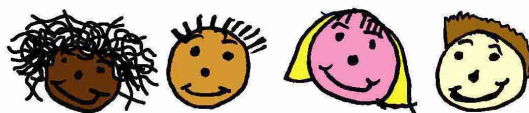


Bowes Primary School



BOWES PRIMARY SCHOOL SEND INFORMATION REPORT

Bowes Primary School is part of the Enfield Learning Trust.

We are a Primary School and we admit pupils from age 2 to 11. We also have an Additionally Resourced Provision (ARP) for pupils with autism at our New Southgate site.

Our Ofsted rating is 'Outstanding'. Our most recent inspection was in May 2013.

Our vision and how we hope to achieve it

By working in partnership across the Enfield Learning Trust, through innovation, creativity and challenge, our children will become successful, motivated citizens who are equipped to face the challenges of the future.

The support at Bowes for pupils with Special Educational Need or Disabilities

How does your school ensure that children who need extra help are identified early?

Children are identified as having SEN through a variety of ways, including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies - i.e. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

What should a parent do if they think their child may have special educational needs?

- Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the Assistant Head Teacher for Inclusion, Annick Sudre.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of the Parents' Partnership Meeting) to discuss your child's needs, support and progress.
- For further information the Assistant Head Teacher for Inclusion is available to discuss support in more detail.

How will school support my child?

- Our Assistant Head Teacher for Inclusion oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

How are the Governors/Trustees involved and what are their responsibilities?

- A termly SEND report is presented to the Local Governing Board by the Headteacher; this report does not refer to individual children and confidentiality is maintained at all times. The Governors are informed about the progress of children with special educational needs or disabilities when presented with the achievement report.
- The Headteacher works with the Trustees to agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

- We ensure that all children with special educational needs or disabilities are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

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

- The class teacher and the Assistant Head Teacher for Inclusion will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing children's targets on Learning Support Plans and ensuring they are being met.
- By monitoring whether the child is making progress academically against national/age expected levels, discussed at progress meetings, attended by the year group class teachers, Assistant Headteacher for Inclusion and Deputy Headteacher.
- Through verbal feedback from the teacher, parent and pupil.
- Children may be taken off the SEND register when they have made sufficient progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You are welcome to make an appointment at any time to meet with either the class teacher or Assistant Head Teacher for Inclusion and discuss how your child is getting on.

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

- The class teacher or the Assistant Headteacher for Inclusion can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a Learning Support Plan (LSP) which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of methods, including some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's LSP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- The class teacher has overall delegated responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Assistant Headteacher for Inclusion for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- The school has a Pastoral and Enrichment Manager, Debbie Harris, who works under the direction of the Assistant Headteacher for Inclusion with children who need emotional support.

How does the school manage the administration of medicines and personal care?

- We have a First Aid, Managing Medicines in School and Supporting Pupils with Medical Needs Policy.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare assistant administers medicines.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage minor medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour For Learning Policy that is followed by all staff and pupils.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child (if appropriate) and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents we will inform you what has happened by letter. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- For specific needs some children may use an individual behaviour chart to help them manage their choices.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- Good class attendance is rewarded through a special mention in weekly achievement assemblies. Every half term, the class with the best attendance in Key Stage 1 and Key Stage 2 is able to choose a fun trip.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Our Learning Quest enables pupils to choose some of what is taught and how it is delivered, thus taking responsibility for their own learning.
- Children who have Learning Support Plans (LSP) discuss their targets with their class teacher.
- If your child has an Education, Health and Care Plan, their views will be sought at the review stage, if appropriate.

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

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Workers.

Since 1st September 2014 the 'Enfield Local Offer' has been available at www.enfield.gov.uk/SEND
The Local Offer provides information about services and support for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.

What training have the staff supporting children with special educational needs had, or are currently having?

- A number of teachers and teaching assistants are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- Some of our teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- All our teaching assistants have had training in using manipulatives and visuals as part of a maths programme.
- A small number of teaching assistants are trained to deliver Tiger Team sessions, an intervention to help develop gross motor skills, balance and coordination.
- Staff within our Additionally Resourced Provision are experienced and skilled in a range of Autism-specific strategies, such as TEACCH (Treatment and Education of Autistic and related Communication-impaired Children) and PECS (Picture Exchange Communication System).

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- Our New Southgate site is a listed Victorian building with three floors accessed via white-nosed stairs. The ground floor is wheelchair accessible with two disabled toilets large enough to accommodate changing. There are ramps at specified fire exits.
- Our Edmonton site is on one level and has one toilet with disabled access.
- Our Southgate Green site is on two levels. The ground floor is wheelchair accessible.

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

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them and ensure good preparation for transition and effective induction.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan, and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How parents are involved in school life?

- We have 'Bring a Grown up to School' days which give parents & carers the opportunity to see and participate in their children's learning.
- We have 'Curriculum Evenings' during which parents are invited to offer their comments and opinions.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special educational needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Assistant Headteacher for Inclusion.
- Enfield Parent Partnership is an organisation that provides independent advice and support for families – 0208 373 2700.

Who should I contact if I am considering whether my child should join the school?

- Contact the School Office to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Assistant Head Teacher for Inclusion who will discuss how the school could meet your child's needs.

Our SEN Information Report was prepared in July 2018.

It will be reviewed in July 2019.