

Bersted Green Primary School – SEN Information Report.

As part of the Children and Families Bill 2014, all schools are required to make available their local SEND offer to families, which details how they can support children and young people with a special educational need and/or disability (SEND).

The local offer comprises of 14 questions that have been devised by parents and carers and have been responded to by schools and other educational establishments. The answers to these questions should allow parents and carers the opportunity to find the best possible education for their children.

West Sussex County Council has devised their own local offer regarding what children in this area are entitled to in terms of SEND. In addition to this the Felpham and Bognor locality group (FAB) have worked together to discuss what should be included in the school's local offer.

Bersted Green is a mainstream Primary school and our mission statement is " Learning together"

At Bersted Green we want to ensure that all children achieve their full potential and take many steps to ensure this happens.

High quality teaching is vital but in some cases extra support is required.

The following document explains how this is done. Further information is available in our SEN Policy.

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

We have rigorous monitoring in place that tracks the progress our pupils make in all areas of the curriculum that is in line with the SEND code of practice 2014.

We are committed to early identification of children with SEND so appropriate provision is made. These may be identified by:

- A parent or carer expressing concern about their child.
- A child making limited progress.
- The child being admitted to the school with a known special educational need.
- There is a change in a child's behaviour or approach to learning.

What should I do if I think my child has special educational needs?

Initially you should contact your child's class teacher, if you require further information regarding your child's special education needs then you can make an appointment to see our SENCO - Miss C Hutt who is available for two days of the week, all day, or for early years' pupils our INCO Mrs Kalpakiotis.

2. How will the school staff support my child?

The staff will support all children in the most appropriate way possible to allow them to access the curriculum as fully as possible and make progress as well as developing their social and emotional wellbeing. Support may include:

- In-class support.
- Specialist 1:1 English or maths support. (E.g. Accelerated reading, read, write Inc. program, first class at number.)
- Specialist support with gross and fine motor skills (e.g. Jump ahead programme)
- Support with behaviour.
- Team around the family (TAF) meetings
- Individual speech and language programmes.
- Pastoral support.
- ELSA
- Becoming a member of the early morning club.

All the above support will be overseen by the SENCO and INCO and will be delivered by class teachers and Teaching Assistants. Regular meetings are held between the SENCO or INCO and the class teacher during which the interventions are reviewed and monitored closely to ensure that they are having the required impact.

Occasionally a pupil may need more specialised support from an outside agency, such as a Speech Therapist or an Occupational Therapist. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a possible series of assessments, observations and discussions a programme of support is usually provided for the school and parents and carers.

A register is kept by the school which details the children who are currently receiving the various types of support. This helps to highlight their additional need to the staff working with the child.

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

It is the school's responsibility to ensure that we deliver a motivating, challenging and exciting curriculum that is relevant to the needs of all pupils.

All lessons will be adapted so that all pupils can access them and make the best possible progress. This might mean that in a lesson there would be three different levels of work set for the class however the teacher may provide different planning and resources to assist the learning of a child with special educational needs. For children in the reception classes planning starts from the children's own interests.

4. How will I know how my child is doing?

We believe that your child's education should be a partnership between parents and teachers. Therefore, it is important that teachers communicate regularly with parents especially if your child has complex needs.

In addition to our regular parent's evenings twice a year, parents are welcome at any time to make an appointment to meet with either the class teacher after school or the SENCO by calling the office to make an appointment during school time or for early years' pupils our INCO Mrs Kalpakiotis, to discuss how your child is progressing. We can offer advice in ways you can help your child at home.

If your child is on the SEND register they will have an Individual Learning Plan (ILP) which will have individual or group targets. These targets are created by discussions with the parents, child and teacher and agreed together. These can be discussed as required particularly at parent evenings.

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

At parents evening you can discuss ideas and strategies of how to help your child. In addition, parents are welcome to meet with teachers and other professionals (where appropriate) to receive advice about how to support your child.

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

The school has a very supportive and strong ethos with a positive approach to behaviour management. Reward systems are promoted in a variety of ways within classes, using dojo rewards and House Points.

All pupils are supported with their social and emotional development through the curriculum, during circle times, Personal Social Health Citizen Lessons, Religious Education and during assembly times.

If there are specific behaviour issues, then a variety of measures may be put in place. These could include a behaviour plan for the child which would be shared with staff or a series of meetings held between the school and parents. This is called a Pastoral Support Programme.

If further support is required, the class teacher liaises with the SENCO or INCO for advice and support. This may involve working alongside outside agencies.

As a school we encourage each child to express their views on all aspects of school life. This is usually carried out through the school council which has an opportunity for children to talk about any issues or viewpoints they would like to raise. Medical needs are dealt with by our experienced first aid team and discussed regularly with parents and carers.

6. What specialist services and expertise are available for access by the staff at Bersted Green School?

The staff at Bersted Green are experienced in delivering support to many children with SEND. However, occasionally it is necessary to work closely with external agencies and services. The following are available to us:

- Speech and Language therapists.
- Educational Psychologist.
- Occupational Therapist.
- Learning, Behaviour Advisory Team (LBAT)
- Social Communication Team.
- School Nurse.
- CAMHS (Child Adolescent Mental Health Team)
- CDC (Child Development Centre)
- Social services.
- Sensory support Team.

7. What training is given to the staff supporting children with SEND?

Staff have regular access to training in order to update their knowledge and expertise.

The most recent courses include:

- Speech and language training.
- Makaton
- Team TEACH - behaviour support and interventions.
- Jump Ahead
- Supporting learners with English as an Additional Language (EAL)
- Safe-guarding.
- Accelerated reading.
- Read, Write Inc. and literacy and language support.
- First class at number.
- Attachment training.
- CALM classroom.
- Locality mental health and wellbeing project.

The SENCOs of each of the schools in the Bognor locality meet together each term to share good practice and this is a strength of our group of schools.

8. How will my child be included in activities outside the classroom including educational visits?

We believe that all children have a right to be included in all activities and we will make all reasonable efforts to ensure that this happens in a safe way. Parents will be consulted if necessary.

9. How accessible is the school environment?

The school has been modified to be accessible to all. There is wheel chair access throughout and a disabled toilet and shower with changing facilities is available.

How does Bersted Green primary school communicate with parents and carers whose first language is not English?

We liaise with the EMTAS (Ethnic Minority and Traveller Achievement Support Team), who assist us in supporting our children and their families with English as an additional language. We employ staff with second language skills to be the link between school and family when additional support is required.

10. How will staff prepare my child to join the school and transfer to a new school?

A successful transition is vital for a stable and successful transfer from one setting to another. We aim to make any transition as smooth as possible and liaise carefully with other settings. However, we do recognise that some children require additional support.

This might include:

- Additional visits to new setting.
- Photographs of the new setting.
- Additional meetings with staff at new/ previous settings.
- Additional meetings with parents.

We also run a whole school transition program for reception through to year 6 in the summer term.

11. How are the school's resources allocated and matched to meet children's special needs?

- We ensure that all children who have Special Educational Needs have these needs met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants (TA's) who deliver programmes designed to meet the needs of groups of children.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support which often involves additional support from a Teaching Assistant.
- We employ staff with second language skills to help across the school.
- Teachers work with small groups or individual children to give them extra support.
- A school therapy dog.

12. How is the decision made about what type and how much support my child will receive?

- The class teacher and SENCO or INCO will discuss the child's needs and what support would be required. The parents and carers will also be invited to discuss successful strategies for their child.
- Different children will require different levels of support for different amounts of time in order to bridge the gap to achieve age-expected targets.
- The impact of interventions will be reviewed and discussed with the pupil, parent and teacher regularly.
- Targets on ILP's (individual learning plans) will be reviewed regularly to ensure that the correct interventions are in place and the child is making progress.

13. How are parents involved in the school? How can I be involved?

- We run regular courses on a variety of subjects for parents to be involved in.
- We encourage parents to feel they can talk to the class teacher, SENCO or INCO whenever necessary.
- We encourage parents to come in and help in the classroom or on school trips if they are able to do so - a DBS check is required before starting.
- We encourage parents to attend school fund raising events and a year 6 leaver's tea party.

14. Who can I contact for further information?

- The first point of contact would always be the class teacher as we encourage building strong relationships with the whole family, and particularly with the parents of children with additional needs.
- It is also possible to make an appointment to see our SENCO Miss Hutt or INCO Mrs Kalpakiotis to more fully discuss your child's needs.
- You can also meet our Head teacher - Ms K Jarvis.
- You can contact West Sussex Parent Partnership.

You can find further information about our school on our school website - including other relevant policies.

You can find further information about education in West Sussex on the West Sussex Services for Schools. www.westsussex.gov.uk

We hope this information has answered any queries that you may have, but do not hesitate to contact the school, if you have any further questions.

Review date: November 2025

