

Special Needs Information Report

Head teacher: Mrs Georgina Whitfield

Special Educational Needs and Disabilities Co-ordinator (SENCO): Mrs Karen Fletcher

Special Needs and Disabilities Governor: Mrs Claire Hawkins

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At Bickerton Holy Trinity Primary School we work hard to ensure that every child is happy, supported, is fully involved in learning and makes good progress. We have an extensive range of support systems in place in order to achieve this and our school building is accessible by all children. Our SEN Co-ordinator (Mrs Fletcher) has the National SENCO Award and a Masters in Special and Inclusive Education.

Mrs Fletcher offers at least termly meetings for parents and children who are on our Special Needs Register so that everyone is fully engaged and informed and are able to work together as a team to support the child's learning and development.

Further information about our current offer for SEN is available in the download from this page.



What is the Local Offer?

The Cheshire East's Local Offer

The Children and Families Bill was enacted in September 2014. From this Local Authorities (LA) and schools are required to publish and keep under review information about the services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choices and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Cheshire East publish a Local Offer and is available from the website:

www.cheshireeast.gov.uk/localoffer

Cheshire East Toolkit for SEND outlines the provision and support that Cheshire East Council expects to be in place in all educational settings which support Cheshire East children and young people with SEN , and forms an important part of the [Cheshire East Local Offer for SEND](#). It is available from the website:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

What is the Special Needs Information Report?

The SEN Information Report explains how the school's SEN Policy is used. It explains how help and support works for the children with SEN at Bickerton Holy Trinity Primary School. It details what happens and how.

SEND Code of Practice 2014	Provision for Bickerton Holy Trinity Primary School
Type of setting	Mainstream Primary School
Specific Age Range	4-11 Years
Number of Places	20 per year group
SEND at Bickerton Holy Trinity Primary School	
Which types of special educational need does Bickerton Holy Trinity Primary School cater for?	<p>We are an inclusive Church of England mainstream setting catering for children with a wide range of needs who are able to access the mainstream curriculum with differentiated support.</p> <p>The four board areas of SEND needs are:</p> <p>Communication and interaction Cognition and Learning Social, Emotional and Mental Health difficulties Sensory and/or Physical needs</p> <p>We are committed to providing a high quality education for all children in our care.</p>
What are the different types of support available for children with SEND in your school?	<p>We vary the support depending on the individual needs of the child, this will include:</p> <ul style="list-style-type: none"> • Class teacher input via excellent target teaching (Quality First Teaching) <p>In addition to this a child may require support as part of being on First Concerns or on a School Support Plan:</p> <ul style="list-style-type: none"> • As part of a small group intervention with one of our wonderful teaching assistants • In Specialist groups run by outside agencies e.g. Speech and Language therapy

	<ul style="list-style-type: none"> Specified Individual support, usually provided via Educational Health and Care Plan (EHCP)
SEND Identification	
How will you know if my child needs extra help?	<p>Within our school there is a wealth of experience on our team to ensure early identification of pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour.</p> <p>To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.</p> <p>These include:</p> <ul style="list-style-type: none"> Regular informal/formal discussions with the Class Teacher, SENCO and Head Teacher about pupil's progress, during which we identify any pupils who are not making expected progress. As a staff we share any concerns about progress or concerns about a pupil's general well-being. Talking to parents and listening to their concerns or worries. Talking to the pupil and listening if they say they need extra help or have worries. Liaison with any other professionals such as health professionals. Talking to any previous school or any prior education setting the pupil may have been at.
What should I do if I think my child needs extra help?	<p>We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify together if your child needs extra help.</p> <p>It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life.</p> <p>If you think your child needs extra help you should:</p> <ul style="list-style-type: none"> Speak to the class teacher and make an appointment to speak to him or her after school. The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed. You can contact the SENCO by making an appointment with the school office.
Where can find the setting/School's SEND policy and other related documents?	<p>Please visit our website: www.bickertonprimaryschool.net</p> <p>The website will provide you with all relevant school policies and documents relating to provision offered to our pupils. You can find the Additional Needs Policy in the policies tab.</p>
Teaching, Learning and Support	
How will you teach and support my child with SEND?	<p>All children have their own personalities, strengths and areas for improvement. Teachers and teaching assistants plan work daily for every child based on their assessment of the child's needs.</p> <ul style="list-style-type: none"> We are an inclusive school and aim to provide a learning environment which will meet a wide range of different needs.

	<ul style="list-style-type: none"> • In the school we have a wide range of expertise and skills, which support the teaching, learning and support for pupils with SEND across the school day. • We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge. • Planning for SEND pupils is done by the individual class teachers and includes quality first teaching as part of the graduated approach. • Parents of children with SEND needs are invited to meet for a School Support Planning Meeting with the class teacher and SENCO, Mrs. Fletcher, three times a year to discuss provision and impact. • Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils, or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day. • Teachers create class provision maps to show how they are addressing the targeted needs of children on First Concerns or on a Support Plan. Children with SEND have individual targets, but all children have maths and literacy targets.
<p>How will the curriculum and learning environment be matched to my child's needs</p>	<p>As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs and/or it may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account for individual specific needs.</p> <p>We seek professional advice from other agencies, such as the Cheshire East Autism Team, Speech and Language Team, Emotionally Health Schools and Educational Psychologists to help us match the curriculum and learning environment to a pupil's needs.</p>
<p>How are the school's resources allocated and matched to children's needs?</p>	<p>The Head Teacher decides on the budget for special educational needs in consultation with the school governors.</p> <p>The Head Teacher, Head of School, Governors and the SENCO, regularly review the special educational needs across the school and make changes if they are needed.</p> <ul style="list-style-type: none"> • Resources for pupils with special needs are, as far as possible, met from the school budget. • The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support. • Some pupils' needs may be very complex and they may need a key person at times across the school day. • The Head Teacher and Bursar, strategically manage the budget. The budget and its allocation is reviewed over the year to meet any changes in pupils' needs or resources available.

	<ul style="list-style-type: none"> • Where a pupil's needs are more complex (such that they require more than 12 hours of 1:1 support) and it is felt that additional funding is needed to meet his or her needs, this will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education Health and Care Plan Needs Assessment. If parents agree then the school will work in partnership with parents to apply to the local authority for extra funding.
<p>How is the decision made about what type and how much support my child will receive?</p> <p>Who will make the decision and on what basis?</p>	<p>When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENCO, Mrs Fletcher.</p> <ul style="list-style-type: none"> • During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed. These will be recorded as a First Concerns Plan. • These will be shared with the pupil and his or her views will be included in the decision. • The school has a wide range of expertise and understanding about the type of support a pupil may need, if there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought to support the decision. • All resources, training and support are reviewed regularly and changes made as needed.
<p>How will the equipment and facilities to support children with SEND be secured?</p>	<p>If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope and scribes for exams.</p> <ul style="list-style-type: none"> • Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education, Health and Care Plan, for example specialist visual aids for a child with a visual impairment. • Some specialist equipment can be secured on loan from specialist agencies
<p>How will you and I know how my child is doing and how will you help me to support their learning?</p>	<p>Your child's progress is continually monitored by the class teacher as part of the graduated approach cycle of 'Assess, Plan, Do, Review'. This is formally reviewed by the Head teacher and SENCO three times a year.</p> <ul style="list-style-type: none"> • The SENCO continually monitors the progress and support for pupils with special needs and if she is concerned about any aspect of your child's progress, she will contact you to discuss it. • There are assessments which are statutory and you will receive these at the required time for example: EYFS (Early Years Foundation Stage) baseline, Statutory assessment results. • Pupils with SEND will have 3 School Support Plan Meetings each year. Parents, pupils, class teacher, outside agencies are part of this process. • Pupils with SEND will have 3 Parents meetings each year, linked to the school cycle of parents' evenings. They will be invited to meet the class teacher to review progress and plan next steps and targets. • Pupils with a statement or an Education Health and Care plan will have a formal Annual Review each year.

	<ul style="list-style-type: none"> • If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCO. • If the teacher or SENCO has any concerns or worries during the year then they will contact you either directly face to face or by a phone call. • Some pupils and their parents benefit at times from a home/ school contact book particularly if the child travels to school on the school bus. • When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short time. • All pupils receive an Annual Report in the spring term.
<p>How does the school consult with and involve children in planning and reviewing their education?</p>	<p>We encourage the active participation of pupils in all aspects of their learning.</p> <ul style="list-style-type: none"> • We have a Pupil voice (School Council) which meets regularly. • Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read and respond to the comments daily. • Across the year we talk individually to all pupils about their learning and plan next steps with them. • For the Annual Review process, the pupil's ideas and thoughts about the year are reported. The pupil may be invited to share in part of the review meeting. • We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.
<p>How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND?</p>	<p>The Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.</p> <ul style="list-style-type: none"> • We plan the support for SEND pupils through a Provision Map. The success of any intervention or support programme is monitored to ensure they are both effective and good value for money. • The SEND Governor maintains an overview of the school's provision through liaison with the SENCO. • The SENCO reports annually to the Governing body.
<p>Keeping pupils Safe and supporting their Wellbeing</p>	
<p>How do you ensure that my child stays safe outside of the classroom?</p>	<p>Safety is fundamental to everything we do. We follow the school's safeguarding policy. (see Safeguarding Policy on school website)</p> <ul style="list-style-type: none"> • We aim to include all pupils in all aspects of the school day and the curriculum wherever possible. Some pupil's need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and support their well-being we may, for example, at playtimes provide an alternative quiet space to the playground or at lunch time provide a quieter place than the Hall to eat their dinner. • Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day and debrief at the end of the day. • We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety

	<p>and well-being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.</p> <ul style="list-style-type: none"> • There is always a first aider included as part of the staff team for all off site activities.
<p>What pastoral support is available to support my child's overall well-being?</p>	<p>The pastoral side of our school is superb. Our school is a nurturing school and all staff are part of the pastoral support system.</p> <ul style="list-style-type: none"> • We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support. • Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs. • We do not tolerate bullying in our school and we follow our school policy (see Behaviour Policy on the school website): www.bickertonprimaryschool.net
<p>How will the school manage my child's medicine or personal care needs?</p>	<p>The school has an administration of medicines policy which can be accessed on the school website: www.bickertonprimaryschool.net</p> <ul style="list-style-type: none"> • If medication is prescribed by a doctor a request form must be completed at Reception and a member of staff will administer it. • We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff a plan is agreed and put in place. • We have training on the administration of Epi pens and would seek any extra training needed to address any other specific needs that a pupil may have for example administration of insulin. • We update staff on any medical conditions affecting individual pupils at staff meetings so that all staff are aware of their particular needs. • If a pupil needs any personal care then a Personal Care Plan/Intimate Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil's views will also be shared. • The school has an Intimate Care Policy which can be accessed on the school website: www.bickertonprimaryschool.net We consider and review all personal hygiene plans to ensure we respect a pupil's privacy and dignity. • We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'. • We have trained First aiders whose training is regularly updated. • There is always a first aider included as part of the staff team for all off site activities.
<p>What support is available to assist with my child's emotional and social development?</p>	<p>Our school ethos is to nurture all pupils.</p> <ul style="list-style-type: none"> • We have a strong PSHE curriculum and use MyHappyMinds to support children's emotional health and well-being. • The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.

	<ul style="list-style-type: none"> • We seek advice from other agencies such as Mental Health and Well Being Team, Child and Adolescent Mental Health Service (CAMHS) and Cheshire East Autism Team. • Interventions such as ELSA, as Volcano in My Tummy, The Hidden Chimp, Cool Connections, Resilient Classroom and Friendship Terrace may be recommended. • Where a child needs extra help developing their emotional and social skills we may put in support such as: well-being group, daily meet and greet, personalised learning.
What support is there for behaviour, avoiding exclusions and increasing attendance?	<p>We have a positive approach to supporting and developing good behaviour.</p> <ul style="list-style-type: none"> • Our Behaviour Policy can be found on our website: www.bickertonprimaryschool.net • We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan is written to identify support and set targets. • If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice (See school exclusion policy). • Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer (See Attendance Policy at: www.bickertonprimaryschool.net)
Working Together & Roles	
What is the role of my child's class teacher?	<p>The role of the class teacher is:</p> <ul style="list-style-type: none"> • To deliver quality first teaching and adapt it to meet individual pupil's needs. • To check progress across the year and identify where additional help or support may be needed. • To discuss with the SENCO any extra additional help your child may need. • To plan with any additional adults or key people the implementation of any extra support or intervention. • To listen to specialist advice such as Cheshire East Autism Team(CEAT) and adapt teaching and learning as advised. • To be the first point of contact for parents. (First Concerns) • Has overall responsibility for pupils' learning and their day-to-day well-being in school. • To ensure the School's Additional Needs and Inclusion policy is followed in their classroom.
Who else is involved in my child's education?	<ul style="list-style-type: none"> • The Head Teacher • SEND Governor • The SENCO • A Teaching Assistant may have a role depending on the pupil's needs at the time. Pupils may work with different adults throughout the day. • Outside agencies may have a role, for example speech and language therapist, Autism Team, Educational Psychologist.

<p>How does the school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come in contact with that child?</p>	<p>An up-to-date record of the SEN Register is available to all teachers, this includes children on First Concerns and SEN Support.</p> <ul style="list-style-type: none"> • The SENCO shares the information about a child's SEN or EHC plan with key staff via CPOMs and helps plan with staff how the outcomes can be achieved. • Staff are regularly updated about any significant changes to provision through staff meetings and through formal and informal discussions. • Each child with an EHC Plan also has a Special Educational Needs Support Plan to help support and explain the child's needs, interests and strengths.
<p>What expertise is available in the school in relation to SEND?</p>	<p>The school has a wide range of expertise and skills to support pupils with SEND. These include:</p> <ul style="list-style-type: none"> • A SENCO with the Nationally accredited SENCO award. • All our teachers hold qualified teacher status and staff receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, ADHD and speech and language when required. • The SENCO has regular contact with SENCO colleagues at cluster group meetings where expertise is shared. • The SENCO attends regular training provided by the Local Authority SEND Team.
<p>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social services care)?</p>	<p>SEND provision at Bickerton Holy Trinity Primary School is supported by:</p> <ul style="list-style-type: none"> • SENCO cluster meetings each half term to share expertise and knowledge. • Educational psychologists cluster meetings are held half termly. • Cheshire East Autism Team cluster meetings are held half termly. Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to. These include the: <ul style="list-style-type: none"> • Educational Psychologist • Cheshire East Autism Team • Child and Adolescent Mental Health Services (CAMHS) • School Nurse • Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy. • Speech and Language Therapy Team • Medical Needs Team. • Social Care • GP's
<p>What opportunities are there for parents to become involved in the school and/or become governors?</p>	<p>We encourage parents to be actively involved in the school, for example by:</p> <ul style="list-style-type: none"> • Coming to whole school events held throughout the school year such as; the 'Christmas Cracker' and Easter Bingo. • Helping on trips. • Coming to class sharing afternoons. • Attending parent workshops such as; Reading for pleasure and Well-being. • Introductory Class meetings/Pre-school visits detail how parents can support their child's learning and signposts events for the year.

	<ul style="list-style-type: none"> • Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school
What help and support is available for the family through the school?	<p>The school, led by the SENCO, provides support to parents as required. If a parent wishes to talk to the SENCO then an appointment should be made with the office.</p> <ul style="list-style-type: none"> • The school will signpost to organisations, such as Cheshire East Information Advice and Support (CEIAS), and will signpost to Cheshire East's Local offer as an information point for information and guidance.
What other support services are there who might help me or my family?	<p>Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family: https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx</p> <p>Cheshire East Information Advice and Support are signposted to offer further support: www.ceias.cheshireeast.gov.uk</p>
Inclusion and Accessibility	
How will my child be included in activities outside the classroom, including trips?	<p>All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We provide the necessary support to ensure this is successful.</p> <p>Risk assessments are carried out for all school trips, if necessary individual needs are identified and supported.</p>
How accessible is the school environment?	<p>We have attempted to make the school grounds as accessible as possible to people with additional needs.</p> <p>The environment, including toilets, is designed to be visually accessible.</p> <p>We have speaker systems in each class and the hall to improve the clarity of sound for children with hearing impairments.</p> <ul style="list-style-type: none"> • Is the building fully wheelchair accessible? No, although most of the school is accessible and classes could be moved to accommodate a child requiring wheelchair access. • Are disabled changing and toilet facilities available? We have toilet facilities. • Do you have parking areas for pick-ups and drop offs? Yes <p>Further details of the Accessibility plan can be found at: www.bickertonprimaryschool.net</p>
Transition	
Who should I contact about my child joining Bickerton Holy Trinity Primary School?	<p>Please contact our Head Teacher via the office to make an appointment about your child joining our school.</p> <ul style="list-style-type: none"> • Please refer to our admissions policy www.bickertonprimaryschool.net
How can parents arrange a visit to Bickerton Holy Trinity Primary	<ul style="list-style-type: none"> • Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head teacher and SENCO.

School? What is involved?	
How will you prepare and support my child to join Bickerton Holy Trinity Primary School? How will you support my child when they are leaving the school? Or moving on to another class?	<p>Transition can be a difficult time for both your child and the family. If your child is moving to another school, we will:</p> <ul style="list-style-type: none"> • Endeavour to contact the new school's SENCO and share information about any special arrangements which have been in place to support your child's learning and inclusion. • We will transfer all records about your child as soon as possible. <p>If your child is starting in EYFS (Early Years Foundation Stage):</p> <ul style="list-style-type: none"> • We would welcome contact from you when you have formally indicated us as your first choice school. <ul style="list-style-type: none"> • When we know your child is joining our school we will: • Visit the setting and may put in place extra visits with key workers. • Meet with you and anyone else who can help prepare and support your child's move to our school. • We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful. • We may decide together that we need an inclusion plan. o We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition. <ul style="list-style-type: none"> • If your child is moving to Year 7 • The High school SENCO will visit our school to share information • Where possible the High school SENCO will be involved in any Annual Reviews in Year 6. • Extra visits may be arranged in consultation with your child, both schools and parents. • We will meet with you and anyone else who can help prepare and support your child's move to the school. • We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful. • We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful. • We will transfer all records about your child as soon as possible.
Additional Information	
When was the above information updated, and when will it be reviewed?	As a school we annually update the information provided on this form and our review date is set for July each year.
Where can I find the Cheshire East Local Offer?	From 1st September 2014, the Cheshire East Local Offer can be found at: www.cheshireeast.gov.uk/localoffer
What can I do if I am not happy with	If a parent is unhappy with the provision that we are making for their child then you should initially approach the class teacher or the school special educational needs coordinator (SENCO)

the decision or
what is happening?

If this does not resolve the problem then the parent should speak to the Head teacher. If this does not resolve the problem further contact should be made with the Chair of Governors (email via school website).

If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from Cheshire East Information Advice and Support are signposted to:

www.ceias.cheshireeast.gov.uk

Parents are advised that the school complaints policy is accessed through our website www.bickertonprimaryschool.net