

Byley Primary School



Special Educational Needs and Disabilities Information for Parents

SEND Information Report Byley Primary School

Introduction

This Special Educational Needs and Disabilities (SEND) Information Report is written in the form of frequently asked questions from a parent/carer's point of view. This report should be read in conjunction with the school's current SEND Policy which is also available on the school's website and Cheshire West and Chester's Local Offer available online at: www.westcheshirelocaloffer.co.uk

<p>The kinds of Special Education Needs that are provided for at Byley Primary School.</p>	<p>The SEND Code of Practice 2015 identifies the four broad areas of need as: Communication and interaction Cognition and learning Social, mental and emotional health Sensory and/or physical needs</p> <p>Through quality first teaching and following the graduated approach these needs are provided for.</p>
<p>How does Byley Primary School know if my child needs extra help?</p>	<p>Assessment by class teachers, teaching assistants and our SENDCO, through on-going assessment and termly tracking; Input from external agencies where appropriate.</p>
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>If you have a concern about any aspect of your child's education you should speak with your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make an appointment to speak with you if a longer discussion is required. The class teacher may seek the involvement of the school SENDCO (Mrs Helen Bebbington). Alternatively, the school's SENDCO can be contacted directly through the school office (01606 832519) or by e-mailing: admin@byley.cheshire.sch.uk</p> <p>The 2015 SEND Code of Practice defines Special Educational Needs as follows:</p> <p>'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <p>a) Has a significantly greater difficulty in learning than the majority of others the same age, or</p> <p>b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'</p>
<p>How will I know how Byley Primary School supports my child?</p>	<p>The class teacher will contact you if they have concerns about your child's progress. They will explain what strategies are being put into place within the class to provide extra support. If this support is not found to be enough, the class teacher will meet with the SENDCO</p>

	<p>and discuss next steps and take advice on the possible use of an intervention programme. If an intervention programme is thought to be suitable, the class teacher will contact you and discuss the plan of support for your child, the SENDCO may also meet with you to discuss any concerns and the desired outcomes of the intervention. Some of the interventions we use at Byley Primary School may be class based; others may involve pupils being withdrawn in small groups or even 1:1 depending upon the level of support needed. If the support provided by the school does not have the desired outcome then the SENDCO in consultation with the class teacher, and with your permission, will contact outside agencies and specialist professionals to seek further information and guidance on how best to support your child.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Byley Primary School is an inclusive school. We aim to give all children the opportunity to access appropriate learning opportunities within this inclusive environment. Class teachers will ensure that they deliver quality first teaching in their classrooms. They will differentiate work so it is appropriate for the needs of all children, particularly those with an identified SEND. Class teachers will ensure that the necessary and relevant equipment is available to all children in order for them to access the curriculum. Adaptations to the classroom environment will be made as appropriate for the needs of the children to ensure inclusion.</p>
<p>How will I know how my child is doing?</p>	<p>Class teachers are available for informal conversations about how pupils are progressing at the end of most days. Pupil's progress is monitored closely each term, and pupils who are receiving extra support through interventions are monitored closely each term. Formal Parent Consultations take place twice a year and a written report is produced annually. For children receiving SEND Support a meeting will take place each term to review targets and progress on the pupil profile. For children with a Statement of SEND or an Education, Health Care Plan an annual review will be held to discuss progress and next steps, involving all professionals involved with the pupil. If further information on progress is required then a meeting may be arranged by the class teacher or SENDCO. Equally if you feel you would like more information on how your child is doing, an appointment can be made to speak to the class teacher by contacting the school. Home to School diaries may also be used for communication, if it is deemed appropriate.</p>
<p>How will you help me to support my child's learning?</p>	<p>During parent consultations the class teacher will advise you on strategies and activities that you can use to help support your child's learning. Homework may be sent home to support learning that has been done within school. Targets will be shared for children receiving SEND Support during parent and teacher meetings.</p>
<p>What support will there be for my child's overall well-</p>	<p>We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.</p>

being?	<p>Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively by the school staff.</p> <p>The emotional health and well-being of all our pupils is very important to us. We have robust safeguarding procedures and policy in place and a designated member of the staff who is the lead safeguarding officer.</p> <p>As we all know all of our children very well we feel, as a staff, we are approachable and the children feel comfortable in sharing any concerns or problems with us and these will be dealt with in the appropriate manner.</p>
What specialist services and expertise are available at or accessed by the school?	<p>Our HLTA is trained to deliver Fischer Family Trust reading and writing intervention.</p> <p>We access support from a wide variety of external agencies, including; the School Doctor, School Nurse Team, Speech and Language Therapists, The Autism Team, CAMHS, Occupational Therapy, Physiotherapy, Educational Psychologists, the Behaviour Support Team, Social Services, PCSOs.</p> <p>External agency support may be: direct one to one interventions, advice for school, advice for parents, programmes for school or home to follow, or to seek further support or advice from different agencies.</p>
What training are the staff supporting children and young people with SEND had or are having?	<p>The SENDCO receives regular training and updates from the CWAC SEND Team and cascades this information to all staff during staff training sessions.</p> <p>Staff have received training on precision teaching methods and techniques. They have completed dyslexia awareness training. The head teacher has attended Autism awareness training and Mental Health First Aid training. Our HLTA is trained to deliver Fischer Family Trust Wave 3 literacy intervention. Our teaching assistants also have a range of expertise and sound knowledge of how best to deliver intervention programmes such as: Nessy, FFT Wave Three Literacy Intervention, Numicon, speech and language therapy support, physiotherapy and occupational therapy support (using directed activities provided by professionals). This is not an exclusive list and on-going professional development is key to ensuring all staff remain updated and skilled.</p>
How will my child be included in activities outside the classroom, including school trips?	<p>Byley Primary School is a fully inclusive school, we achieved the Inclusion Quality Mark in 2006, we ensure all our children including those with SEND, are able to engage in all school activities. A child will not be excluded from a trip or outside activity because of their SEND. School would have a meeting to discuss the itinerary for the trip or residential visit and how best to make necessary adaptations for their inclusion, involving the parents and child if necessary. An individual plan or Risk Assessment may need to be written. Every reasonable adjustment will be made to ensure that as a fully inclusive school, your child will be educated alongside their peers. After-school provision is accessible to all children including those with SEND.</p>
How accessible is the school environment?	<p>The school is all on one level and can be accessed by all including wheelchair users. There is ramp access where necessary. A disabled parking bay is available directly outside the school gate. We have a</p>

	<p>disabled toilet. Classroom adaptations and reasonable adjustments are made to meet the needs of the children. Specialist equipment is obtained, if required in conjunction with professional advice and recommendations.</p>
<p>How will the school prepare and support my child when joining Byley Primary School or transferring to a new school or post-16 provision?</p>	<p>When joining Byley Primary School, children will have the opportunity to visit prior to starting. We will also contact their previous school to ensure we have all of the relevant information. We welcome visits to see the school in action at any time. To arrange a visit please call the school office on 01606 832519 or e-mail admin@byley.cheshire.sch.uk</p> <p>When a child has a place in school a programme of transition is offered depending on the stage of entry to the setting. For pupils with SEND, further meetings and visits may be arranged, in which they can meet key adults and personnel in school. For those pupils with a higher level of need, a multi-agency Action for Inclusion meeting may be required. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included.</p> <p>When the time comes for your child to move on we will liaise with the next school and organise transition visits. We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on.</p> <p>Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some children benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>In-class TA support provided where necessary. Intervention strategy small group or 1:1 teaching as appropriate. Training on effective interventions. Support materials for interventions. Resources to support pupils within class.</p>
<p>How is the decision made about how much/what support my child will receive?</p>	<p>Following closely monitored progress the class teacher will discuss with the SENDCO and begin the Assess, Plan, Do, Review, process. Primary aim is that child is able to access the curriculum as independently as possible and to develop key self- help strategies for learning/socialising. If a child is not making the expected progress the situation is reviewed and additional support considered. The support received will depend upon the need and circumstances. This will be a decision made in consultation with the class teacher and SENDCO.</p>
<p>How will I be involved in</p>	<p>At Parent Consultations the class teacher will discuss progress and any interventions strategies that are being used or proposed.</p>

<p>discussions about and planning for my child's education?</p>	<p>These interventions will be reviewed and assessed with parents (Are they making a difference) - (Assess/Plan/Do/Review)</p> <p>We may seek the advice and expertise of outside agency help, with parental permission. This will be discussed with parents.</p> <p>We may implement advice/strategies from external professionals. These actions will be reviewed and discussed with parents.</p> <p>If there is still significant concern regarding the progress of your child then additional support may be requested from CWAC.</p>
<p>Who can I contact for further information?</p>	<p>As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with a senior member of staff such as:</p> <ul style="list-style-type: none"> • SENCO – Helen Bebbington 01606 832519 or email via admin@byley.cheshire.sch.uk • HEAD TEACHER – Kay Walsh 01606 832519 or email head@byley.cheshire.sch.uk • PARENT PARTNERSHIP CWAC: parentpartnership@cheshirewestandchester.gov.uk Children and Families, Floor 2, The Forum, Northgate Street, Chester, CH1 2HS. • Cheshire West And Chester SEND TEAM : senteam@cheshirewestandchester.gov.uk SEND assessment, monitoring and support team, 4 Civic Way, Ellesmere Port, CH65 0BE Telephone: 0300 123 8 123 <p>In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. Should you become unhappy with any aspect of the school's performance our complaints procedure can be found on the school's website or is available from the office on request.</p>