



Evergreen Primary Academy

Special Educational Needs & Disabilities (SEND) Information Report, September 2021

Our school's offer for children with special educational needs or disabilities.

Interpreters are available in school to support your understanding of our offer.

How does Evergreen Primary Academy know if my child needs extra help?

- When a child starts at Evergreen Primary Academy, we ask parents if they feel their child has any additional needs.
- We take information from nursery settings or previous school and use this to inform our knowledge of the pupil.
- Teachers get to know children through building **positive relationships** and by working closely with them. In addition, they use **on-going assessments** in reading, writing and maths, as well as speaking and listening. This information helps to identify which children may need additional support to ensure they are reaching the expectations for their year.
- The Academy uses the **Asses, Plan, Do, Review** model to give us further information if we are concerned about needs.

What should I do if I think my child has extra needs?

- If you think your child has extra needs, talk to their class teacher first. They may then refer the child to the **SENDCo, Deborah Barkham**. Or you can speak to our SENDCo directly.
- We use the **Code of Practice 2014** categories of special needs: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory Needs.
- In line with the Code of Practice, 2014, a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them:

If they have a significantly greater difficulty in learning than the majority of others of the same age.

Or:

Have a disability which prevents or hinders them from making use of the schools' facilities.

How will the academy support my child's special educational needs? How will other staff know about my child's needs?

- It is the class teacher's responsibility to plan inclusively for **all** children in the class in order to meet their needs, and to provide learning opportunities that are accessible, meaningful, provide challenge and promote independence.
- Children with special needs will have a **1 page profile** that explains their needs and the strategies that will support progress. These have been written by school staff and shared with the child and parents.
- In class support will be provided by the class teacher and/or LSA. This may involve additional resources and differentiated learning objectives.
- Additional 1:1 or small group interventions may be set up, and these will be carefully monitored to ensure they are appropriate and that children are making progress.
- 1 page profiles are **reviewed 3 times a year** with SENDCo, class teacher and LSA.
- **Progress of all pupils is tracked regularly**, and class teachers have **weekly meetings** with the principal, vice principal and SENDCo. At these meetings, we discuss the needs, provision and progress of children with special educational needs.
- **Training** is provided to teachers and support staff to help them to meet the needs of individual pupils.
- The SENDCo may refer your child for additional support from **health, speech and language or educational psychology services**. This will always be done with your permission, and in partnership with you.
- For children with more complex needs, it may be necessary to apply for additional funding (**Top Up Funding**). These children will have a more detailed **Support Plan** and a provision map to identify additional strategies, adult support and interventions.
- The Academy may apply for an **Educational Health and Care Needs Assessment (EHNA)** if we feel that children will need on-going and intensive support. This assessment may lead to an **Educational Health Care Plan (EHCP)**. These applications will be done in partnership with parents/carers.

How will the curriculum and learning be matched to my child's need?

- Inclusive quality first teaching will enable all children to access the curriculum. The Academy uses an **I Do, We Do, You Do** approach that supports children to understand new concepts through careful modelling, group practice and individual practice.
- Class teachers are responsible for the overall learning of each child in the class, including for pupils with special educational needs and disabilities.
- They will **plan additional and/or different learning** that is **differentiated** to ensure every child at every level makes progress.

- Some children with special needs may need a more personalised curriculum and timetable. This will be agreed with parents and carers.

Who will explain this support to me?

- Your child's teacher or the SENDCo will explain the support that your child is given and will let you know what extra sessions your child is having.

How will school and parents know how well my child is doing?

- Teachers and LSAs will assess children's progress continuously through observations and assessments. They will review their progress and set new targets. (This is the assess, plan, do, review model).
- Parent meetings are held **3 times a year** and the SENDCo will be involved in the meeting with parents for children on the register.
- Additional meetings may be held to discuss support and progress. We encourage parents to contact the Academy and ask for meetings with the class teacher and SENDCo if they have any worries.
- If your child gets extra Top Up funding, or has an EHCP, you will be invited to an **Annual Review** every year. This is where parents/carers, school staff and outside agency professionals all share information on the progress of your child and set targets for the following year.

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

- This can be done by talking to your child's class teacher, LSA or the SENDCo.
- We hold fortnightly parent coffee mornings where we share strategies to support your children in reading, maths, speech and language, as well as in emotional support.
- We can support parents to get extra help outside school from a variety of agencies. Please see **Deborah Barkham** or **Julie Vincent** for more information.

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

- At Evergreen Primary Academy we understand the importance of nurturing the whole child. Happiness and self-confidence are crucial factors for success.
- The Academy uses the Gems system to promote positive learning and relational behaviours for all children.

- Dedicated weekly **PSHE lessons** using the **Jigsaw** scheme encourage self-esteem and self-confidence as well as strategies for managing difficult feelings.
- Social, emotional and behavioural support is offered through links with our **counselling service, The Bridge Foundation**. This service offers integrated support for parents/carers and children, and advice to school staff to support needs in the classroom. We also offer a **parent counselling** service.
- We have a dedicated **first aid team** to help with any medical needs.
- Our **Parent Support Advisor**, Julie Vincent, supports family needs that may impact on your child's wellbeing. Please contact Julie Vincent for information on housing, benefits or any other additional support needs.

What specialist services are available?

We work closely with the following services:

- School Nurse
- Bridge Foundation for Social and Emotional support
- Educational Psychologists
- Speech and Language Therapy Service
- Paediatrician
- Bristol Autism Team
- North Star Outreach Team
- The Nest Alternative Learning Provision
- Better Bilingual

What training have staff had to support children with SEND?

- Teachers and LSAs have regular training to support all children, including those with special educational needs and disabilities.

If my child has SEND, how will they be included in clubs or school trips?

- Clubs are open to children of all abilities and teachers may specifically target SEND children for certain clubs. Some SEND children may need adult support to attend clubs - please speak to your child's teacher in the first instance.
- Our inclusive ethos means that all children are included on all trips as an entitlement, and we will provide additional staff to ensure this. Sometimes this may mean that we will ask parents to support us on some trips, either in planning or in joining us on the trip.

How will the school prepare my child to join, or when it is time to move on, to another school?

- We work closely with our link nursery schools and with secondary schools in the local area.
- We have an **induction procedure** to help new pupils settle in to school
- **SENCOs and teachers from both settings talk together**, and meetings are arranged to share information. This will include parents/carers and pupils.
- **Extra visits** are organised to prepare the child for the new setting. Sometimes these happen weekly before a child is due to move to secondary school.
- Staff will also prepare children by working with **timetables, maps, photos and plans of the new school**.

How is the decision made about what type and how much support is given?

- The school has a **graduated response** to children's needs. On- going discussion takes place with the SENCO, senior leaders and class teachers to decide on the most appropriate support for a child.
- We will at first put in additional reading/writing/maths support, speech and language or behaviour for learning support, depending on the needs of the child.
- If your child is still not making enough progress, we may refer your child to **another agency** (such as Educational Psychology, Speech and Language Therapists, School Nurse or paediatrician).
- If we are still concerned about progress we may apply for additional money to help finance the extra support needed through **Top Up** funds.
- We may apply for an **Education Health and Care Plan (EHCP)** for children with more complex needs.
- Sometimes we may consider that a child's needs are best met on a **part time timetable** for a **limited period**.
- We may feel that an **Alternative Learning Provision** will provide the best support for a child for a limited period. This would be applied for in agreement with parents/carers. Children would remain **on-roll at Evergreen Primary Academy**.
- Occasionally, school staff, professionals and parents/carers may agree that their child's needs are best met more permanently in a **special school**. Support will be given to parents/carers to work through this process with school and the Local Education Authority.

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

- We know how helpful it is to have good home school communication and teachers will always be happy to speak to you. Please make an appointment through the school office.
- Parents are encouraged to attend our coffee mornings and regular parent meetings.

- Parents can contact teachers via **Class Dojo**, as well as keeping up to date with class stories.

Who can I contact for further information?

- Speak to your class teacher first, or see Deborah Barkham, SENDCo, Julie Vincent or Safia Duale, parent advisors. We can also sign post you to other support services for parents, such as Supportive Parents (tel: 0117 989 7725).
<https://www.supportiveparents.org.uk/young-people-16-25/virtual-hub/>
- Please also look up Bristol's Local Offer for SEND:
<http://www.bristol.gov.uk/bristol-local-offer>
- Interpreters are available in school to support your understanding of our offer.