

Bishop Wood Junior School Information Report

January 2024

Headteacher: Mr Gary Stanley

SENCo: Mrs Jane Guest

Family Worker: Mrs Mel Matthews

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. Class teachers, TAs, parents / carers or the child may raise concerns. 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 SENCo works closely with the class teacher to monitor any children where there may be concerns. Parents will be invited into the school to discuss any 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?

The school will always endeavour to first meet the needs of all children through quality first teaching. Where necessary, the work 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 and require additional support for their learning, this can be provided in a number of ways e.g:

- Focus support in class
- Group support in class
- Individual support outside of the class
- Intervention groups.

The type of support and the amount of support provided will depend on the individual needs of a child and will be decided by the SENCo and the class teacher in consultation with the parents and the child.

The interventions will be regularly reviewed by all involved to see whether it has been effective and to inform planning. All support 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 SENCo.

On occasions, some pupils may require more expert support from outside agencies such as DESC, 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 observations and if they feel it will be helpful, a programme of support/targets will be provided.

Family Liaison Worker

Mel Matthews, our Family Liaison Worker, is also available to meet with children and parents to discuss any worries and concerns. She works with individuals and small groups. She also offers crisis sessions and will meet with parents to discuss support they may want.

The Family Liaison worker and SENCo are also responsible for setting up a Families First Early Help Module (EHM) when necessary, which is a process of partnership work between parents, schools and other services in order to identify unmet needs for a child.

You can contact Mrs Matthews by email:

mel.matthews@bishopwood.herts.sch.uk or via the school office.

How will I know how my child is doing?

Parents have the opportunity to discuss their child's progress at Parents' evenings.

There are termly SEND meetings for parents of pupils on the SEN register and for Pupil Premium children. These meetings are with the class teacher and the SENCo. These meetings are longer than the usual parent consultations to allow parents time to discuss concerns and support. Where appropriate, the child will be invited to attend the meetings or the class teacher will meet with the child to discuss their views before the meeting.

The outcome of these meetings will help the school to respond to the needs of the child and continue/adapt/change any support given so that they are

receiving appropriate support. Everyone is given a copy of the plan and targets are shared with the child.

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 SENCo is available to discuss any concerns.

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 Senco
- Curriculum evenings
- SEND Consultations. In these meetings we will always discuss how the child can be helped both in school and at home.

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.

Lunchtime Leaders 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 extra support 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, DESC 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 Dacorum Family Services, who may also be asked to get involved.

Jane Guest is the school's Mental Health Lead (MHL) and all the staff have received level 1 training.

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.

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

The agencies used by the school include:

- Advisory teachers Service (Communication and Autism team, Visual Impairment team etc)
- Children's therapy team (Speech and Language/ Occupational Therapy)
- Educational Psychologist (Only when county has agreed to assess a child for an EHCP)
- Child Adolescent Mental Health Service (CAMHS)
- School Nurse
- Community Paediatrician
- Dacorum Education Support Service
- Desc Counselling Service
- Social Services
- Child Protection Advisors
- School Family Liaison Worker
- Step 2
- Family Support Worker. Dacorum family services

The SENCo and Family Liaison Worker are also able to set up Family First Assessments' that are required. 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?

Mrs Guest has the 'National Award for Special Educational Needs Co-ordination' qualification.

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

All staff have received 'Steps' training. (Positive behaviour Management).

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?

Bishop Wood is an inclusive school. All our trips are made available to everyone. Robust risk assessments are carried out and reasonable adjustments are put in place so that they are fully inclusive. Where necessary we will seek 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 automated gates that remain 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.
- SENCo 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 SENCo will always 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 SENCo, 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 SENCo 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 an EHC plan are provided for in the same way making sure that attention is given to the needs/ suggestions given in the plan. Additional funding may be allocated depending on the level of need.

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 Higher Needs Funding (HNF). This fund provides for 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.

Who can I go to for further information?

If you want to discuss anything regarding your child's learning contact the SENCo - Mrs Jane Guest at the school.

In addition to this, you can also contact Special Educational Needs and Disability Information and Advice and Support Service (SENDIASS) - a resource designed for parents to help navigate the systems and procedures in place to support children with SEND. Contact: 01992 555847 or via email

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 their website:

[The Hertfordshire Local Offer](#)

Types of Intervention/ support available at Bishop Wood Junior School
Social Skills programmes/support including strategies to enhance self-esteem <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Use of talk partners• Use of peer mentoring• Support from a member of staff• Planned programme from the class teacher
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs <ul style="list-style-type: none">• 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) <ul style="list-style-type: none">• Support from a member of staff• Meet and greet session at the start of each day• Parental contact sessions as appropriate• Support from Family Liaison Worker – Mrs Matthews

<ul style="list-style-type: none"> • Referral to CAMHS and other relevant services • Lego Club – lunchtime • Happy Lunchtimes
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Small group support in class through Guided Teaching • Additional teaching in a small group • Additional 1:1 support
<p>Strategies to support behaviour</p> <ul style="list-style-type: none"> • 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
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Small group support in class through guided teaching • 1:1 support in class • Additional teaching in a small group • Additional 1:1 support
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support in class • 1:1 support in class • Appropriately modified resources provided • Specialist equipment such as seating • Personalisation of the curriculum
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables and checklists • Pre-teaching of vocabulary and content • Access to personalised ICT • Use of success criteria
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Peer support • Lunchtime club/ Lego club • Additional adult support
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Provision maps to meet the needs of the cohort • Target setting • Half termly review of progress for all children
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals • Regular progress meetings with parents • Team meetings with parents to discuss professional reports and advice • SEND/ Additional needs meetings • Meetings with family liaison worker
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • 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.