



**Allerton Bywater Primary School**  
**Offer of support for children and young people with**  
**Special Educational Needs/Disabilities(SEND)**  
**September 2018**

At Allerton Bywater Primary School, we have an inclusive ethos with high expectations of all children. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

We strive to ensure there is effective leadership at all levels. The Special Needs Co-ordinator (SENCO) is Lorraine Simpson. All SEND provision in school is closely monitored, reviewed and evaluated by the Head and Senior Leadership Team who report to the school governing body on how individual needs are being met.

School has an identified budget for SEND. Decisions about the notional SEND budget are made in consultation with the governing body and reflect a priority of need. Further applications for Top Up Funding (FFI) are completed by the SENCO.

The following policies, some of which are currently being updated, can be found on the school website and reflect the school's commitment to the inclusion, safety and wellbeing of our children:

SEND Policy  
Behaviour Policy  
Teaching and Learning Policy  
Child Protection Policy  
Safer Working Practice Policy  
Equalities Policy  
Health and Safety Policy  
Accessibility Plan

All children at Allerton Bywater Primary School have access to an appropriately differentiated topic based curriculum to challenge and meet individual needs. Quality first teaching is effective and all teachers have the responsibility for the classroom management of extra support for SEND children. Some children have SEN Support Plans or Individual Education Plans which detail outcomes and provision; these children usually also have a Pupil Passport in conjunction with their EHC Plans. Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs), care plans and risk assessments for specific SEND children are clear and regularly reviewed, along with SEN Support Plans and Pupil Passports. We offer a range of small group

and individual interventions, both academic and pastoral and appropriate resources are used effectively. We have a largely accessible environment for learning and our transition arrangements are thorough for all children; SEND children have extra transition support.

Half termly assessment and analysis of progress ensures that SEND children are accurately identified and supported. Plans are regularly reviewed and evaluated to inform next steps.

Teaching staff have opportunities to develop expertise in specific areas and skilled teaching assistants are equipped to offer high level support. We work closely with outside agencies such as Speech and Language Therapy (and also buy in our own services from Chatterbug), Leeds City Council Complex Needs Team, Brigshaw Guidance and Support Team, School Nursing Service, CAMHS etc.

Where there are specific issues, individual children can talk to our Headteacher Mr Cairns, Learning Mentors Mrs Oldroyd and Mrs Allanson, Senco Mrs Simpson or their classteacher. Formulation of IEPs include childrens' input.

### Frequently asked questions from parents/carers

#### **What do I do if I think my child may have special educational needs?**

If you have concerns regarding your child's progress or well-being at school these can be discussed with their class teacher. You may also wish to contact our SENCO Mrs Simpson on 01977 522620. We can arrange a meeting where we will listen carefully to your concerns and put appropriate actions in place. This may involve consulting outside agencies such as the Complex Needs Service.

#### **How will school support my child?**

If appropriate, the SENCO and class teacher will plan an individual programme of support together with any other professionals involved with the child; this will be delivered by support staff either individually or as part of a small group, under the direction of the classteacher and Senco. In addition to support provided in the classroom we have a Pupil Welfare Manager and Learning Mentor who will be able to work with your child on their behaviour and social and emotional wellbeing. Any programmes of support will be shared with parents either individually, at parent/teacher consultations or meetings with the SENCO.

#### **How will the curriculum be matched to my child's needs?**

Quality first teaching involves differentiating the curriculum to meet the needs of all the children in the class. However, for some children, further additional support may be needed to help them achieve their targets. Children may also be grouped to access targeted support or specific resources in lessons.

### **How accessible is the school?**

Our school building provides facilities for children with additional needs. We are largely wheelchair accessible and have disabled toilet facilities. Our new buildings include light switches at appropriate levels and a lift for disabled access. We have designated areas for mentoring and small group work. If your child requires specialist equipment in school this can be purchased using the funding allocated to support SEND.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

In addition to parent consultation evenings you can receive updates on your child's progress from their class teacher. Some parents have annual reviews for their child with the SENCO and any other professionals working with the child. We also track the assessment and progress of some of our SEND children using the PIVATs assessment system. We also try to have individual meetings with the parents of SEND children to discuss the extra support their child is receiving in school, what progress they are making and how they as parents can help their child.

### **What support will there be for my child's overall wellbeing and social, emotional and behavioural development?**

At Allerton Bywater Primary School we work hard to follow a caring and supportive ethos. We have a Pupil Welfare Manager, Mrs Oldroyd, and a Learning Mentor, Mrs Allanson, in school who support children and families with attendance, behaviour, social and emotional issues. Additional support can be offered as part of small group work or on an individual basis. We are able to access support from Brigshaw Guidance and Support Team including family support workers and trained counsellors who specialise in working with children. Both Mrs Oldroyd and Mrs Allanson arrange for members of staff to attend meetings and liaise with professionals involved. All our staff are trained in Child Protection procedures and our Headteacher Mr Cairns, Mrs Oldroyd and the SENCO Mrs Simpson are all designated Child Protection staff to ensure the safeguarding of all children. Specific children have care plans or risk assessments where appropriate. We also have a Medicines in School Policy, a Managing Medical Conditions in School Policy and an Asthma Policy.

### **What specialist services and expertise are available or accessed by the school?**

As well as all staff being able to plan and resource lessons in response to the needs of all the children they teach, staff have received training in Autism Awareness and Makaton. Specialist training is accessed when required. We have teaching assistants who specialise in delivering speech and language therapy programmes and buy speech and language services from Chatterbug to ensure our children's speech and language needs are being met. We also work in partnership with many different agencies; Early Years Team, Complex Needs Team, STARS (Specialist Support for Children with Autism) Team, School Nursing Service, CAMHS (Children

and Adolescent Mental Health Service), Physiotherapy and Occupational Therapy. We also work closely with the Visually Impaired Team and Hearing Impaired Team when necessary.

### **What training do staff supporting children with SEND have?**

All staff are able to use multisensory approaches to support children's learning and resources for example Numicon to support maths teaching. Our staff have received training in Autism Awareness, Makaton, speech and language therapy, Epipen and Asthma and have attended courses to support Visually Impaired children. If a child has a medical need then a Health Care Plan is written with the professional involved and staff receive appropriate training.

### **How will my child be included in activities outside the classroom?**

At Allerton Bywater Primary School our aim is to ensure all children with SEND are able to access all activities and school trips enjoyed by their peers. Risk assessments are carried out and procedures put in place to enable children to participate whenever possible. Children with additional needs are encouraged and welcome to join in with our extra-curricular activities.

### **How will the school help my child on transfer to the next phase of education?**

Transition arrangements and the involvement of parents/carers in these arrangements are well established throughout school. The Foundation Stage leader ensures that children starting school are visited at home or in another setting to facilitate a smooth transition to Nursery. Arrangements for transition to high school for children with SEND can start as early as Year 5. We involve the high school SENCOs as soon as possible and important information about your child's needs are shared. Children with SEND will receive enhanced transition support and many high schools offer some Nurture Group support or alternative curriculum support in Year 7 for vulnerable pupils; we will work closely with staff to arrange this if appropriate.

### **How are the school's resources/funding allocated and matched to children's needs?**

The school is funded on a national formula per pupil. Blocks of £6000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register. The school can apply for Top Up Funding based on strict criteria if it is felt that a child's needs are above that which can be provided through the £6000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum or fund TAs to work specifically with SEND children across classes in a year group. SEND funding can also be spent on the purchase of specialist equipment or resources that will support your child's progress. Allocation of resources is the responsibility of the Headteacher and reflects a priority of need. This process is monitored by the governing body.

### **How are parents involved in the school and how can I be involved?**

We encourage parents/carers to become involved in school life. We have a very active parents/carers group (FAB) who organize events throughout the year and we regularly invite parents/carers to assemblies and performances. Some parents/carers volunteer to help in school by listening to children read and supporting learning in the classroom. Parents of SEND children are, of course, involved in decisions about the provision for their child. If you would like to become involved please contact Mrs Simpson.

### **Who can I contact for further information?**

If you are considering applying for a place at Allerton Bywater Primary School please contact Mrs Oldroyd, Pupil Welfare Manager who will be happy to show you around.

If you wish to discuss something about your child, please contact their class teacher.

If you want further information about other support services and the local offer, please contact Mrs Simpson 01977 522620 [simpsol05@brigshawtrust.com](mailto:simpsol05@brigshawtrust.com) You should also find a link from our school local offer to the Leeds local offer.