



Bitterne CE Primary School

Information Report for Special Educational Needs and Disability (SEND)

Love Trust Forgiveness

We believe:

- all children should be valued regardless of their abilities and behaviours;
- all children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs;
- all teachers are teachers of children with special educational needs;
- all children can learn and make progress;
- all children should be challenged to achieve their full potential,
- all children benefit from a proactive team approach between home and school.



We believe in:

- effective assessment and provision for children with SEND;
- effective working partnerships with parents, children, the Local Authority and other external agencies;
- developing pupils' self-esteem, confidence and independence in preparation for the future.


Education Framework

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

- Learning difficulties
- Speech, language and communication difficulties
- Autism spectrum condition
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

	What is available for all pupils?	What is available for targeted pupils?	What is available for individual pupils?
<p data-bbox="197 272 472 300">Teaching Approaches</p> 	<ul data-bbox="562 272 1070 927" style="list-style-type: none"> • All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teachers will make provision within the classroom for children who require additional support. • Consistent routines and systems across the whole school. • Regular assessment of pupils' progress and setting 'next steps' in class learning scaffolded and differentiated class work. • Groups changed to reflect pupils' learning needs for each lesson. • Structured classroom environment to support learning. • Dyslexia, ASC, ADD/ ADHD Friendly learning environment. 	<ul data-bbox="1099 272 1599 603" style="list-style-type: none"> • Staff regularly assess targeted pupils to identify their next steps in learning and to plan for specific groups. • Small groups may be supported by either the class teachers or Teaching Assistants (TAs) as appropriate. 	<ul data-bbox="1637 272 2136 863" style="list-style-type: none"> • Detailed individual assessments may be used to identify the best teaching approaches for individual children and identify gaps in learning. • Learning tasks are adapted to meet the needs of individual children. • Staff will identify Key Objectives by gathering evidence from a range of sources and will develop and review achievable learning targets for individual pupils with 'Pupil Passports'. • Additional positive support is put in place for pupils who are struggling to make progress.
<p data-bbox="129 949 405 1007">Learning / curriculum approaches</p> 	<p data-bbox="562 949 1070 1118">Pupils have full access to the National Curriculum and Religious Education. Children in Year R will have full access to the Early Years Foundation Stage Framework.</p> <p data-bbox="562 1166 1070 1273">The curriculum will be adapted to take account of the needs of groups and individuals</p> <p data-bbox="562 1321 1070 1465">Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.</p>	<p data-bbox="1099 949 1599 1086">Intervention for small groups and individuals are planned with support from the class teacher, phase leader or inclusion team.</p> <p data-bbox="1099 1098 1599 1310">Additional meetings with parents are held with a focus on learning. During these staff listening to parents' views and give further advice and training where requested about how to support their child further at home.</p> <p data-bbox="1099 1358 1599 1497">The school uses a variety of methods to identify underachievement, children who learn effectively but do so at a slower pace and special educational needs.</p>	<p data-bbox="1637 949 2136 1086">Parents and school meet more frequently when necessary to discuss more individualised approaches for specific children.</p> <p data-bbox="1637 1134 2136 1278">The Inclusion Team may carry out further assessment when additional educational needs are identified and outside agencies may also be involved.</p> <p data-bbox="1637 1326 2136 1390">Parents will be consulted if outside agencies need to be involved.</p> <p data-bbox="1637 1437 2136 1497">Passports to Success are created in collaboration with parents and the child</p>

	<p>Formal Termly Parents' Evenings can be booked online or through the school office for progress updates.</p> <p>Teachers are happy to meet throughout the year to discuss any concerns that parents may have about their child.</p> <p>Seesaw (a secure online APP) is used to support learning at home and to give curriculum updates, allowing parents to be actively involved in their child's learning.</p> <p>All pupils will have been introduced to Makaton through singing to support individuals.</p>	<p>These include:</p> <ul style="list-style-type: none"> • Assessments • Discussions with parents • Pupil Progress meetings • Class teacher discussions with the Inclusion Team • Consultations with outside agencies. <p>Makaton is used as a complimentary language to further assist key students.</p>	<p>for pupils who have a Special Educational Need.</p> <p>Learning targets are written and reviewed by the pupil and class teacher/teaching assistants. These are shared with parents and discussed at Parents Evenings or at other times when requested.</p> <p>Key staff will have Makaton training to support specific identified needs of individuals who have an Education Health and Care Plan.</p> <p>Where appropriate, Foundation Subjects may be taught in a nurturing environment alongside social/ emotional needs. These are taught using a practical approach in the afternoons.</p>
<p>Support</p> 	<p>Bitterne CE Primary School is a fully inclusive school, where the whole school community respects the rights and needs of others.</p> <p>All staff are made aware of specific needs of a child and are advised on teaching strategies for High Quality teaching.</p> <p>Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with a variety of needs.</p> <p>Instructions are simplified and supported with visual and auditory aids</p>	<p>The school has Specialist Teaching Assistants who specialise in supporting pupils with specific needs and coaching other Teaching assistants. These include:</p> <ul style="list-style-type: none"> • A SALSA who supports in - developing a pupil's speech, language and communication skills. • A Specialist teaching assistant in Literacy interventions. • An Autism Ambassador http://www.ascambassador.org.uk/ <p>Targeted opportunities are given to access individual and small group work to develop independence and organisational skills. These can include working on</p>	<p>Children with SEND in school may also be supported by external agencies and parents are always consulted.</p> <p>The primary contact for these agencies is the Inclusion Leader, who will involve other staff members as appropriate and liaise with parents.</p> <p>Where a pupil needs significant support or has complex needs with intimate care or medical needs, staff will follow the guidance of the relevant NHS department. An Individual Health Care Plan may be created if requested by parents or medical professionals as explained in the Medical needs Policy.</p>

	<p>where necessary with checks for understanding.</p>	<p>targets agreed with the child and celebration for their achievement.</p> <p>Children with Additional Need have extra support within transition to ensure a clear understanding of the support that they require.</p> <p>Where pupils require some additional support with changing, toileting or temporary medical needs, staff and parents will agree one of the following:</p> <ul style="list-style-type: none"> • Intimate Care Plan which is overseen by a Higher Level Teaching Assistant • Long-term / Short-term medical condition form which is overseen by the Business Manager 	
<p>Environment and physical resources</p> 	<p>Bitterne CE Primary School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p> <p>The school supports individuals who rely very heavily on structure to manage change and unpredictable events.</p>	<p>The school has three dedicated Nurture Rooms providing a structured programme of work to support identified children with their social and emotional needs. Shooting Stars and Squirrels Nurture groups are primarily based inside the school building and Woodlands Nurture Group uses the natural environment as a key resource. These provide children with opportunities to work cooperatively with their peers and manage their feelings.</p> <p>Sensory and Accessibility audits are performed when needed and reasonable adjustments are made.</p>	<p>The Inclusion leader co-ordinates the liaison and multi-agency working to support children with disabilities and to provide any specialist equipment or adaptations that may be needed.</p> <p>A Higher-Level Teaching Assistant (HLTA) coordinates and liaises with NHS staff to implement occupational and physiotherapy programmes.</p> <p>The school has two large disability toilets with space for hi-low beds when allocated for identified children.</p> <p>Staff receive training to use equipment and procedures safely and according to policies.</p>
<p>Emotional</p>	<p>Bitterne CE Primary School is a School of Sanctuary.</p>	<p>If children require additional focused support with their social, emotional and</p>	<p>We have a two trained Emotional Literacy Support Assistants (ELSA) who</p>



The school works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. We are proactive in developing acceptance of Inclusivity in all pupils.

Personal, Social and Health Education (PSHE) and Citizenship is taught to all pupils in all year groups. The foci are outlined on the curriculum overview under the PSHE sections

The school encourages extra-curricular clubs and sports activities to develop social and interactional skills with opportunities to work cooperatively with peers.

The school has a [Behaviour and Anti-bullying Policy](#) which outlines expectations with clear rewards and sanctions.

The school uses a Positive Behaviour Support approach (PBS). This is a person centred approach to support all children including those with additional learning needs understand school expectations and rules.

behavioural development, teachers may offer individualised targets to the children. They may also offer class circle times to discuss any difficulties in a structured and respectful environment.

The school has three nurturing groups which run every afternoon. Some children who have been identified as requiring additional social, emotional and behavioural support (SEBD) through a Boxall Profile or through another analysis may be targeted to attend these groups if it is felt appropriate.

Where pupils meet the criteria, the school can refer pupils to the NHS [Mental Health in Schools Team](#) (MHST) which can provide additional support for emotional wellbeing.

can support pupils when a need has been identified. These are Teaching assistants who has received additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.

Some children who display challenging behaviour have Behaviour Response Plans. These plans are shared across the school to ensure a consistent approach during each stage of escalation and de-escalation.

Frequently asked questions from the young person's point of view:

Question	Answer
<p>What sort of school are you? I have a special need. Would you be able to help me to learn? Would I be able to join your school?</p>	<p>We are a mainstream school, which means that anyone can join our school. We try hard to help children learn with all different types of need.</p>
<p>How does Bitterne CE Primary School know if I need extra help?</p>	<p><i>Your teachers track your progress and they will know if you need extra help.</i></p>
<p>What should I do if I think I need extra help?</p>	<p><i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant.</i></p>
<p>How will I know if I am doing as well as I should?</p>	<p><i>Your teacher will let you know how well you are doing in class through talking to you and through their marking when they give you a tick and a tip. Someone from home will have meetings with your teacher to explain how you are doing. You will also have a school report in the summer term. Whenever needed, your teacher will speak to someone from home so you will know how well you are getting on in your learning.</i></p>
<p>How will my work be organised to meet my individual needs?</p>	<p><i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard but it will make you think.</i></p>
<p>Who will tell me what I can do to help myself and be more independent?</p>	<p><i>All the staff at Bitterne CE Primary School can help you to become independent.</i></p>
<p>If I have difficulty in taking part in school activities, what different arrangements can be made? a. How will I know who can help me? b. Who can I talk to about getting involved in school activities if I need extra help?</p>	<p><i>You will be introduced to all staff that will be working with you so that they understand your needs.</i></p> <p><i>You can talk to your class teacher or Teaching Assistant if you would like to be involved in school activities where you may need extra help.</i></p>
<p>How can I get help if I am worried about things other than my school work?</p>	<p><i>You can talk to any teacher or Teaching Assistant. You can also ask to speak with an Emotional Literacy Support Assistant.</i></p>
<p>How will I be involved in planning for my needs and who will explain it and help me?</p>	<p><i>Your teacher will have a meeting with you to discuss how you are getting on. This is called a pupil conference. Your teacher will also tell you what your targets are.</i></p> <p><i>If you have a Passport to Success or a Behaviour Support Plan, this will be discussed with you by your teacher or teaching assistant.</i></p>
<p>What should I do if I am worried about something?</p>	<p><i>Talk to your teacher, Teaching Assistant or any other familiar adult in the school.</i></p>
<p>Are there staff in school who have been trained to help young people who need extra help?</p>	<p><i>Our Inclusion Leader is trained to help children with learning needs. She has been on lots of courses and has made sure that the Teaching Assistants are well trained and know how to help you.</i></p>
<p>Can school staff get extra help from experts outside the school if they need to? (eg advice and training on medical conditions)</p>	<p><i>We work with lots of people who can support you too, for example, specialist teachers, therapists, nurses and social workers.</i></p>

I use a wheelchair. Will I be able to move around your school easily?	The school car park has a disabled parking space for your parents' car and there are ramps in the playground and at doors. Most of the school is on the ground floor, but the year 3 and 4 classrooms are up a flight of stairs. Unfortunately, we do not have a lift. We have several disabled toilets that you can use. The playgrounds are on a flat tarmac surface, so that should be easy for your wheelchair to move over for games sessions and at playtimes. It would be a good idea for you to come and have a look round to see what you think.
What help is there to help me get ready to start at my school?	<i>We will talk to your current school and your parents/carers. You are welcome to come and visit Bitterne Primary School. We can give you a school prospectus and write you a social story if this would help you. A member of staff or some other children will give you a tour of the school once you have started.</i>
I am worried about moving up to a new year group. How can you help me?	We will organise extra sessions for you to visit your new year group and meet with your new teacher and other staff. We will give you photographs to remind you and we will write you a social story if it helps.

Frequently asked questions from the parent carer's point of view:

Question	Answer
What type of school are you, what special educational needs do you cater for and are there eligibility criteria?	<ul style="list-style-type: none"> ❖ Bitterne CE Primary School (BPS) is a mainstream primary school catering for the needs of pupils from Year R to Year 6. ❖ The Governing Body supports the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities. Its admissions policy has due regard for the guidance in the Code of Practice. ❖ No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. ❖ Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.
How does the school know if children need extra help? What should I do if I think my child/young person may have special educational needs?	<ul style="list-style-type: none"> ❖ We are committed to early identification of special educational need. A range of evidence is collected through our usual assessment and monitoring arrangements. We also listen to the advice of other agencies for example health and special schools. If this information shows that your child is not making the expected progress, the teachers will decide whether extra help is necessary and discuss this with you. ❖ If your child has an Educational Health and Care plan, it will tell us clearly about the extra help that your child needs. ❖ If you are concerned and think that your child may have special educational needs, you need to speak to your child's class teacher or contact the Inclusion Leader or Assistant Inclusion Leader through the school office.

<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> ❖ Bitterne CE Primary School (BPS) has a clear policy for the inclusion of pupils with special educational needs and disabilities. You can find a link to this document on the school website. ❖ Your child's progress is regularly monitored by the class teacher, subject leaders and the senior leadership team, through day to day assessments which are carried out in class. We check each pupil's progress at Pupil progress meetings every half term. ❖ If necessary, we may arrange for a more in-depth assessment to be carried out on your child through a Specialist Teaching Assistants or outside agencies. These experts will then support our school in making appropriate provision for the individual needs of your child and will help us set targets. ❖ You will be invited to contribute to any professional meetings about your child. ❖ If your child has an Educational Health and Care plan (EHCP), it will tell, an annual review is held according to the guidance in the Code of Practice to which you will be invited and we will all discuss how well your child is doing and the next steps in their learning at home and school. ❖ You will have regular opportunities to discuss your child's progress at termly Parents' Evenings, where the class teacher will discuss the progress that your child has made and explain their targets to you, along with suggestions about how you can help. ❖ We keep parents informed at all stages when additional needs have been identified. ❖ You will receive a written report annually and we will always ask to see you if we have concerns about your child's progress. ❖ We have an 'open door policy' at Bitterne CE Primary School. If you want to know how your child is doing at any time, you can ask your child's class teacher for a meeting when you see them at the end of the day, or you can leave a message for them to contact you at the office. ❖ BPS's governing body are responsible for overseeing the school's provision for pupils with SEND (special educational needs and disabilities). There is a group of governors known as 'The Inclusion Team' who liaise regularly with, and support the Inclusion Leader. ❖ Data showing how children with special educational needs are progressing is discussed regularly at governor meetings. The governors ask questions about the support we put in place, and ask us to prove that it is effective.
<p>How will the education setting staff support my child?</p>	<ul style="list-style-type: none"> ❖ For details about the varying levels of support for children with different special educational needs and disabilities, please look at the chart at the top of this document. ❖ Your child's class teacher and the Inclusion Leader will oversee and plan your child's education programme. Depending on the intervention required, your child may be working in a small group with support during literacy and/or mathematics. ❖ Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour; a Teaching Assistant may support your child to be a successful member of the

	<p>school community.</p> <ul style="list-style-type: none"> ❖ It may be appropriate for your child to have one-to-one support for example with a speech language and communication programme or support for reading. This will all be explained to you by your child's class teacher. ❖ If an intervention is put in place, we will check that it is working regularly. ❖ We use a range of interventions which have been shown to have good results on pupil progress. ❖ We work closely with parents to make sure that your child receives the best possible support both in and outside of school. ❖ Provision for pupils with SEND is the key responsibility of the Inclusion Leader and the SEND Team, supported by the Head teacher, the Senior Leadership Team and the Class Teachers.
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> ❖ All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. For details about the varying levels of support for children with different special educational needs and disabilities, please look at the chart at the top of this document. ❖ Staff will make reasonable adjustments to meet the range of special educational needs within their teaching. ❖ Support for your child will often be through adapting the teaching materials or physical environment, or through small group teaching. ❖ Teaching and learning is monitored by the Senior Leadership Team. ❖ Assessment of your child's learning is used to plan and adapt lessons. ❖ Some pupils will require support above and beyond this differentiated learning. These pupils will have an individual plan, known as a Passport to Success. Parents and other experts may contribute to the targets on this plan. ❖ Feedback both verbal and written is given to pupils about their learning. This identifies something they have done well, and something they should aim to do to improve their learning. ❖ Pupils are encouraged to discuss and evaluate their own learning performance and to identify what they think they might need to make progress. Peer group assessment is used to good effect. ❖ Class Teachers and Teaching Assistants work closely with the Inclusion Leader or Assistant Inclusion Leader and other specialist agencies to discuss the needs of individual children. They will consider the most effective strategies and if additional resources are required. ❖ BPS aims to ensure that your child is given every opportunity to develop self-confidence and independence in all aspects of school life.
<p>How is the decision made about what type and how</p>	<ul style="list-style-type: none"> ❖ Every term (with additional reviews), the leadership team meets with each class teacher to

<p>much support my child will receive?</p>	<p>discuss pupil progress. If there is a need for some extra support this will be discussed with you and agreed by everyone that needs to help your child.</p> <ul style="list-style-type: none"> ❖ The local authority provides funding for schools to meet the needs of all children with Special Educational Needs and Disabilities. If your child has an identified need, the leadership team will allocate support. For example, your child might have extra group sessions, individual sessions, or the leadership team may allocate a Teaching Assistant to work in class so that the class teacher can focus more closely on your child when necessary. ❖ If your child has an EHC, we will ensure that the provision specified in Part 3 is provided.
<p>How will my child be included in activities including trips run by your setting?</p>	<ul style="list-style-type: none"> ❖ Our school tries to ensure that all children have equality of opportunity in all aspects of the curriculum. This is outlined in our Single Equality Policy in line with the Equality Act 2010. ❖ Inclusion may require a pupil to be given alternative, adapted or additional activities and opportunities to achieve the same learning outcomes as their peers. ❖ Risk assessments are carried out for ALL out of school trips and visits. The needs of vulnerable pupils such as those with SEND are considered as part of this process and appropriate arrangements are made to ensure all pupils are fully included.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> ❖ At BPS we have high expectations of all of our pupils. We aim to ensure that your child makes the best possible progress through individual target setting. This allows pupils to achieve a positive sense of success with their own learning and abilities. ❖ The Deputy Head Teacher is in charge of behaviour and will support pupils with difficulties in this area to improve their 'behaviour for learning' and also to give advice and ensure a consistent approach with staff. ❖ A range of rewards are awarded to pupils for exemplary or improved behaviour, work and/or attitude. ❖ The deputy Head also manages the school's ELSA (Emotional Literacy Support Assistant), who provides support sessions for identified pupils. Our 'Family Leader' supports children in their overall well-being, whilst working alongside parents. In addition, the school has a Nurture Group for children who need additional support with social, emotional and behavioural difficulties. ❖ We celebrate children's successes and progress through a variety of achievement assemblies. ❖ The Inclusion Leader and Deputy Head work as a team and will monitor your child's overall wellbeing. They will inform other staff of any situations which they need to be aware of in order to support your child. They will develop risk assessments for your child if necessary alongside yourself and key staff in order to keep them as safe as possible. ❖ The Inclusion Leader monitors and supports children with Special educational Needs and Disabilities and will check that they have suitable programmes and targets to help them make progress. Your child's class teacher will set these and discuss them with you. ❖ If your child has additional physical or medical needs the school will create a Passport to

	<p>Success to ensure that this pupil's needs are known by all relevant staff. If appropriate, medical alert information cards will be used to prioritise your child's well-being and safety in school. Your child's picture and details of what to do in an emergency will be clearly displayed for relevant staff to refer to quickly.</p> <ul style="list-style-type: none"> ❖ If your child has a need involving the administration of medicines or intimate care, the school aims to be flexible and supportive wherever possible and has comprehensive policies to offer guidance to staff and parents. These policies are available on request. We have close links with our partners in health, for example with our school nurse. ❖ The school supports children with SEND contribute to all aspects of school life and they are encouraged to take on roles of responsibility such as peer mediators and prefects. If necessary additional support is provided in order to help them achieve this.
<p>What training have the staff supporting children and young people with SEND had?</p>	<ul style="list-style-type: none"> ❖ The named SEN Coordinator is the Inclusion Leader, Clare Bailey who is an experienced SENCO of 20 years. The Inclusion Leader identifies training needs alongside the Deputy Head Teacher. ❖ All staff at BPS undergo regular training relevant to their role in supporting your child and there is a programme of continuing professional development in place for all teaching and support staff. ❖ Individual staff members may be trained to deliver specific interventions under the guidance of the SENCO, the SEN Team, or Specialist Support Teams. ❖ Some support staff are responsible for delivering special interventions to individuals working on targets set by partner agencies. (eg. Speech and Language or SAOS - Southampton School's Outreach Service). In this instance training will be provided on an ongoing basis, directly from these specialist agencies, who continue to oversee the delivery of these interventions. ❖ Staff are also supported in the classroom through coaching. Teaching assistants are coached by the Inclusion Team and Specialist Teaching Assistants.
<p>How accessible is Bitterne CE Primary School?</p>	<ul style="list-style-type: none"> ❖ The Single Equality Act 2010 requires all public service providers to ensure that their establishments are accessible to all potential users including those with SEND. As part of our Single Equality Policy we regularly review the accessibility of the school premises. ❖ Our school building is on two levels with stairs. We do not have a lift. We make every reasonable adjustment possible. ❖ We will work with other agencies to ensure that any additional access requirements that your child needs are put in place where possible. ❖ The school has a disabled parking bay. ❖ There are ramps available to access the building and we have three accessible toilets. ❖ The playground is mainly flat and of a tarmac surface suitable for wheelchairs.

<p>How are parents/ young people currently involved in your education setting? How can I get involved and who can I contact for further information?</p>	<ul style="list-style-type: none"> ❖ We welcome involvement from all parents and aim to work in partnership with them. We will work with you to support your child's learning at home and school, and are willing to offer help and support. ❖ We run parent workshops to help parents understand areas such as reading, phonics and maths. You could sign up to join a session when they are advertised. ❖ You may wish to volunteer in school. We have special teaching assistants which will help you do this. All our volunteers must have safeguarding training and a DBS check. This is very easy to organise. All you have to do is ask at the office and they will do the rest. ❖ The school has an active Parent Forum, who will keep other parents informed of any opportunities to support the school. ❖ Our school website and regular newsletters provide information to parents about how you can support your child's learning and be involved in school events. ❖ You may wish to find out about opportunities to be a school parent governor, a member of Bitterne Friends Parent Teacher Association or a parent forum representative. Please ask at the office for further details about these opportunities. ❖ You can discuss your child's needs and receive feedback from the class teacher at termly parents evenings; however, if you wish to have further updates, you can request a meeting either directly with your child's class teacher at the end of the day, or by leaving a message with the office. ❖ If your child has an EHC plan we will organise additional review meetings. Both you and your child will be invited to contribute. These may form part of your termly Parents Meeting. ❖ We recognise that all pupils should be involved in making decisions. Where appropriate your child will be involved in monitoring and reviewing their progress. ❖ We try to fully involve all pupils by encouraging them to: <ul style="list-style-type: none"> ○ state their views about their education and learning ○ be involved in individual target setting ○ self-review their progress and identify their next steps.
<p>What steps should I take if I have concerns about the school's SEND provision?</p>	<ul style="list-style-type: none"> ❖ Your first point of contact, if you want to discuss something about your child, is your child's class teacher. ❖ If you have further concerns, you should ask at the office and make an appointment to speak to the Inclusion Leader. ❖ You can contact any member of the school leadership team if you are still worried. ❖ In the unlikely circumstances that your issue has not been resolved, the school's Formal Complaints Policy, (available at the office) will support you in how to make a formal complaint to the governors.
<p>What specialist services and expertise are available at or accessed by Bitterne CE Primary School?</p>	<ul style="list-style-type: none"> ❖ In the same way as all other Southampton Schools, we have access to a range of professionals and specialist agencies to support your child's individual needs. Your permission will always be asked for in order to involve other agencies.

	<ul style="list-style-type: none"> ❖ All support agencies operate a system of criteria for their involvement and a process of referral must be followed. We receive a support from a variety of agencies including: <ul style="list-style-type: none"> ○ Educational Psychology Services ○ Southampton School's Outreach Services (SAOS) ○ Southampton Specialist Teaching and Advisory Service ○ School Nurse ○ CAMHS (Child and Adolescent Mental Health Services) ○ Speech and Language Therapy Services ○ Occupational and Physio Therapy Services ○ 'Family Matters' support workers ○ MHST (Mental Health in School's Team) ❖ We work closely with parents and use the CRS (Children's Resource Service) where appropriate to liaise and refer to other agencies.
<p>How will the Bitterne CE Primary School prepare and support my child to join the school and then transfer to a new school?</p>	<ul style="list-style-type: none"> ❖ When your child joins the school, you will be shown round by a member of staff and introduced to key members of staff who will support your child. This will be a chance for you to ask any questions that you may have. ❖ Staff make visits to pre-schools in order to find out about your child and plan for them before they join us. ❖ If your child is joining us from another school, a member of staff will phone the school to find out about the support they have been receiving and request relevant paperwork. ❖ If your child has more complex special needs, then a member of our staff will meet with you to plan their transition. This member of staff will either be an Inclusion Leader, or will liaise closely with them. ❖ When your child moves year group, they will be involved in transition days, where they spend part or all of the day in their new classrooms with their new teachers. ❖ If your child has additional social or emotional needs, a personalised transition plan may be put in place to allow a longer period of gradual transition. Our ELSA is involved with this special transition. Parents and other professionals as appropriate are invited to be a part of this plan. ❖ Within school, teachers meet for 'handover' meetings to ensure that your child's new teacher are well aware of their needs. ❖ Year 6 staff and Inclusion Leader liaise with the receiving Secondary schools. Extra transition visits are arranged as necessary.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> ❖ If you would like to apply for a place at Bitterne CE Primary School please contact the school to arrange a visit and make an application through Southampton Local Authority admissions. ❖ To find out further information about the Local Authority's Local Offer, click on the link at the end of this document.

What should I do if I need further advice?

The Southampton Special Educational Needs and Disability (SEND) Information Advice and Support Service (IASS) is a local organisation contracted by Southampton Local Authority to deliver an independent service to families with children and young people with special educational needs living in the city.



<https://www.southamptonsendiass.info/>

Contact: Phone: 0300 303 2677

Email: southamptoniass@roseroad.org.uk

Facebook: [Southampton SEND IASS](#)

Where can I find out information about the Local Authority Local Offer?

Visit the local authority website: <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

