PIVATs
- Early Learning Goals
- Reading and spelling assessments
- Standardised assessments; this may include in-school assessments and those carried out by outside agencies
- Self-assessment opportunities for pupils
- Target setting

How will my child be included in activities outside the classroom including school trips?

All our pupils will be offered day trips. Full risk assessments will be carried out and any specific needs will be taken into account. Staff will meet with parents/carers of children who need additional support to ensure that provision and support is suitable.

All pupils have an equal right to attend after-school clubs provided the health and safety of all pupils is not compromised.

If you would like your child to attend Kids Club (our extended care which consists of Breakfast Club and After School Club) please contact the leader Miss Sarah Christmas on 07890 970158.

How accessible is the school environment?

Bourne Abbey is an accessible environment for our pupils and their families. All areas of school have ramp access. There is a disabled toilet for adults. We aim to care for personal hygiene needs and toileting within a pupil's own teaching environment wherever possible, but there is a hygiene suite with a hoist, shower and physiotherapy bed should it be required.

Parents/carers who communicate with English as an additional language (EAL) will be supported by the EAL coordinator, Mrs Janelle Disdale. It is possible to provide translated documents or to have translators available for meetings.

The school website is updated with information to support pupils and their families, including signposting to events and support groups.

How will the school prepare and support my child to join the school?

We have strong links with our feeder pre-schools and nurseries, including the Nursery and Kindergarten at Bourne Abbey. Staff will visit nurseries to meet your child and to talk to staff and where necessary teaching staff and/or members of the SEN team will attend review meetings in the summer term. Information from previous settings, including SEN and medical information, will be used to inform planning. All new Reception pupils are invited to attend taster days and, where needed, additional visits can be arranged. There is a welcome and information evening for all new Reception parents/carers to find out about the curriculum, school and to meet staff. If an outside agency is involved with your child, the SENCo will meet with them to gain more information about your child.

Transition between year groups always involves a sharing of information, a chance to for you to meet your child's new teacher and a class swap time for your child. Additionally, whenever possible, new teachers will be invited to attend a review meeting in the summer term to discuss progress and to plan any new targets.

How will the school prepare and support my child to transfer to a new setting?

We understand that the transition to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN. We will support you and your child by:

- Sharing information with the receiving secondary school through face-to-face meetings, paperwork, telephone conversations etc.
- Inviting potential secondary schools to the Y5 and Y6 Annual Review meetings of all pupils with Education, Health and Care Plans (EHCP)
- Seeking additional support from outside agencies where required
- Working with receiving secondary schools to plan additional transition visits where required
- Where need has been identified, complete transition booklets

How can I be involved in supporting my child?

We hope that all our parents/carers will support their child through activities such as:

- Regular reading
- Supporting your child to learn any spellings or times tables which are sent home
- Supporting your child in any homework or project activities
- Encouraging independence

For children with SEND school will share practical ideas and strategies that you can use with your child at home. This may include:

- Games and activities for developing memory, spellings, maths
- Signposting to useful websites and apps
- Strategies for reading
- Advice from outside agencies

In addition, we very much welcome parent/carer involvement in our school through:

- Becoming involved with the Parent Teacher Friends Association (PTFA) and supporting events it holds
- Donating your time to hear readers
- Sharing any talents you may have
- Joining us in our special times of celebration such as assemblies, performances, sports days etc.

And finally, by simply sharing your knowledge about your child.

Who can I contact for further information?

Your first point of contact will normally be your child's class teacher. You could also arrange to meet Mrs Linsey Leafe, our SENCo.