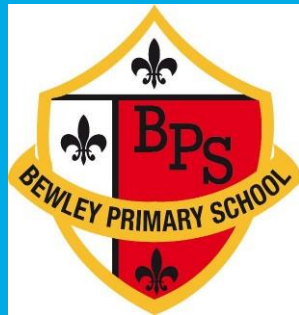


Bewley Primary School SEND Support Offer



Headteacher- Mrs M Carlton
Deputy Head- Mrs P Duncan
SEN team- Mrs S Clift and Mrs C Turner
01642 371647

Reviewed and updated 16.11.15

- [How does the school identify children's needs?](#)
- [Who can I talk to if I have concerns?](#)

[More information](#)

- [How does the school plan to support children with additional needs?](#)

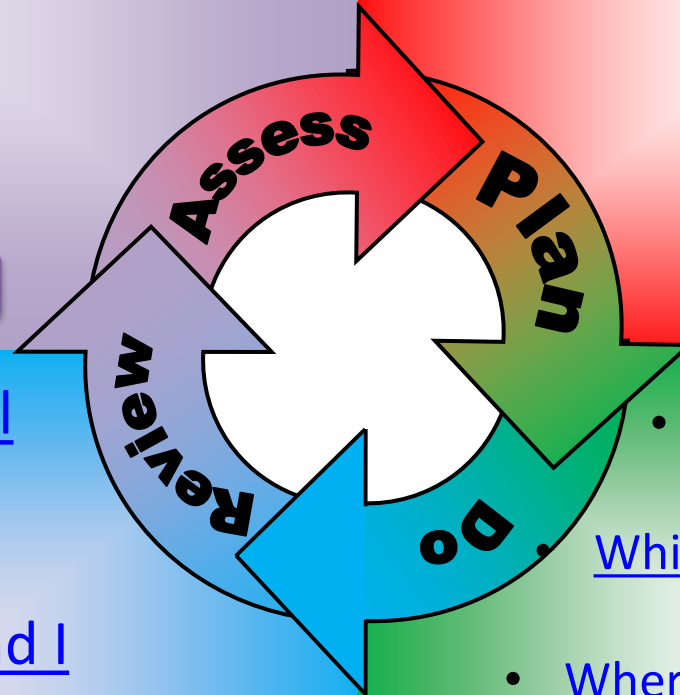
[More information](#)

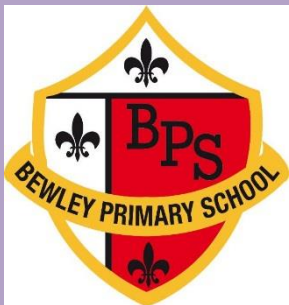
- [How does the school review my child's progress?](#)
- [How will my child and I be involved?](#)

[More information](#)

- [What additional support is available in school?](#)
- [Which other organisations work with school too?](#)
- [Where can I find other sources of information?](#)

[More information](#)





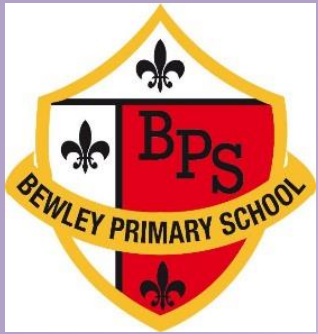
Frequently asked questions

Many parents have questions about the support which school can provide to meet their child's needs. Click on the question to go to a page which can provide further information.

- [How will the school know if my child needs extra help?](#)
- [Who should I contact in school if I have any concerns about my child?](#)
- [How will I be involved in planning and decisions about the additional help my child receives?](#)
- [What help is available to my child in school if they need additional support with learning in school?](#)
- [How will school support my child if they have medical or mental health needs?](#)
- [I am worried about my child's speech. What should I do?](#)
- [I am concerned about my child's co-ordination, balance and physical development? What should I do?](#)
- [We are finding our child's behaviour difficult to manage. Who can give us some support with this?](#)
- [My child finds it difficult to cope at playtimes and lunchtimes? What support is available for children who find unstructured times hard to manage?](#)
- [Which specialist services and expertise are used by the school to support children and their families?](#)
- [Can you give me any details of other organisations or charities which could help us?](#)

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Who can I contact?

Your child's class teacher is the first person to talk to about concerns about how your child is getting on in school. But in school we have other staff who you can contact to talk to.

Bewley SEN team- Mrs Clift and Mrs Turner are teachers who manage SEN support in school. You can contact them at school to discuss how your child is doing in school and we can talk about and plan any extra support your child may need. They can be contacted on 01642 371647.

Parent and Pupil Support Advisor- Mrs Hepple provides advice and support for families and works with children in school. She can give contacts for organisations who can support your family and works with children and parents individually to help with issues such as behaviour, health, emotional wellbeing and attendance. She can be contacted on 01642 371647 or 07837729122.

In addition, you may wish to contact-

Stockton's Special Education Needs and Disability Information and Advice Service.

Caroline Fell's role is to offer support and advice to families of children with Special Educational Needs and disabilities. The service offers free, impartial and confidential advice and support for families in all aspects of Special Educational Needs. 01642 527158

The link below will take you to Stockton Borough Council's website-

<https://www.stockton.gov.uk/children-and-young-people/children-with-special-educational-needs-sen/>

Assessing the needs of all children

At Bewley Primary School, all children's progress is very closely monitored by the staff who work with them.

In Foundation Stage (Nursery and Reception), the EYFS profile and Reception baseline assessments are used to identify which targets children have met within the 0-5 years age range.

From Reception to Year 6 termly parents meetings are held using the Assertive Mentoring programme. This helps us to track what progress children are making over a short period of time, such as over a term, as well as over several years as they move between classes.

From year one to year six, children's reading, writing and maths is assessed through termly tasks or tests. These help the teacher to see what progress your child has made.

If a child is making slower than expected progress, parents will always be informed of this and it may be agreed that extra help is needed to support the child's learning in school.

SEN support at Bewley Primary School

Where a pupil is identified as having SEN, Bewley Primary School will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support will take the form of a four part cycle **assess, plan, do, review**. Decisions and actions regarding a child's progress and needs are revisited and reviewed. This provides a growing understanding of the pupil's needs and of what effectively supports the pupil in making good progress and securing good outcomes.

This is known as the **graduated approach** which uses a detailed approach, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Graduated Response 6.44 SEN Code of Practice 2014

Meeting the needs of all children

At Bewley Primary School, we provide support for pupils with a wide range of needs through high quality teaching. We have high aspirations for all children and use a range of teaching and learning styles to meet children's needs.

- **Curriculum**

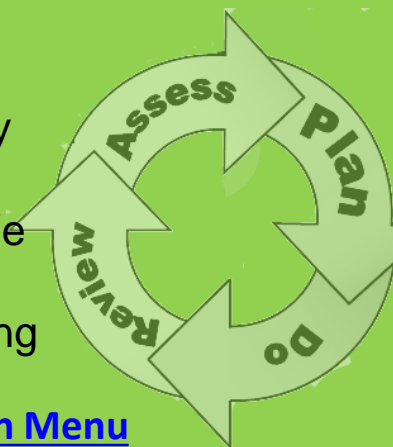
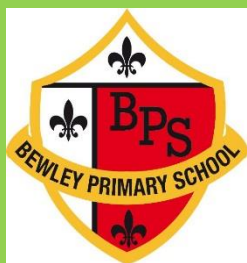
We provide a highly differentiated curriculum to meet the needs of all children where high quality class teaching for all children is our priority. This means that children are taught and given work which is matched to their level of ability. From Reception to year six children are grouped and taught according to their level of ability for maths and literacy teaching. This means that they will always be taught at an appropriate level for them.

- **Interventions**

Sometimes children are given additional support through small group teaching. This is usually in literacy and maths but some interventions are used to help children with co-ordination or social and communication skills. These are delivered by teachers and teaching assistants. Additional adult support is available in all year groups. Teaching assistants provide support for children in class and work with small groups or individuals if children need extra help.

- **Access**

Some children may have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities enjoyed by children of the same age. We always ensure that we follow the legal requirements of the Disability Discrimination Act to provide access for all children during activities both in and out of the classroom.



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[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental Health Difficulties](#)

[Sensory and/or Physical Needs](#)



In addition to what is provided for all children, we know that this is not always enough for some children. Sometimes children have difficulties which means they need more help and support in school.

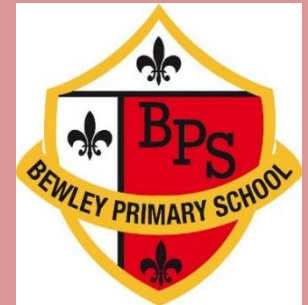
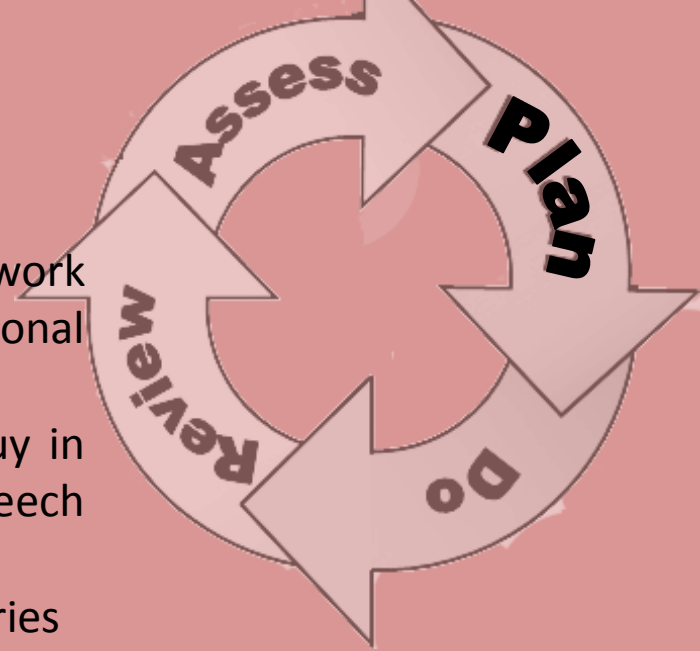
These may include difficulties in-

- [Communication and Interaction-](#) This covers speech, language and communication.
- [Cognition and Learning-](#) This covers how children learn.
- [Social, Emotional and Mental Health Difficulties-](#) This covers any areas related to children's well-being and social skills.
- [Sensory and/or Physical Needs-](#) This covers any difficulties related to the senses and how children are able to move or medical conditions.

Communication and Interaction

In school we can support your child in the following ways-

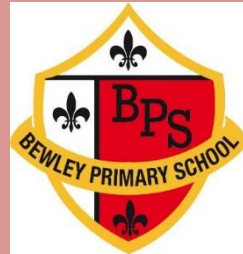
- Access to small group and/or individual programmes of work to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Access to speech and language therapy service- we buy in extra speech and language support from NHS speech therapy service
- Use of resources such as visual timetables and social stories
- Access to quiet areas
- Use of speech and language programmes such as Blast, Black Sheep Narrative, Speech Link and Time to Talk.
- Making changes to lunch and/or breaktimes
- Using technology when appropriate eg: laptops.
- Careful planning of transitions between year groups and key stages.
- Mentoring and/or buddy systems eg: Playground Crew
- Social stories developed alongside a TA
- Children with a diagnosis of Autism Spectrum Disorder can have support from Stockton Borough Council's Inclusion Team. School can make referrals to this team for support for children in school.



Cognition and Learning

In school we can support your child in the following ways-

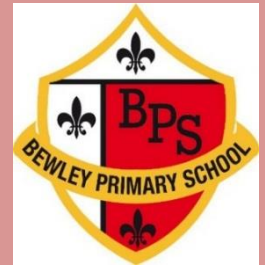
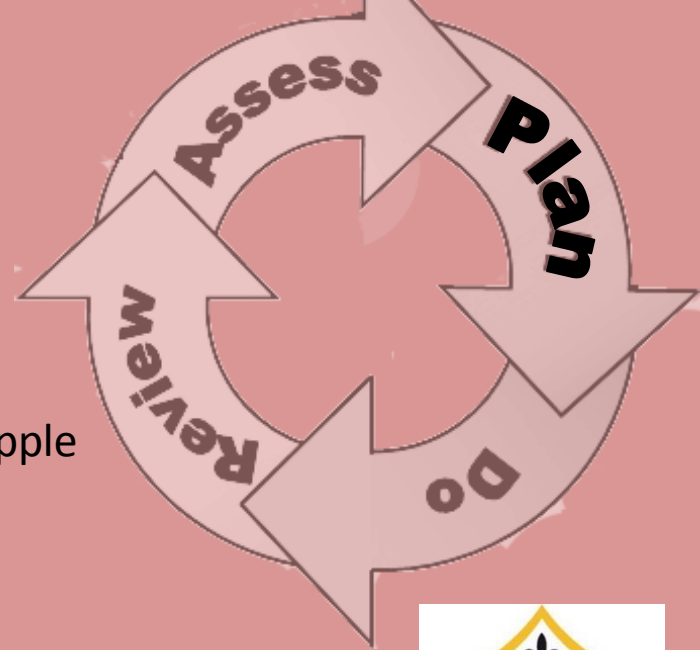
- Regular, individual or small group programmes of work with a teacher or TA
- More small group support in class
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic development programmes eg Lexia and Read Write Inc.
- More use of ICT equipment and software
- Flexible groupings in classes
- Changes to assessments to make access easier e.g. readers, scribe, use of ICT
- Curriculum will be adapted to meet the learning needs of different children
- Use of strategies such as simple instructions and frequent repetition and reinforcement.
- Stockton Borough Council's Inclusion Team can receive referrals for help with literacy and maths for individual children.
- Educational psychologist assessments and support



Social, Emotional and Mental Health Difficulties

In school we can support your child in the following ways-

- Access to 'time out'/individual work area
- Use of STEPs programme- **see Behaviour policy**
- Mentoring with school Parent Support Advisor, Mrs Hepple and behaviour mentor, Mrs Cheal.
- Individualised rewards system
- Use of Drawing and Talking programme with an experienced teaching assistant.
- Advice and support for family and school staff from the Educational Psychology service.
- Access to counselling services eg Alliance
- Access to support from Inclusion Team at Stockton Borough Council. Referrals for support for individual children are made by the school.
- Increased access to additional adult support in the classroom
- Opportunities to develop Social Emotional Aspects of Learning (SEAL) through whole class lessons using talking time, circle time, opportunities to co-operate, and valuing and respecting the views of others.



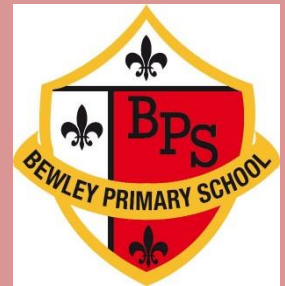
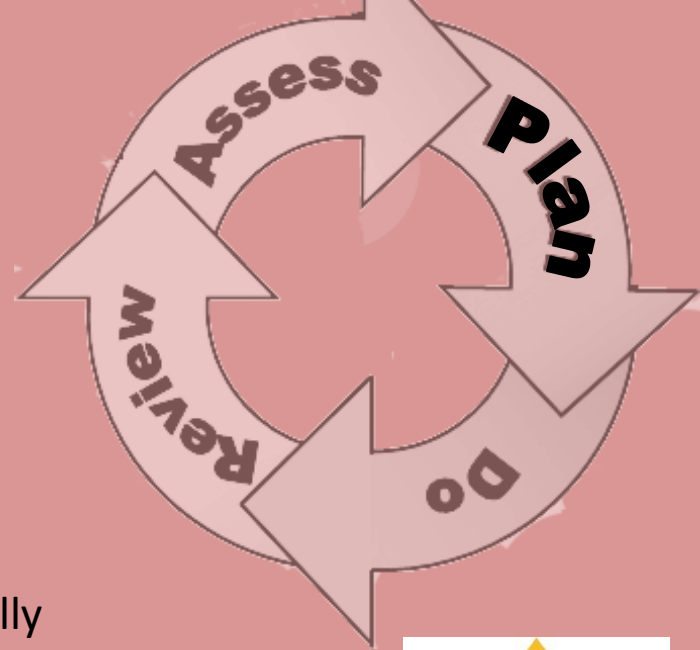
[Areas of Need Menu](#)

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Sensory and/or Physical Needs

In school we can support your child in the following ways-

- Access to quiet areas/individual work area
- Access to small group and 1:1 support in school to aid difficulties with balance and co-ordination.
- Physical aids from specialist services e.g. wheelchair, walking frame, hearing aids, large print materials.
- Access to a specialist teacher/LSA for the hearing/visually impaired.
- Access to support for personal care
- Access to school nurse service.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. modified PE curriculum, different ways of recording work.
- Prescribed medication is stored in a locked cupboard in the school office. Only specifically named staff (Mrs Carlton, Mrs Duncan, Mrs Campbell and Mrs Spence) may administer medication to a child.



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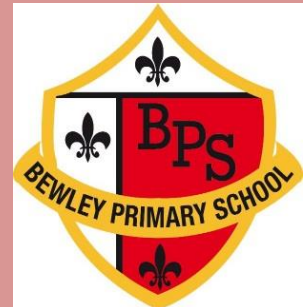
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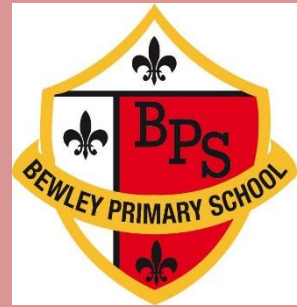
Specialist services and outside organisations who we work with-

Our school works with a wide range of other organisations and professionals who support children, staff and parents with specialist advice.

This includes-

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Stockton's Engagement and Learning Team (Inclusion team manager- Amanda Spence)
- Health visitors
- Social services
- CAMHS
- Visual/Hearing impairment support services
- Counselling services (Alliance)
- School nurses
- Medical services
- Specialist schools or support bases
- Working with pre-schools and secondary schools to plan transition





- **Online sources of information**

[Stockton on Tees Local Offer](#)

[Stockton United for Change](#)

- **Sources of information about Autistic Spectrum Disorder**

[The National Autistic Society](#)

[Daisy Chain Project](#)

[MAIN project](#)

- **Dyspraxia information**

[Dyspraxia Foundation](#)

[Dyspraxia \(NHS\)](#)

- **Dyslexia Information**

[Dyslexia Action](#)

- **ADHD information**

[Attention deficit hyperactivity disorder \(NHS website\)](#)

[ADHD support website](#)

- **Speech, Language and Communication**

[BBC CBeebies website](#) [I CAN - children's communication charity](#)

[Talking Point- speech and communication charity](#)

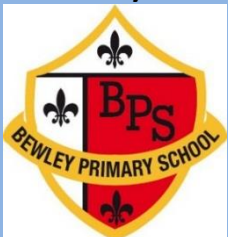
- **Behaviour**

[Kids' Behaviour](#)

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Reviewing your child's progress

- All children throughout the school are given targets to work towards in reading, writing and maths.
- Children who need additional support will have individual plans which may also include targets relating to speech, language and communication, physical development or social and emotional. These are always discussed with parents and agreements are made as to how the support will be used to help the child work towards their targets.
- Reviews with parents and children are held at least once a term to look at the progress children have made and to plan support for the next term. This gives you and your child an opportunity to celebrate success and discuss what the next steps are.
- In addition to this, annual reviews are held for children who have Education, Health and Care plans (formerly known as statements). These reviews will include: your child, family members, all outside agencies and professionals who are involved, with your child's needs as the central focus.



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