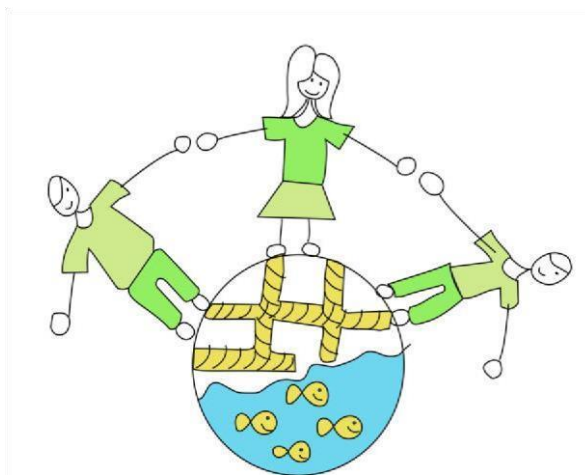


Bridport Primary School



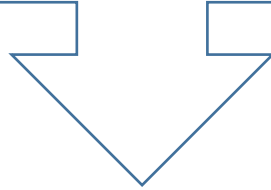
Special Educational Needs and Disability Information Report

Link Governor:	Anna Reeves
Link Senior Leader responsible:	Aimee Bowles
Date reviewed by Governors :	October 2024
Next annual review date:	October 2025

'Learning today for our tomorrow'

Bridport Primary School Local Offer

This adapted version of the Local Offer, which is published in full on the Dorset Local Authority and Bridport Primary websites, is intended to explain to families the process of support for children with possible Special Educational Needs.



What are special educational needs (SEN) or a disability?

At Bridport we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

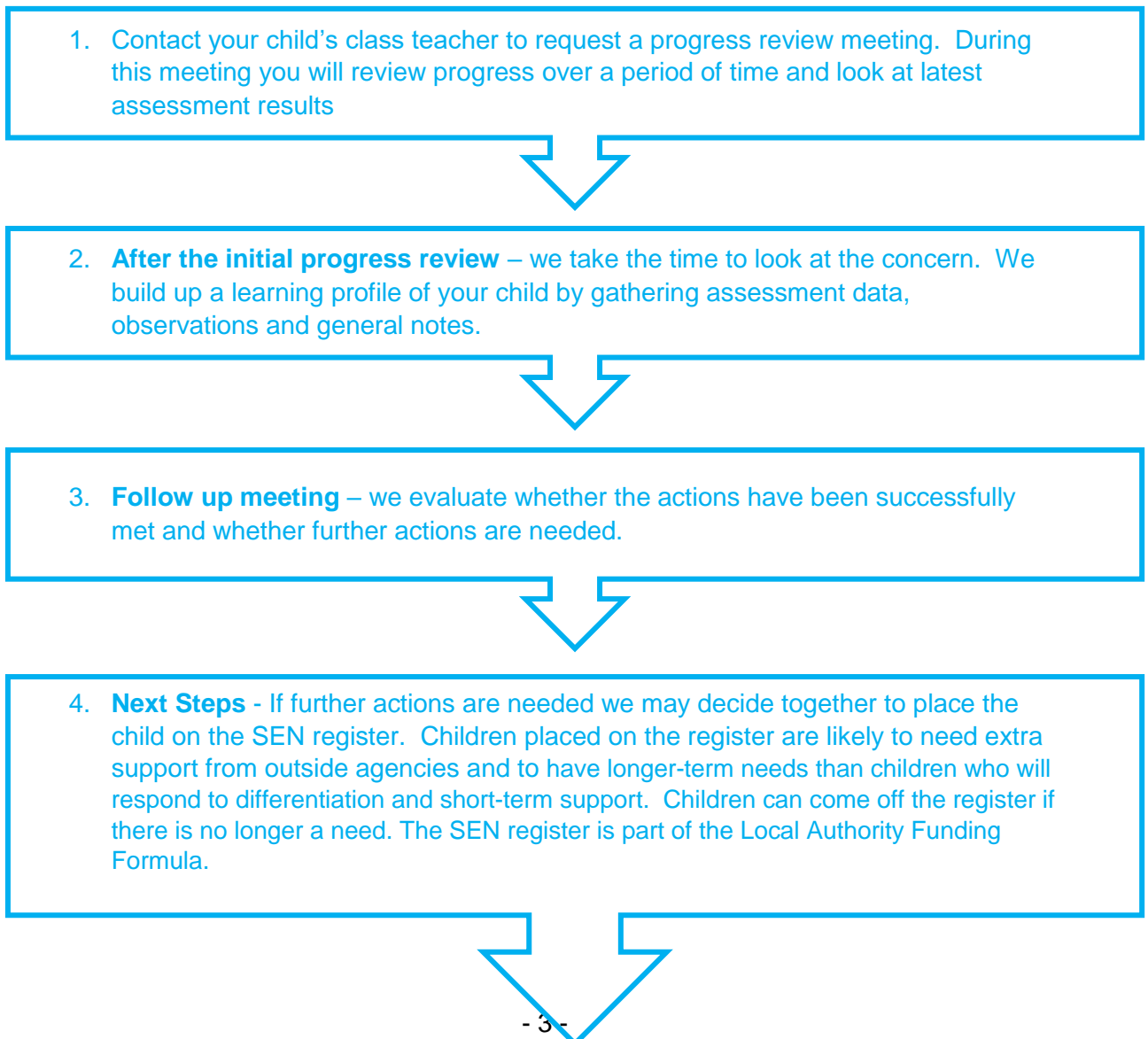
SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or training provision that is additional to, or different from** that made generally for others of the same age in a mainstream setting.*

Disability: *many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.*

1. How do you know if my child needs extra help and what should I do if I think my child may have SEN?

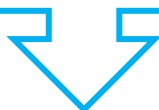
Bridport Primary School has good connections with the Preschools in the area from which our children come. Before a child starts school, we liaise closely with the preschools. Our teachers visit the children and talk to staff. If any SEND needs have already been identified the SENCO visits as well and can then plan and prepare appropriate provision for when they start in the Autumn Term. We also liaise closely with Early Support to tailor our provision based on previous work. Below is the process through which parents may seek support from the school if they have concerns during their child's time at the school.

At Bridport Primary School we closely monitor each child's learning to ensure that they are progressing as expected. If any assessments or observations raise concerns previously unidentified, we will invite parents and child to a progress meeting. This may be through a parent consultation meeting or may be directly with the SENCo. The aim of the meeting is to establish what next steps we can take to provide support or to explore further the particular area(s) of need.



What happens if my child goes on the SEN register?

1. **Planning together** – If necessary, the SENCo will generate a plan with the class teacher to support the child. This will all be explained and shared at a meeting with parents, the child (if appropriate) and any other adults involved.



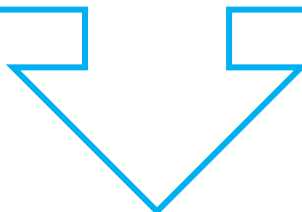
2. **Outside Agencies** – it may be necessary to seek advice from Outside Agencies to decide on the most suitable course of action. Parents/Carers are asked for consent and involved during this process.



3. **Progress Reviewed** – Progress is reviewed at suitable times during the year with parents, children and any other adults involved. If progress continues to be a concern, we will set new targets and adapt provision accordingly.

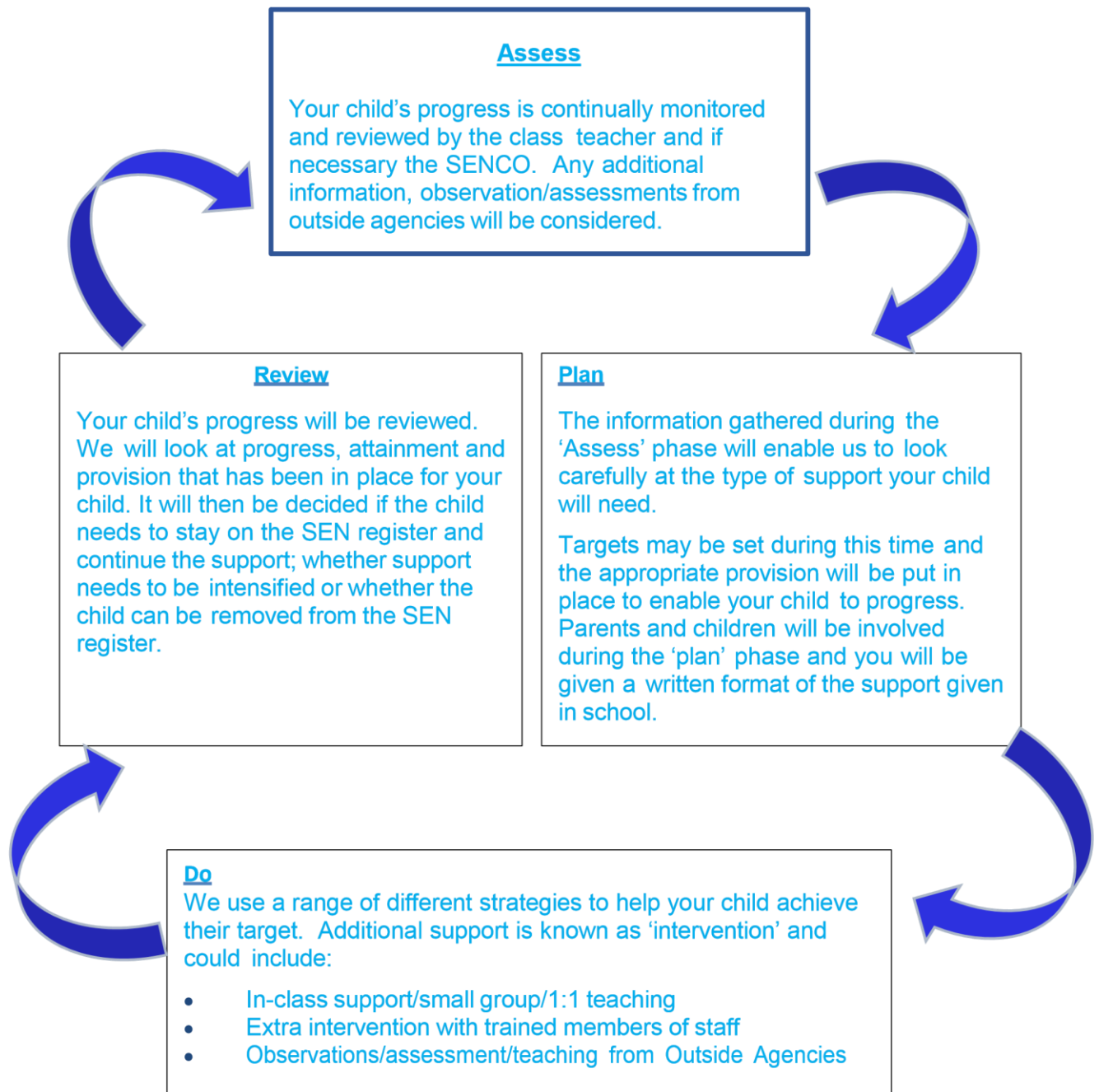


4. **Further Actions: Removal from the SEN Register** - If your child has made sufficient progress, we may decide to remove them from the SEN Register. Some students may dip in and out of additional support throughout their time in education. Where longer-term high levels of support are required we may decide together to request a needs assessment for an Education and Health Care Plan. For those with EHC Plans, attention is paid to the statutory guidance for ceasing a plan when a young person no longer requires the specialist provision specified in the document.



2. How will your staff support my child?

At Bridport Primary, we follow a process of providing support for children. This is through a cycle known as 'Assess', 'Plan', 'Do' and 'Review'. (see below for more details)



3. How will the curriculum be matched to my child's needs?

Bridport Primary is committed to ensuring all children's needs are taken into consideration in our school. The quality of teaching is monitored and regularly assessed to ensure that all students are receiving a high standard of teaching and learning. All achievements and strengths of individual children are celebrated, especially for children who experience difficulty in academic studies. Sport/art/music/drama skills are recognised as equally valuable. Lessons involve a wide variety of activities, including individual, paired and group work as well as activities developing visual, auditory and kinaesthetic skills.

If your child has SEND then they will need support that is 'additional to and different from' other children. Some examples of these are listed below:

- **Differentiated curriculum** - We endeavour to meet all children's needs through a broad and balanced curriculum and through differentiation of learning resources and teaching. All children are challenged to work through different levels of task so that no ceiling is put on their learning, but the choices are theirs to make under guidance from teacher or TLA.
- **Small group learning** - The class teacher will plan activities for your child to work in a small group during lessons to meet their learning objective
- **Interventions** - We plan Quality Assured interventions in small groups to enable children to make increased progress
- **1:1 teaching** - If appropriate, your child may have sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant or the SENCo. Outside agencies may provide 1:1 sessions/group sessions (if necessary)
- **Use of visual aids** Visual resources are provided to meet the needs of all children to clarify instructions and support learning. - Visual timetables/prompts around school enable children to develop greater independence skills and help children to understand the school routine
- **Use of ICT** - A wide range of recording techniques are used to capture children's ideas, and the use of ICT enables children with SEND to record written work through the medium of typing and photographs so that they can share their ideas and achievements with others.
- **Having a voice**- All pupils are given a voice in lessons to discuss and challenge ideas especially where they may not be able to record in conventional ways.
- **ELSA**- Emotional Literacy Support.

4. How will both you and I know how my child is doing and how will you support my child's learning?

1. All parents are invited to a termly parents evening with the class teacher to discuss their child's progress and attainment. Where a teacher identifies that a student is not progressing as expected, they will invite parent(s) to meet at an alternative time so that more time can be given to discuss any concerns and agree actions to support their child. Often parents will approach the school first and similarly a meeting can be held to discuss concerns, firstly with the class teacher and if concerns continue, then with the SENCO.
2. If a child has an Education Health Care Plan (EHCP), parents are invited to attend review meetings at least three times a year. One of those meetings will be the student's Person Centred Annual Review. Parent(s) and child are invited and all staff involved with the student and outside agencies contribute to the review either in person or through a pre-prepared report.
3. We also offer information meetings about various aspects of the curriculum at different points in the school year (advertised through the school newsletter) to help families understand how they can best support their child. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
4. The first point of contact if parents/carers have concerns about their child's progress should always be the class teacher. Children's' exercise books are marked regularly and detailed feedback is given to them. Children also self and peer review their work which engages them in a recorded dialogue about their work with the teacher. Parents are encouraged to look at these books with their children.

Who will support my child in school?

There are many people who may be involved in providing support for your child. These may include:

Who?	Roles and Responsibilities
Class Teacher	The Class Teacher is the first point of contact should you wish to raise a concern about your child. It is the Class Teacher's responsibility to plan for teaching and learning and to make judgments based on your child's progress.
SENCO	The SENCO works with class teachers to plan support and will monitor the progress of all the children on the SEN register and monitor the effectiveness of intervention for children throughout the school. The SENCO will attend review meetings and refer children to outside agencies.
Teaching and Learning Assistants (TLA)	Teaching and Learning Assistants support children in class during lesson times and provide specific targeted support in class or interventions. All our TLAs have an excellent knowledge of the children in the class. If the class teacher is unavailable, then a TLA may be able to help.
Head teacher and Senior Leadership Team	The Head teacher meets regularly with the SENCO to discuss provision in school for children with SEN and how to allocate the funding the school receives to support these pupils. The Headteacher, Deputy Headteacher and Leadership team also monitor the teaching and learning across the school.
Lunchtime Supervisors	The Lunchtime Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Family Support Worker	The Family Support Worker provides immediate support to families who may be experiencing difficulties such as bereavement or separation which may affect the child's ability to learn, and also works with children 1:1 through Nurture and Emotional Literacy strategies
Outside Agencies	Bridport Primary works with a range of Outside Agencies including: - Speech and Language Therapists, Specialist teachers, Educational Psychologists, Occupational Therapists, <i>Paediatricians</i> , and Specialist Nurses. Their role is to support the SENCO with all aspects of SEND.
SEN Governors	The Governing Body at Bridport Primary has a named Governor whose responsibility is to oversee the provision for SEN. They will feed information back to the governing body.

5. What support will there be for my child's emotional and social well – being?

Bridport Primary value both emotional and physical wellbeing as key features of children's learning. Where either of these is compromised, every effort is made by the school staff to support and enable children to learn. Bridport Primary prides itself on providing first class support in school to meet the wider needs of children with SEND as well as all children in the school.

Pastoral and social support:

Bereavements, parental separation, illness or friendship difficulties can affect children's ability to learn. Although many situations resolve themselves, for some children this can have a serious effect on their wellbeing, and without support can lead to longer term learning issues. At Bridport Primary we have a Family Support Worker to support children and families at the most immediate level, and can signpost families to CAMHS (Child and Adolescent Mental Health Services-NHS) and Dorset Child and Family Counselling Trust (DCFCT) who offer support to both children and families. The school also work closely with West Dorset Family Help, who can work with families in the community. At the classroom level, all children learn about the school Values which helps to underpin their ability to cope with difficulties, and take part in personal, social, health education lessons. This is also differentiated to meet the needs of all learners. The United Nations Conventions on the Rights of the child underpins our work in school, and the children learn about these.

Medical Needs:

A medical policy is in place, which ensures that children with medical needs are fully supported. Relevant staff are trained to support medical needs and in some cases, such as the use of Epipens, all staff have access to training. Selected staff are also trained in the administration of emergency medication for the alleviation of anaphylactic shock and caring for children with Diabetes and Cancer. The school has trained Paediatric First Aiders, Workplace First Aiders and they receive regular training to keep their skills up to date. All school staff have basic First Aid training.

Behaviour:

At Bridport Primary, anything that affects children's wellbeing and learning is managed by all staff in the school and overseen by the Senior Leadership Team. The school has high expectations of behaviour and a Behaviour Policy is implemented by all staff in a consistent way so that all children, whatever their needs, can clearly understand the expectations and thrive. Every class has visual reinforcement of expectations, which is accessible to all.

Attendance:

The Head Teacher and Family Support Worker rigorously monitor attendance as attendance issues can seriously undermine children's achievement. Where children with SEND are involved, support is always offered to overcome hurdles to good attendance, to ensure that these children receive the best opportunities to learn.

Peer Support:

Pupil voice is central to the school's ethos and this is encouraged in a variety of ways. The School Council meets regularly with representatives from every year group. Pupils are democratically voted onto the council by their year group. Children take part in questionnaires and learning interviews, where their views and experiences on teaching and learning and pupil behaviours are used to help shape future changes and actions to improve outcomes. PALS are playground leaders who ensure positive play – we strive to ensure that SEND pupils are well looked after by their peers. Peer mediators help all our children resolve conflict on the playground. Children work with the head teacher to look at whole school issues, alongside parents. We also have Prefects who ensure pupil safety and are available at lunchtimes as well. All of these representatives come from all groups in school including children with SEND.

Playtime and after school:

Bridport Primary's Learning Hub provides the ideal way to support children who struggle with home learning and would like more support. Parents and children can work together with access to help and resources so that home learning becomes a shared pleasure and children are able to achieve without anxiety. This is available after school on a Monday from 3.00pm until 4.00pm. The Hive and ICT Club is available at lunchtime for children who may find playtimes on the playground a challenge or who prefer a quiet environment to play with others. Co-operative play skills are encouraged in a friendly environment, and calming and creative activities are also provided.

6. Who else might be involved in supporting my child?

Bridport Primary follows a graduated support approach as outlined in the SEN Code of Practice. When it is clear that in school support may not be sufficient to meet the needs of some children with SEND we will seek advice from outside agencies.

AGENCY	ROLES AND RESPONSIBILITIES
Educational Psychologist	<p>Meet with parents and teacher to discuss concerns</p> <p>Supports the SENCo and teaching staff by observing, assessing and setting targets (if necessary)</p> <p>Planning meetings 3 times per year to support the development of SEN provision across the school</p>
Specialist Teachers	<p>Assesses children's learning needs in school</p> <p>Direct Work with children</p> <p>Support SENCo and staff with advice and strategies to support the child</p> <p>Planning meetings 3 times per year to support the development of SEN provision across the school</p>
Speech and Language Therapist	<p>Assessment of speech difficulties and language acquisition</p> <p>Direct teaching Blocks</p> <p>Support and advice for SENCo/Class teachers</p>
West Dorset Family Help	<p>Regularly meets with school about families who are in need.</p> <p>May work alongside parents and school to offer guidance and support around parenting, difficulties with managing behaviour for children with additional needs.</p> <p>Work at home with the family as well.</p>
CAMHS	<p>CAMHS are a multi-disciplinary team within the NHS who support with both higher level emotional and mental health needs.</p>
Paediatricians and Health Services (including the school nurse)	<p>Where parents have been referred to the paediatrician by their local GP, we are able to provide any information they request with your permission.</p>
Virtual School	<p>For children who are 'Looked After' or Adopted, (SGO and FAO) the Virtual School advises and supports on any SEND matters.</p>

7. What training and experience do staff have for the additional support my child's needs?

Bridport Primary School SEN Offer

STAFF	SEND QUALIFICATIONS/EXPERIENCE/TRAINING
Michaela Kite, Felicity LeGassick, Aimee Bowles, Anne Taylor	Child Protection DSL (Designated Safeguarding Lead) and DDSL (Deputy Designated Safeguarding Lead) training.
Aimee Bowles	SENCo – Trained in SENCO Qualification and ongoing SENCo training including County and National Training. All training as detailed below.
Teaching Staff	All teaching staff have Qualified Teacher Status. Continuing professional development is provided for all staff (Teachers and TLAS's) to maintain a high quality of teaching and learning for all children in the school. This training will include subjects specific to SEND needs across the school. This is either delivered by the SENCo or Outside Agencies.
Teaching and Learning Assistants	Our Teaching Assistants hold a range of qualifications including NVQ Level 2/3. They are experienced Teaching Assistants and have a wide range of experience across the Primary age range. They take part in many of the training opportunities listed below.
SEN Governors	The SEN Governors bring many years of experience in both the special school and nursing professions to this role. They liaise closely with the Head Teacher and Governing Body as well as the SENCO and attend training when appropriate.

Staff have had a wide range of SEN training, including

- Attachment (including P.A.C.E), Autism Stage 1 and 2, ADHD , sensory processing, working memory difficulties
- Specific Reading and writing Interventions e.g.Boosting Reading Potential, Precision Teaching, Inference Training, Words First.
- Specialist Dyslexia training and support.
- Speech and Language Training including Talk Boost and PEIC-D
- Every Child Counts Intervention Programmes: First Class @ Maths, Talk 4 Number and Success@ Arithmetic.
- Hearing and Vision Impairment training
- First Aid/Medical training (including Diabetes training and EpiPen training)

8. How will my child be included in activities outside the classroom including school trips?

There are a range of activities and visits provided by the school and all visits are available to all students. School policy promotes inclusion, where possible, of all our learners in all

aspects of the curriculum including activities outside the classroom. The school consults with parents and other professionals to make access arrangements for SEND students so all can participate in school visits and outside learning. All staff organising visits are trained and complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are discussed and planned for (using risk assessments) in consultation with parents.

9. How accessible is the school environment?

Bridport Primary is an inclusive school, meeting the needs of pupils with a wide range of SEND. Diversity is valued and respected in our school. The school has an **Accessibility Plan** in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is a single storey building which is wheelchair accessible and a disabled toilet facility is available to both children and parents. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the school are kept to a minimum. The whole school has sound panels where needed to support children with Hearing Impairment.

10. How will the school prepare and support my child to join school

Transition between settings, from Early Years/Pre-school to Secondary school and between key stages and classes, are managed carefully to enable children to complete each transition as successfully as possible. Children starting school for the first time meet their Reception teacher in their pre-school settings and are invited to a sequence of transition days in the Summer Term where they can meet staff, get to know their class and the wider school environment. If a child joins the school from another setting, parents are invited to meet the head teacher and staff and tour the school before their child starts. Children are welcome to take up the opportunity to spend a morning or afternoon here before they start officially. For children with particular SEND, extra transition arrangements are made between each year transition. This may include teachers spending time getting to know children in the Summer Term before they move, creating transition booklets and additional ELSA support.

11. How will the school prepare and support my child to transfer to a new setting/secondary school

Bridport Primary is the largest feeder school to the local secondary school and has good connections with the SEN and Pastoral Support Team. Where children are transitioning to other secondary schools, the same transition arrangements are made wherever possible within the local area. Children are offered sports, arts and music opportunities at the secondary school at different points during their primary years to help them familiarise themselves with the secondary setting.

In Year 6, children follow a transition program where secondary school staff visit the school and then children attend days at the secondary school during the Summer Term. For children with specific SEN needs an enhanced transition package is available if needed including extra visits with the child and SENCO to meet the SEN team at the receiving school where possible. This may also include additional work with Mrs Smith, our trained ELSA and Family Support Worker.

12. How are the school's resources allocated and matched to special educational needs?

The Special Educational Needs budget is allocated in response to the needs of individual students at the school. The majority of the school's funding is spent on teaching and support staff and the allocation of their time is agreed by senior staff. Consideration is given to what support may be appropriate at any given time and to the child's views on this provision. Budgets are closely monitored and aligned to the School Development Plan. The school uses quality assured interventions to support children with identified needs. These are monitored regularly and reviewed for impact.

13. How is the decision made about what type and how much support my child will receive?

- **As part of the graduated response** (SEN Code of Practice) the first level of response is working with the child, their families and other staff, to review assessment data and discuss what the issues may be. The teachers and SENCo/Inclusion Leader or Manager consider the course of provision that will best match the child's needs at classroom level.
- **The next level of support** is interventions targeted at the child's particular need to see if they are behind for reasons other than SEND. If an area of SEND is identified, then with the family, further support will be requested from outside services to determine what that need may be. Children diagnosed with a specific need, such as Dyslexia/ADHD/ASD/medical, who do not require an EHCP, may receive a higher level of support, depending on need and availability of resources. This happens in consultation with parent(s) and if necessary external professional advice.
- **The highest level of need** is met through an EHCP (Education and Health Care Plan). This is a process where complex needs are supported by school and outside agencies to meet that child's high level of need. All children with an EHCP will have external professional advice laid down in their plan and usually receive additional support as needed to meet this advice.

Children's progress is continually monitored and reviewed at the Annual Review meeting. Any necessary changes to support will be detailed and implemented according to the agreed action plan. Progress will be measured and reviewed termly against agreed outcomes. The pupil, parents and other professionals involved in provision for the student are requested to share their views for the annual review meeting.

The SENCo oversees all additional support and regularly updates the SEN Governor.

14. How will I be involved in supporting my child?

Bridport Primary School SEN Offer

Bridport Primary believes in developing a dialogue with parents as we recognise the valuable role parents play in supporting their child's learning, needs and aspirations. Parents are encouraged to contact the office or staff by phone, email or ask for 1-1 meetings when they need to and are also provided with parent's consultations during the year to discuss progress and amend provision where necessary. Provision maps are created and reviewed collaboratively by school staff, parents and children on the SEND register to ensure the correct provision is in place to enable every child to thrive.

The Governing Body includes parent governors. There is an active Parent Teachers Association named 'The Friends of Bridport Primary School', which welcomes new members.

There are many other different ways parent can support their children such as:

- Attending parent consultations regularly.
- Ensuring children complete homework/reading/spelling tasks to support their learning.
- Encouraging children to respect and value school.
- Keeping us up to date of any changes or information you feel that is necessary to pass on to the class teacher/ SENCo.
- Considering becoming a parent governor or joining our parent association – 'The Friends of Bridport Primary School', which welcomes new members.

15. How can I access support for myself and my family?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Further information and support can be obtained from the schools's SENCo and Family Support Worker, who can both be emailed at: office@bridport.dorset.sch.uk

Dorset Parent Partnership now called SEN DIASS offers impartial and independent information, advice and support to parents of children with SEN, particularly with Education Health Care Plans. The nearest SEN DIASS can be located via sendiass@dorsetcc.gov.uk or independentsupport@roseroad.org.uk

The following organisations offer information and support for students with specific SEN:

- [The British Dyslexia Association](#)
- [The National Autistic Society](#)

There are links on the Curriculum/SEND section of our website to these and a number of other support services.

SEN INFORMATION AND LOCAL OFFER

We have linked this information about our arrangements for identifying, assessing and making provision for students with SEND to the local authority's [Family Information Directory](#). This is called 'The Local Offer' and can be found at: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Use the search engine to find our school or other Dorset schools.

The local offer website holds a directory of facilities and resources available from many services within Dorset.