

From a Parent and Carer's point of view, what does your school offer for children and young people with SEND?

Identification of needs

a) How does the school identify children with special educational needs?

Berwick Hills Primary School is committed to the early identification of Special Educational Needs and/or Disabilities (SEND). A range of information is collected through assessment and monitoring arrangements and if this evidence suggests that a child is not making expected progress or some other barrier to learning is identified then teachers and parents will work together to decide whether extra or different support is needed.

b) How do we involve parents in planning for those needs?

Most often a child with SEND will have their needs met within their own classroom working with their own teacher and support staff. The teacher's planning takes account of which next steps are required, teachers will share this information regularly with parents so that they can help at home too. Class Teachers keep parents updated each term but it is sometimes necessary for home and school to meet more regularly than this. We recognise that other adults sometimes need to become involved and when this happens, we always share this information with parents.

Support

a) Who in the school will support my child and how will this be monitored and evaluated?

The main support for pupils with SEND will be given by the child's class teacher, along with teaching assistants, who support the learning of pupils. In each pair of year groups (eg Year 1 & 2) an extra teacher is employed each morning to provide additional support for Literacy and Maths to those children that need it. If pupils have a higher level of need, an individual Support Assistant may be employed.

Teachers must report on every pupil's progress termly. This progress is looked at closely by the Senior Leadership Team (SLT) which includes the Head Teacher, Deputy Head Teacher and Team Leaders from each part of school. The progress made by pupils receiving interventions is analysed separately so we can see how much of a difference to learning has been made.

The parents of children with emotional, social or behavioural needs may be supported by our Parent Support Adviser (PSA) and our ESB Consultant, Mrs Dawson supports children each afternoon in a small group, paired or 1 to 1 basis. Mrs Dawson liaises closely with both the SENCO (Mrs Parker-Hack) and the PSA (Miss Davidson).

b) How are the decisions made about the type and amount of provision a young person will need?

The school's SENCO and SLT, working with the class teacher, will suggest ways in which the child should be supported. Some children may receive short term interventions, some may require longer periods of support. Support may be within a small group or offered on an individual or paired basis. If the intervention has not resulted in progress, the length of time may be extended, or a different intervention may be tried. We offer a variety of interventions that support literacy and numeracy which are appropriate to a child's age or stage of development (eg BLAST in EYFS and Numbers Counts in Year 2). Reviews of these interventions take place regularly to check that it is being effective and to plan what needs to happen next.

The school's Language and Learning teacher (Mrs Croft) will make detailed suggestions following an assessment and these are to be followed by the class teacher and at home, where possible. This advice may relate to details about gaps in learning, or to specific equipment which is needed, e.g. coloured overlays for reading.

The progress made by each child is tracked carefully – reviews take place each half term to see if interventions are having an effect and to plan what needs to happen next. The SENCO, working alongside the Literacy and Numeracy Leaders and the SLT will decide whether the intervention has been effective by looking at progress information. Parents are informed about progress at the Parent Pupil Teacher meetings which take place each term.

Curriculum

How will the curriculum be matched to the needs of the young person?

Our curriculum is exciting and interesting and has been designed to be practical and experience-based. Teachers plan lessons so that all children can become involved. This may involve some differentiation, for example, resources that are needed or support that might be used to allow everyone to achieve success at their own level. Where pupils would benefit from it, visual aids such as picture timetables will be provided to support a child or group of children.

Accessibility

How accessible is the school environment?

Berwick Hills Primary School was rebuilt and opened in June 2011 as a fully accessible school. It is single storey, built on a consistent level, with accessible toilets throughout and fully compliant with disabled access regulations. Within the school there are induction loop facilities, sound field systems within each classroom and decoration detail includes consideration of the needs of the visually impaired. The main visitor reception area is fitted with a split level counter to facilitate wheelchair access. More information can be found in the policies section of our school website (see below for details).

Parental Involvement

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

At Berwick Hills Primary School Class Teachers ensure that parents/carers are kept informed from initial concern onwards and that there are regular opportunities to exchange and share information in a sensitive way. There are currently two formal Pupil Parent Teacher Meetings (in Autumn and Spring terms) with a written report in the Summer term, where teachers report in detail on children's progress and attitude to learning. In addition, parents of children with SEND may need to have other reviews with their child's teacher. These meetings may be attended by any other agencies involved in the health, care and educational provision for the child. The progress of each child is 'tracked' termly. This enables us to both analyse the progress of individual children and to look at our 'success rate' across Year Groups and across the entire school. The SENCO is present alongside HT and Literacy and Numeracy Subject Leaders at Termly Pupil Progress Review meetings in both a support and challenge role. If your child needs more specialist support, referrals will be made with parents' consent, to outside agencies who will advise and support both parents and the school to enable your child to make progress.

The PSA, (Parent Support Adviser) Miss Davidson is also available daily to discuss issues and support parents as and when the need arises. She maintains links with Sure Start and other providers of parenting and other learning events which are available for parents/ carers to access to further support their child.

Overall Well Being

What support will there be for the young person's well-being?

At Berwick Hills Primary, we are proud of the open, friendly and welcoming atmosphere of our learning community. We recognise the importance of wellbeing and in addition, offer a range of class-based and other interventions that will provide additional support to children experiencing emotional / social difficulties. We currently hold the BIG Award (Bullying Intervention Group) which recognises the work that we do to make children feel special, safe and free from worry in school. We recognise the importance of helping children develop as individuals and actively encourage and support children in taking part in a range of extra-curricular activities both in and out of school.

Our systems and procedures for the administration of medicines and in supporting pupils with medical needs are rigorous. We work closely with both parents / carers and families to ensure that medical conditions however slight or serious do not form a barrier to learning for a child.

Each year all members of our school community (Parents, Staff and children) are asked to share their views and opinions about life in school. These 'Stakeholder' surveys are used by the HT, DHT and school staff to plan improvements in response to issues raised.

Specialist Services

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

Although the skills of our staff team are wide-ranging, at times we require additional support from more specialist services. Currently we commission Mrs Croft (Learning Support – Literacy) to provide assessment and curriculum provision for children who may have a Specific Learning Difficulty (e.g. Dyslexia).

We also have daily support (each afternoon) from an Emotional and Behavioural Consultant, Mrs Dawson. She liaises with the HT, SENCO and Class Teachers to provide additional support for children with more pronounced emotional challenges (e.g. anger management training).

We are also in receipt of support from the Speech and Language Therapy Service who respond to referrals made and deliver programmes of therapy, review and assessment. We are also able to access support from our School Nurse who responds to referrals from parents and is available to provide additional support for children with health and wellbeing issues.

Referrals to an Educational Psychologist are also available to support the school team to provide further assessment for children who have barriers to their learning and whose progress is causing concern.

When required, we also have access to more Specialist Health Professionals – Diabetic Nursing Team, Continence Care Team, Health Visiting Team. Counselling and Play Therapy are also sourced when the need arises. The PSA provides a vital link between home and school, SENCO, parents, the child and these outside agencies. We maintain regular contact with staff from Social Services and regularly attend meetings and share information which may lead to more targeted / specialist support being provided for a child or family.

Staff Training

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

Staff have annual 'refresher' training in asthma and diabetes care. We also ensure all members of the school staff team are regularly updated in relation to Child Protection. The school SENCO also provides

termly 'updates' for the Teaching and Support team to share good practice and reflect upon current interventions and their success; this year this has focused around the changes to SEND in the light of the SEND Reforms and the Revised Code of Practice. We currently have a member of staff who has recently received a TEACCH qualification (Autism Specific approaches).

Staff will regularly access further training to develop further approaches to differentiation which inclusively engage children with a range of identified needs.

Activities outside of school

How will the young person be included in activities outside of the classroom including school trips? How do you involve parents and carers in planning activities and trips?

We make every effort to include all children in school trips and visits which enhance learning across the curriculum. If an individual risk assessment is required, we complete this in co-operation with parents / carers to ensure that everyone is fully included. Sometimes, parent/carers may be asked to accompany a visit if there are particular needs to be met.

Transition

How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

STARTING SCHOOL

We work closely with pre-school providers including Sure Start and also other local primary schools to ensure that children joining our Nursery are prepared for a successful start to their school life. Within school our staff teams work alongside parents and families to ensure that children are ready for their next steps in learning. Our Nursery teacher works closely with Sure Start on their 'Ready for Nursery' course which parents are encouraged to access prior to their child starting in Nursery and separating from parents for the first time.

MOVING THROUGH SCHOOL

Our EYFS and KS1 leaders ensure that information and dialogue takes place regularly to ensure that children are ready for this move. Similarly, KS1 and KS2 staff ensure that this transition is as smooth as possible for all children regardless of their need or starting points. When children need additional opportunities to prepare them for their next steps, this is planned for and discussed with parents.

MOVING TO BERWICK HILLS FROM ANOTHER SCHOOL / AREA

Any children that transfer to our school mid-year are also made to feel welcome and their previous records are accessed quickly so that no learning time is lost during this transitional period. New children and their families are always welcomed to come and visit school before they start to meet staff and children and ask any questions they might have.

MOVING ON AT THE END OF YEAR 6

Our school has many well-established links with the secondary schools which receive our children after their time in Year 6. The majority of our Year 6 children feed into Unity City Academy, Ormesby School and Nunthorpe but there are a range of other secondary schools that we link to for transition. During the Summer Term each year, SEN staff from the Secondary Schools have an opportunity to visit our school to meet with children, Year 6 teachers and wherever possible, the SENCO to discuss any potential transfer issues. SEN files are passed on to Secondary Schools following these dialogues towards the end of the Summer Term. Any vulnerable children are discussed in great detail prior to transition.

SEND Resources

How are the school/college's resources allocated and matched to the young person's special educational needs? How is the SEND budget allocated?

Schools receive an amount of funding for children with Special Educational Needs and/or Disabilities. This funding is used to pay for resources, support staff and specialist services when a child's individual needs cannot be met effectively through the usual allocated budget. Those children with the greatest needs can sometimes access 'High Needs' funding.

Further information

If you have any concerns or queries about your child, initially speak to their class teacher. You can contact school on 01642 245598 or via email on berwickhillsschool@mcschools.org.uk . For further information, visit our website: www.sbcschools.org.uk/berwickhills/

Mrs J Parker-Hack (SENCO/ Deputy Head Teacher)
Miss P Davidson (PSA)
Mrs L Taylor (School Business Manager)
Miss T Smith (Head Teacher)

Other Sources of help / support:

Surestart – Berwick Hills Children's Centre – 245358
Social Services – 726004
School Nurse – 848000
Parent Partnership Service – 201872
Middlesbrough SEN & Pupil Support Team - 201828

APPENDIX 2

From a Young Person's point of view, what does your school offer for children and young people with SEND?

Identification of need

1. How does the school know if I need extra help?

Your teacher looks at your work carefully and will know if you need any extra help to achieve your targets. Teachers follow your progress carefully and will talk to you about your work to find out how you feel about what you have been learning.

Support

2. What should I do if I think I need extra help?

You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or teaching assistant if you are having problems or would like some extra help.

Curriculum

3. How will my school/college work be organised to meet my individual needs?

Your teacher will give you work that is at the right level for you. They will make sure it is not too easy or too hard but that it will challenge you and make you think. Sometimes children get different tasks to do, if you need any extra help or different equipment to help you do your work, these will be given to you.

My Involvement

4. How will I be involved in planning for my needs?

You will be able to talk to your teacher about your work. Your teacher will meet with you and your parent/carer to talk with you about how you are getting on in school. These meetings are our 'Pupil Parent Teacher' meeting where your teacher will talk to you and your parent/carer about what you have done and what you need to do next (your targets to improve).

Learning

5. a) Who will tell me what I can do to help myself and be more independent?

b) How will I know if I am doing as well as I should be?

Your class teacher will have lots of ideas to help you become more independent both inside and outside of the classroom. They will give your regular feedback on your work. You will also be part of a 'Pupil Parent Teacher' meeting in the Autumn and Spring terms where you, your teacher and your parent/carer can meet to talk about your progress, how well you are doing and what your targets and next steps are.

Well being

6. **a) What should I do if I am worried about my school/college work?**
b) How can I get help if I am worried about things other than my school/college work?

If you are worried about your work, you should talk to your teacher. If you are worried about anything, you can talk to any member of staff. Mrs Dawson can support you to cope with your feelings and to help you through any difficulties or problems you might be experiencing. We work with lots of other people who can support you too. If you are finding it difficult to get to school, Miss Davidson may be able to help with this.

Involvement in activities outside of the classroom

7. **a) How will I know who can help me?**
b) Who can I talk to about getting involved in student activities if I need extra help?
c) If I have a disability or additional need how can I join in school/college activities?

Everyone is welcome to take part in activities outside of the classroom if spaces are available. If you become a member of a club or a group, you will be introduced to the staff so that they know you and are aware and understand what you might need help with during your time together. You can talk to your teacher or teaching assistant if you would like to be involved and they will help you find out more.

Transition

8. **a) What help is there to get ready to start college/school?**
b) How will I be prepared to move onto the next stage of my school life including employment and life skills?

We will talk to your current school and your parents/ carers. You are welcome to come and visit Berwick Hills Primary School. We will give you a school

welcome pack and a member of staff will show you around and introduce you to people before you start so that you know a few faces and where things are.

Our school website will also give you lots of helpful information – see <http://www.berwickhills.org.uk/>

Before you move to Secondary school, you will get the chance to visit and meet the teachers there. Some of the teachers may come into our school to meet you as well.

APPENDIX 3 Statutory School Policies that should be published on your website

1. Charging and Remissions
2. Behaviour Management (Including Anti-Bullying)
3. SEND
4. Freedom of Information and Data Protection
5. Child Protection
6. Complaints Procedure
7. Single Equality Scheme
8. The Local Offer

Further reading:

Link to the document which sets out statutory policy documents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Link to page which introduces requirements and has links to the School Information (Amendment) Regs 2012 and questions and answers which you may find useful:

<http://webarchive.nationalarchives.gov.uk/20131216163513/www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a00208536/school-prospectus>