



Bishop Wood Junior School Information Report

Bishop Wood Junior School is an inclusive School that offers a range of support and provision to support children with SEND

How does the school know if children need extra help?

At Bishop Wood we monitor the progress of all children on a regular basis. It will then become clear if limited progress is being made. Concerns may be raised by class teachers, parents/ carers or the child. Teachers may also observe a change in the behaviour of a child.

What should I do if I think my child may have special Educational needs?

If you have any concerns about your child's progress, discuss this initially with your child's class teacher. The INCo works closely with the class teacher to monitor any children where there may be concerns. Strategies will be put in place to meet the needs of the pupil. If after all the school's strategies, a child's progress continues to cause concern then additional help will be sought.

How will school staff support my child?

Pupil's education will be planned by the class teacher. It will be differentiated so that all pupils can access the curriculum. This may include additional support in class by the class teacher or teaching assistant.

If a pupil has more specific areas of need, such as literacy and numeracy skills, then the pupil will be placed in a small group intervention. The interventions will be regularly reviewed by all involved to see whether it has been effective and to inform planning. These interventions will be recorded on the class provision map. Parents will be informed of any interventions that their child is involved in and parents are welcome to discuss any queries they have with the class teacher and/or INCo.

Theresa Hill, our Family Liaison Worker, is also available to meet with children and parents to discuss any worries and concerns.

On occasions, some pupils may require more expert support from outside agencies such as SALT (Speech and Language), Paediatricians, Autism team etc. If this is felt necessary a referral will be made to the appropriate agency. The

agency will then carry out assessments and if they felt it will be helpful, a programme of support will be provided.

How will I know how my child is doing?

Parents have the opportunity to discuss their child's progress at Parents' evenings. At Bishop Wood we operate an 'open door policy' and therefore parents are always welcome to come in and see their child's teacher. The INCo is also available to discuss any concerns with.

How will you help me to support my child's learning?

- The class teacher may suggest ways for you to help your child
- If outside agencies are involved they will provide a report with suggestions for school and home.
- Discussion with INCo
- Curriculum evenings

What support will there be for my child's well-being?

Members of staff at Bishop Wood are always available to discuss issues and concerns.

Midday supervisors are made aware of children who may need extra support.

A variety of clubs are available to widen the horizons of children.

Children with behavioural needs may be given an individual plan to help them meet the challenges of the day. This would be discussed with the child and the parents/ carers and reviewed regularly.

Children needing extra support with behaviour and emotional needs may be considered for other services such as counselling, play therapy etc. Parents may also be signposted to other resources available outside school such as CAMHS and parenting classes.

At Bishop Wood we work closely with the School Family Worker who may also be asked to get involved.

Pupils with medical needs

- All staff have basic first aid training
- If a child has a medical need then a care plan will be compiled with support from parents/ carers and any other agencies that are involved
- Where necessary medicines are administered in school. This is only with the consent of parents/ carers, and where a signed medical consent form is in place. This is to protect both the child and staff.
- Our School nurse is also available to see parents at 'drop- in' surgeries termly.

What specialist services and expertise are available at or accessed by the school?

The agencies used by the school include:

- Autism Outreach Team
- Children's therapy team (Speech and Language/ Occupational Therapy)
- Educational Psychologist

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be significant and where other interventions have not necessarily been successful. The psychologist would meet with parents/carers, teacher and INCo for a consultation as a collaborative solution-finding process. The Educational psychologist will summarise what has been discussed and record the next steps.

- Child Adolescent Mental Health Service (CAMHS)
- School Nurse
- Community Paediatrician
- Dacorum Education Support Service
- Open Toy Box Counselling Service
- Social Services
- Child Protection Advisors
- School Family Liaison Worker
- Step 2
- Family Support Worker.

The Family Support worker is also responsible for setting up a CAF (Common Assessment Framework) or a TAF (Team around the Family) when necessary. This is a process where a partnership between parents, schools and other services is formed in order to identify unmet needs for a child or family.

What training have the staff, supporting children and young people with SEND had or are having?

Both Mrs Guest and Mrs Ridgway have gained the qualification 'National Award for Special Educational Needs Co-ordination'.

We have two Teaching Assistants who have gained the Higher Level Teaching Assistant Award.

All staff have received 'Steps' training.

There is on-going training for all staff (Teachers and Teaching assistants). Different members of staff have received training related to SEND e.g. How to support pupils on the Autistic Spectrum, working Memory and Speech and Language difficulties.

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

All our trips are made available to everyone. Risk assessments are carried out and procedures put in place so that they are fully inclusive. Where necessary we will ask for advice from parents or advisory agencies to help any activity or trip run smoothly.

How accessible is the school environment?

Bishop Wood is accessible. Ramps have been added to the grounds. There is a disabled toilet available.

We would be happy to discuss any access arrangements needed. The school is secure with gates that remained closed during teaching hours.

How will you prepare and support my child when joining Bishop Wood or transferring to a new school?

Many strategies are in place to enable any transition to be a smooth one. These include:

- Year 3 staff have worked very hard with year 2 staff at Goldfield to develop a substantial transition package that includes our staff observing and teaching at Goldfield.
- Goldfield children visit the school for concerts and performances so that they become familiar with the surroundings.
- INCo and staff have transition meetings with both feeder schools and Secondary Schools to receive and pass on necessary information about the children.
- All pupils attend Transition sessions.
- Additional visits are arranged for pupils who need extra time in their new school.
- Staff and INCo are always willing to meet with parents/ carers prior to their child joining the school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the INCo, parents/carers and other appropriate specialists.

- If your child has an Educational Health Care Plan, they will be subject to a statutory annual review process that will encompass transition to and from other school settings.

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

The school is allocated a SEND budget each year. Support for the vast majority of children needing additional support will be provided from this budget. The provision will be allocated on a needs basis. The Teachers, Head teacher and INCo regularly discuss the needs of **all** children through progress meetings and teachers may raise concerns at any time throughout the year as they arise.

Children who have a Statement or EHC plan are provided for in the same way making sure that attention is given to the needs/ suggestions given in the plan. Whilst the needs of almost all mainstream children can be met through the School budget, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases the school can apply for Exceptional Needs Funding (ENF). This fund provides for around 600 children in Hertfordshire mainstream schools with the most complex, exceptional needs. Which children should receive this funding, how much they should receive and for how long is decided by a range of professionals with a wealth of experience in the field of SEND. If this is something the school felt would be beneficial to a child, they would discuss it with the parents/carers first.

How can I find information about the local authority's Local Offer?

'The purpose of the local offer is to:

- Provide clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND aged 0-25 and their families (not just those who have an [education, health and care plan](#))
- Improve the services that are provided and make them more responsive to local needs and wishes.

The local offer will allow parents and young people to see what support and help is available for them and how to access it.'

For more information on Hertfordshire's Local Offer visit the website www.hertsdirect.org/localoffer

Types of Intervention/ support available at Bishop Wood Junior School

Social Skills programmes/support including strategies to enhance self-esteem

- A personalised practical skills programme for an individual child
- A personalised practical skills programme for a small group of children

Access to a supportive environment – IT facilities/equipment/resources (including preparation)

- Prompt and reminder cards for organisational purposes
- Pre teaching of strategies and vocabulary
- Access to own laptop
- Specialist equipment to access the curriculum

Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from a specialist teaching assistant
- Support from a member of staff trained in speech and language strategies
- Whole school approach to supporting children with speech and language difficulties

Mentoring activities

- Use of talk partners
- Use of peer mentoring
- Support from a member of staff
- Planned programme from the class teacher
- Playground Pals

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Interventions from an Occupational Therapist/Physiotherapist
- Delivery of a planned Occupational Therapy/Physiotherapy programme from a trained teaching assistant

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Support from a member of staff
- Meet and greet session at the start of each day
- Parental contact sessions as appropriate
- Referral to CAMHS and other relevant services

Strategies to support/develop literacy inc. reading

- Small group support in class through Guided Teaching

- Additional teaching in a small group
- Additional 1:1 support

Strategies to support behaviour

- Use of the school's behaviour policy (available on school website)
- Individual behaviour plans
- A range of strategies in class including 'Time out'
- Involvement of a Learning Mentor – this could be an adult or a pupil
- Social skills support groups

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- 1:1 support in class
- Additional teaching in a small group
- Additional 1:1 support

Provision to facilitate/support access to the curriculum

- Small group support in class
- 1:1 support in class
- Appropriately modified resources provided
- Specialist equipment such as seating
- Personalisation of the curriculum

Strategies/support to develop independent learning

- Use of visual timetables and checklists
- Pre-teaching of vocabulary and content
- Access to personalised ICT
- Use of success criteria

Support/supervision at unstructured times of the day including personal care

- Playground Pals
- Lunchtime club
- Additional adult support

Planning and assessment

- Provision maps to meet the needs of the cohort
- Target setting
- Half termly review of progress for all children

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Team meetings with parents to discuss professional reports and advice

Access to Medical Interventions

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Liaison with the school nurse and other professionals

Hopefully this information will answer any queries you have, however please feel free to contact Mrs Guest if you have any further questions.