

FILTON AVENUE
PRIMARY SCHOOL



**CHILDREN WITH SPECIAL
EDUCATIONAL NEEDS AND
DISABILITIES**

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TOGETHER ON A JOURNEY TOWARDS SUCCESS

The learning journey is different for every child and we are committed to working together with all members of our school community to tailor an educational support plan that is bespoke to each child's individual needs. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us and a positive transition to their Key Stage 3 (Secondary School) placement.

This document details options available to you either in school and the services provided by the Local Authority, Bristol City Council.

You are welcome to come in and talk to us at any time about your child's educational needs. Your child's class teacher can help and direct you to other members of staff in the school, which include a dedicated specialist team of Inclusion Managers who can advise you further.

Anne Rutherford
Executive Headteacher

CLASS TEACHER

Your child's Class Teacher is available for any parent/carer who is concerned about their child's progress or well-being in school. The teacher is available to talk about any concerns and meet with parents to discuss additional Special Educational Needs and Disability (SEND) support if needed.

Each class teacher retains responsibility for your child, including working with your child on a daily basis. They will write a Provision Plan that will be shared and reviewed with parents at least three times a year. They will regularly check on the learning progress of your child identifying, planning and delivering any additional help your child may need (this could be things such as targeted work, additional support) and letting the Inclusion Manager/SEND Coordinator know as necessary.

INCLUSION TEAM

Miss Rosalind Smith Inclusion Manager | Years 2-6 Lockleaze Road

Mrs Cheryl Jeans Assistant Headteacher | Reception & Yr 1 Lockleaze Road

Mrs Kate Langley SENDCo | Orchard Campus

Our Inclusion Managers coordinate all the support for children with special educational needs & disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

By working with parents/cares they will ensure that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

The team provide further specialist support and can access/direct training for teachers and support staff in the school so they can help children with SEND to achieve the best progress possible. They ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources e.g. Speech and Language Therapy, Educational Psychology.

They will keep our internal support and progress records up to date so that we can ensure all the SEND needs of pupils in this school are known by Class Teachers and other Leaders. This will be achieved by regular monitoring progress of children with SEND at least three times a year.

To prepare for you child who is joining the school or moving on to Secondary School they will liaise with pre-schools, secondary schools to ensure smooth transitions between settings.

THE SUPPORT AVAILABLE FOR CHILDREN WITH SPECIAL EDUCATION NEEDS & DISABILITIES

Class teachers will use differentiated teaching methods to meet the needs of all children on a daily basis. This would mean;

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like making the learning more practical, so that your child is accessing the curriculum at an appropriate level for them.
- Specific strategies (which may be suggested by the SEND Coordinator or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and may have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher could aid curriculum access by using a variety of strategies including: one to one adult support; visual timetables; writing frames; word banks; iPads, lap-tops or alternative recording devices; coloured exercise books/overlays; peer buddy system; seating arrangements; multisensory resources.





Small group work

These groups are known as intervention groups. Your child may be taught in intervention groups for a number of sessions during the school week.

- Sessions may be run in the classroom or outside.
- Sessions will be led by teachers and our specifically trained teaching assistants

For your child this could mean:

- They will engage in group sessions with specific targets to help them to make more progress in key areas identified as priorities for their development.

A teaching assistant/teacher or outside professional will run these small group sessions, all are overseen by the class teacher and the Inclusion Team.

One to One Support Programmes in School

Reading Recovery

Reading Recovery is an intervention programme for year one children who are struggling to start reading. It is aimed at children between the ages of 5 years and 9 months and 6 years and 3 months. The children are taught by a specially trained reading recovery teacher for up to 20 weeks (100 lessons) with a programme devised for their individual needs. At the end of the intervention the children should reach level Orange 15/16 which means they are at the correct level for their age.

Thrive

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. We have 6 licenced Thrive practitioners that support children in becoming more self-assured, capable and adaptable. It can also help to address any troubling behaviours providing a firm foundation for academic attainment.



SPECIALIST SUPPORT PROVIDED BY OUTSIDE AGENCIES AND THERAPISTS

Sometimes children have been identified by the SEND Coordinator as needing some extra specialist input in school from a bought in therapist or an agency outside the school. This may be from:

Speech and Language therapy, Occupational therapy, Educational Psychology, Art therapy, Play therapy, Physiotherapy, Behaviour Support, Inclusion Support, Traveller Support, Paediatrics, School Nurse or the Bristol Autism Team.

If the school considers external support may be necessary then the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Advising you on how to support your child at home.
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Agreeing targets which will include their specific expertise and provide advice where appropriate.
- Recommending suitable resources to support your child.

We aim to keep you up to date with the support your child is receiving and therefore you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school understand your child's particular needs better so that will be able to support them better in school.

The School has 2 Speech and Language Therapist who both work in school one day each week, a Play Therapist two days a week and an Art Therapist one day a week.

ADDITIONAL FUNDING TO SUPPORT YOUR CHILD NEEDS

Your child may be identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the usual funding allocated and available to the school.

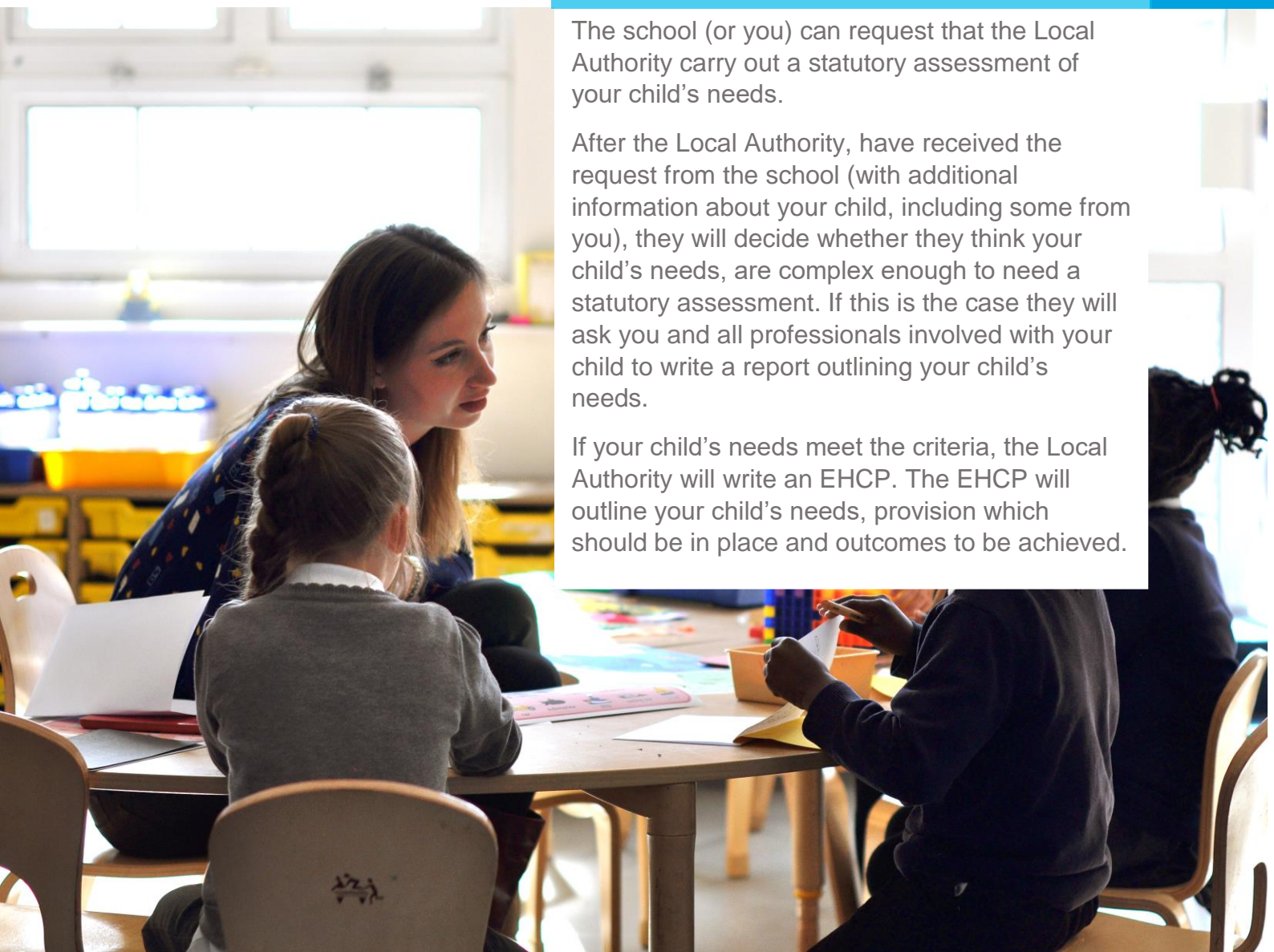
Applications can be made by the Inclusion Team for additional funding (sometimes known as top up funding). This funding is reviewed annually through an annual review which you will be involved in.

EDUCATION, HEALTH, CARE PLANS

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

After the Local Authority, have received the request from the school (with additional information about your child, including some from you), they will decide whether they think your child's needs, are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If your child's needs meet the criteria, the Local Authority will write an EHCP. The EHCP will outline your child's needs, provision which should be in place and outcomes to be achieved.



FURTHER INFORMATION

If you would like to find out more information, you can visit our website which has answers to some frequently asked questions, speak to your child's teacher by making an appointment or speak to a member of the Inclusion Team.



For Frequently Asked Questions, please visit www.filtonavenue.com/school-information/sen



Parents can also contact the Bristol City Council SEN team and find out further information on the Bristol Local Offer at www.findabilitybristol.org.uk



Parents can access support with issues surrounding SEN at www.supportiveparents.org.uk

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