Celebrating learning together in faith, hope and love

Bishop Perrin CE Primary School's SEND Report 2022-23

Introduction

Bishop Perrin CE Primary School is an inclusive school with a diverse pupil population, strong Christian values and a desire to support and challenge all our pupils. We believe in developing a strong partnership with our parents and carers and believe that this partnership will enable all children with SEND to achieve their potential.

We know that parents and carers are best placed to know the needs of their child and how best to support them. It is for this reason that we aim to work in partnership with parents and carers to enable us to provide the best environment and support for each individual child. Our staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress and our experienced and well-trained staff will always strive to do the best for all our children.

As of September 2014, schools have been required to publish an information report, detailing the support they are able to offer their pupils with SEND. This document is written in line with the requirements of: Part 3 of the Children and Families Act 2014 SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, The Equality Act 2010

The purpose of this document is intended to provide clear, comprehensive and accessible information about our SEND provision and should be read in conjunction with the following policies:
Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, and any other policies that are relevant to SEND issues in the school.

Bishop Perrin's offer compliments the Richmond Council's local offer, which can be found their website: www.afclocaloffer.org.uk, and they can be contacted by telephone on 0208 547 4722 or via email: sendlocaloffer@achievingforchildren.org.uk

As we also have children at Bishop Perrin School who reside in the London Borough of Hounslow, details of Hounslow Council's local offer can be found here: Hounslow Council

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

Establishing Support for Children with SEND

At Bishop Perrin, we have experience supporting children with a range of needs. These include children on the autistic spectrum, those with sensory needs, hearing impairments, emotional needs as well as health needs like epilepsy and diabetes. We seek support and help if a child has a special educational need that we have not dealt with historically to enable us to offer the best possible provision we can.

The questions below help to explain the process we follow to establish support for a child with SEND or a health issue.

How does the school know if my child needs extra help?
We have a number of methods to help us identify if a child needs extra help which includes:
• Information from you the parent, the first educator of your child.
• Information from your child's pre-school setting or previous school.
• Information from other services who may have worked with your child, for example a speech and language therapist or an occupational health therapist.
• Observations and data from your child's class teacher that may highlight a lack of progress over time.
• Behavioural needs that may be expressed during unstructured times of the school day or at home.

The information we gather will be used to ensure that we meet any additional needs your child may have. We will monitor children's progress and development over time to assess the impact of any interventions or strategies that have been put in place. If we have concerns that we feel we are unable to address at school, we may ask other professionals to give their advice and support in consultation with you, the parents/carers.

What should I do if I think my child may have special educational needs?
In the first instance, talk to your child's class-teacher. Your concerns will always be taken seriously. The class teacher may then make an appointment for you to talk to our Inclusion Leader, Deputy Headteacher or the Headteacher.

How is the decision made about what type and how much support children will receive?
• Once identified as having a special educational need, each child is assessed individually according to the SEN Code of Practice and Local Authority guidance.
• A personalised or group learning support programme(s) will be developed, dependent on the identified needs of a child
• Additional assessments from outside services, such as educational psychologists, speech and language therapists and occupational health therapists will inform the types of support and/or resources needed.
• Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
• Pupil progress meetings are held with the Senior Leadership Team and class teachers to track progress and decide if further support is required.

How will the school support my child?
• Your child's needs will be met within the class in the first instance, supported by Quality First Teaching (QFT), including lesson planning that takes account of the needs of each child.
• The progress of all children across the school is reviewed on a regular basis, in line with the school's assessment procedures, across the academic year.
• If your child has a special need, they may be entered on the school's SEND register to enable us to track their progress and make sure they receive appropriate support for their needs.
• The class teacher will then develop a Learning Support Plan (LSP) for your child with advice from the Inclusion Leader; they will set specific and measurable targets for your child. The LSP will be reviewed over the academic year to ensure that targets and support remain appropriate.
• It may be that the targets on a child's LSP are appropriate for a small group of children to work on together.
• Where necessary the school may seek support from outside services. This will be discussed with parents/carers and if a referral is required to access external support, parent/carer permission will be sought.
• Parents/carers will be consulted alongside children to ensure the support in place is appropriate for their needs. This will form part of the review and planning process, three times a year.
• Parents of children with a LSP will be offered an extended appointment time during the Autumn and Spring Term Parent Interviews. In the Summer Term, parents will be offered a telephone appointment to discuss their child's LSP and their progress over the year.
• The Governing Board is responsible for ensuring that funding is used appropriately to support children with SEND.

- There is a designated Inclusion Governor who works with the Inclusion Leader and Headteacher to monitor how the school supports children with SEND. The Inclusion Governor reports back to the Full Governing Board with their findings or recommendations that may need consideration.

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

- Teachers take account of the needs of individual children and adapt lessons and tasks to ensure the curriculum is pitched at the right level for them.
- Some lessons/tasks may be adapted (scaffolded) differently to ensure equal access
- In the classroom, children may work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups to support learning and to match children's needs.

How will I know my child is making progress?

- Assessing pupils against their targets allows teachers to track and measure the progress they are making.
- Pupil progress meetings are held at least three times over the course of an academic year with class teachers and members of the Senior Leadership Team. During the meetings, individual and class targets are set.
- During the pupil progress meetings, children who are not on track to meet their end-of-year targets are identified and strategies and interventions are discussed that might help and accelerate a child's progress to get them back on track.
- Where appropriate, children are involved in discussions about their targets and to gain a better understanding of their preferred method of learning.
- For some children, targets may not be academic but could be linked to addressing improvements in behaviour, social interaction and communication skills.

What support might be available for my child?

The support we can provide in school for children who have been identified as not making their anticipated progress may include:

- Tailored intervention groups to support access to the curriculum - these may occur inside the classroom or in an appropriate space elsewhere in the school
- In-class support with an additional adult other than the class teacher
- Targeted 1:1 support with a specialist SEND teacher
- Social and communication groups led by a trained member of staff
- Access to school based Emotional Literacy Support Assistants to help and support well-being, anxiety and concern
- Referral to a Play Therapist (with some financial support from school to meet the costs)

The school also has access to a Child Wellbeing Practitioner who works directly with parents (rather than a child) to help support specific issues that are often exhibited at home by the child rather than at school.

Medical and health issues

If your child has significant medical needs you will need to speak to the Welfare Officer to discuss how we can best support you and your child. Children with significant medical needs will need to have a Health Care Plan in place, with advice and guidance from a GP, consultant or specialist nurse. With the introduction of local offers, the Health Care Plan will eventually be changed to an Education Health Care Plan.

Education and Health Care Plan (EHCP)

The purpose of an EHCP is to bring all aspects of a child's needs together, to secure improved outcomes across all areas – education, health, and social care. It is designed to help support and prepare individuals for adulthood and can stay with an individual up until the age of 25 years old. An EHCP is granted after a rigorous assessment process overseen by the Local Authority, with reports and recommendations submitted by the school and other external professionals. An EHCP will:

- Contain the views and aspirations of you and your child
- Have a full description of his/her special needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how the education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 or over) and/or the school, usually the Inclusion Leader or Headteacher, can request that the Local Authority conduct an assessment of your child's needs with the view to issuing an EHCP. This process usually takes up to six months to complete, but it could take longer.

What specialist services are available at or can be accessed by the school?
We can make referrals and access support from the following services:
- Speech and Language Therapy
- School Nursing Service
- Early Years Services
- Education Welfare Officer (Attendance)
- Occupational Therapy
- Primary Mental Health Team
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services
- Family Support Worker
- Educational Psychology Service
- Child Wellbeing Practitioner
- Play therapy
- Emotional Learning Support Assistant

What training have staff had, or are undertaking, to support children with special needs?
- Autism awareness
- Numicon (maths intervention programme)
- Read/Write/Inc and Little Wandle Letters and Sounds (phonics intervention programmes)
- Circle of Friends (social and emotional intervention programme)
- ELSA training
- Auditory Processing
- National Early Language Intervention (NELI)
- Precision teaching in both literacy and maths
- Behaviour support
- Medical training to support pupils with medical care plans such as epilepsy, diabetes, and epi-pen training.

How will my child be included in activities outside the classroom, including school trips?
- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary for children who require it
- Meetings are arranged, prior to trips, with parent/carers to ensure suitable provisions are in place.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Parents should speak to the school if they have a particular concern about their child accessing an extra-curricular club/activity.

How are the school's resources allocated and matched to children's special educational needs?
- The school's SEND budget is managed by the Headteacher, Deputy Headteacher and the Inclusion Leader with advice and guidance from the SBM
- The majority of the SEND budget is spent on additional adult support in the form of Teaching and Learning Assistants who are deployed to work with specific classes and groups of children across the school.
- Non-staffing resources (for example, specialised equipment to help and support a child to access the curriculum) may be requested as necessary to support specific pupil's learning.
- The SEND Governor meets with the Inclusion Leader and Headteacher over the course of the academic year to review the impact of additional adult support and to ensure value for money.
- The Governing Board is kept informed of funding decisions.

How accessible is the school environment?

- The school is on one level and the site is largely wheelchair accessible.
- There is a wheelchair accessible toilet at the front of the school.
- Please see the school's Accessibility Plan in "Key Policies" on the school website.

How will the school prepare and support my child to join the school, transfer to a new school or move on to the next stage of their education?

- Induction events for new Reception children take place during the Summer Term prior to their starting school in September. Along with Home Visits carried out by the Reception Teacher, these events provide parents with the opportunities to share any concerns they have about their child.
- Parents are encouraged to engage with the school at the earliest opportunity once it has been confirmed that their child has an accepted place at Bishop Perrin School, either in Reception class or as an in-year transfer.
- The Reception Teacher attends a Local Authority-arranged handover meeting in May/June with nursery providers in and close to the Borough to discuss children who have been offered a place at Bishop Perrin School. Not all nursery providers attend this event.
- Class teachers complete a comprehensive hand-over document to share with the new class teacher at the end of an academic year. Where appropriate, this is supplemented with involvement from the Inclusion Leader if there is any additional information that needs sharing.
- Children with identified SEND are supported to share their thoughts and feelings at key points of transition with relevant adults.
- In June/July, children currently in school from Reception to Year 5 will take part in "Move-Up Morning" where they will visit their new classroom and meet their new teacher who will be with them from September.
- The school's Designated Safeguarding Lead compiles a Vulnerable Pupil List which is shared with class teachers at the start of an academic year to share more sensitive and sometimes confidential information
- For in-year admissions or admissions that occur outside of children joining Reception Class, a child's previous school is contacted to obtain school reports and any other information about the new child joining Bishop Perrin School.
- Once confirmed, Year 6 children attend induction and orientation days at their new secondary school in July. They will often also be visited at Bishop Perrin School by their new Year 7 Tutor/Head of Year.
- Year 6 children with SEND will often be offered additional orientation days at their new secondary school and when possible, will engage in workshops which will help them to manage their feelings around transitions.

How can I help and support my child?

- All parents are actively encouraged to take part in the school events, which may include coming to class assemblies, attending workshops or meetings with class teacher and/or other professionals.
- Don't wait if something is bothering you or your child.
- Help your child to be organised for school every day and to complete any homework tasks.
- Tell your child's class teacher if they are struggling.

Who can I contact for further information?

- Your child's class teacher
- Inclusion Leader and Assistant Headteacher – Miss M McAvoy
- Deputy Head – Miss R Macklearn
- Head Teacher – Mr A Corke
- SEND and Inclusion Governor-Father John Kafwanka.

What additional support can I access locally?

Below are details of some additional support routes that parents can access.

Richmond Council SEND Local Offer

Below is a website containing information about services and support for children and young people with special educational needs or disabilities, and their families who live in the London Borough of Richmond.

www.kr.afcinfo.org.uk/local_offer

Richmond Parent Carer Forum
Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents or carers of children/young people (aged 0 – 25 years) who have any form of special educational need or disability. Your child does not need an official diagnosis for you to become a member and we support families of children with any type of additional need including learning difficulties like dyslexia.

PCF receive funding from the Department for Education and their purpose is to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond. They can also help you to access services and provide valuable peer support, connecting you with other parents who understand the special joys and challenges of raising a family with additional needs.

Email: Information@richmondpcf.org.uk
Website: www.richmondpcf.org.uk
Facebook: www.facebook.com/richmondpcf/

SEND Information, Advice and Support (SENDIASS)
The Information, Advice and Support Service (SENDIASS) in Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

This service offers advice to children and young people as well as parents and carers.

Contact:
Phone: 020 3793 9596
Email: RichmondKingston@kids.org.uk
Website: www.kids.org.uk/richmond-and-kingston-sendiass

School Nurse
The Richmond School Nursing Team are based at:

St John's Health Centre
1st Floor
Oak Lane
Twickenham
TW1 3PA
Tel: 020 8917 4220

Information about their service can also be found at: www.healthmatters.clch.nhs.uk

What are the arrangements for handling complaints about SEND at Bishop Perrin CE Primary School?
If you have any concerns about your child's education, please discuss these in the first instance with your child's class teacher. If you feel your concern has not been addressed appropriately, then please arranged to speak to the either the Deputy Headteacher or the Assistant Headteacher and they will aim to resolve

the concern as quickly as possible. If the need arises, our Complaints Policy can be accessed from the school website: https://www.bishopperrin.richmond.sch.uk/key-information/key-policies

This document is reviewed annually.