



Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does Great Bedwyn School know if my child needs extra help?	We identify the need for extra help by; <ul style="list-style-type: none"> - Identification will occur through the class teacher, teaching assistant or parent concern - Following assessment, daily marking and feedback. - Apply interventions according to need - Use of GRSS (Graduated Response to SEND Support) to identify needs - Needs are reviewed and provision adapted according to need. Outside agencies will be contacted if necessary. 			
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> - Contact the class teacher - Parent evenings - Class teacher will then discuss provision and support with the SENCo 			
How will I know how Great Bedwyn School supports my child? How will I know how my child is doing? How will I be involved in discussions about and	We try to work closely with all our parents to ensure that all pupils are happy and are making progress. Working in partnership with parents and children with SEND is even more important , Therefore the following occurs: <ul style="list-style-type: none"> -Communication through 3 support meetings each year, with the class teacher, SENCo, parents and any other outside agencies who may be involved. - Children will have a 'one page profile' drawn up and a 'My Plan' or a 'Statutory My Plan' if needed. - An open door policy is encouraged so that regular, informal conversations can take place - Parents evenings will take place to discuss attainment and any other wellbeing issues that may arise 			

<p>planning for my child's education?</p>	<ul style="list-style-type: none"> - An annual report outlines attitudes towards learning. Progression made and attainment compared to national expectations - Parents will be provided with a copy of the desired outcomes or 'My Plan' agreed for their child and the strategies and interventions put in place to help them achieve them - Hold an annual review for any child with Statutory My plan (Education health and care plan)
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from teaching assistants or specialist staff (eg. HLTA, ELSA) The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met.</p> <ul style="list-style-type: none"> -Specific resources and strategies will be used to support every child individually and in groups. -The class teacher will use appropriate assessments to set outcomes which are challenging and achievable. -The class teacher will plan lessons which ensure there are no barriers to all children achieving -Class teachers will give learners choice and control.
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to support their children at home-</p> <ul style="list-style-type: none"> -access to Individual support will be given to parents to enhance knowledge and understanding of teaching methods when necessary and appropriate - at parents evenings or additional meetings, teachers will give advice on how to support children further at home -parents receive agency reports which often include support materials for home use - Use of the Parent Support Advisor
<p>What support will there be for my child's overall well-being?</p>	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour Policy.</p> <p>The school also teaches children strategies to help them socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> - Circle time - Emotional Literacy Support Assistant (ELSA) - SEAL - Use of persona doll - Collective worship - Calm Kids

	<p>Individual support sessions may teach social skills and coping strategies, delivered by an ELSA A 'quiet area' is available in the playground to allow children to sit quietly and gather their thoughts. The school offers many opportunities for children to participate in after school enrichment. The school gives all children equal opportunity to participate in all activities regardless of need. A buddy system is in place to give older children responsibilities to care for others.</p>			
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>County SEND support Speech and Language Behaviour support SWAPP- Educational Psychologist Paediatrician ELSA</p>	<p>County SEND support EMAS support Paediatrician</p>	<p>CAMHS School nurse Social care CAF ELSA counselling Children's centre paediatrician</p>	<p>School nurse Occupational therapy Physiotherapy counselling paediatrician</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Talk Boost BLAST SWAPP ELSA Social skills</p>	<p>WESFORD Sound Discovery Wave 3 NESSY Nippy numbers Daily reading Clicker Dyscalculia support Success@Arithmetic</p>	<p>ELSA SEAL Persona Doll Circle time De- escalation Calm Kids</p>	<p>Nessy fingers (fine motor skills) Sparks (gross motor skills) Coloured overlay and reading strips Manual handling</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to allow all children to participate. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated</p>			

<p>How accessible is the school environment?</p>	<p>The school environment is suited to all children,</p>
<p>How will the school prepare and support my child when joining Great Bedwyn School or transferring to a new school or post-16 provision?</p>	<p>Before any child moves to our school we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend time in their new class so they know the expectations, can be allocated a buddy and understands the procedure for early morning routines.</p> <p>If needed we can include</p> <p>Once we know that a child with SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a ‘transition plan’ to help a child settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.</p> <p>If appropriate a one page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are all working on.</p> <p>Whenever a child moves to another school we always pass on school records to the new school. If a child has SEN we also:</p> <ul style="list-style-type: none"> - Pass on SEN records to the new school including SEN support plans or statutory My Plans. Liaise with the SENCo and head teacher or class teacher of the new school to clarify any information necessary. If needed we can include ways to support a child during their transition to a new school through their SEN support plan or Statutory My Plan. <p>For example extra visits to the school, or carry out transition work in preparation for the move eg: maps or photographs of the new school or working on a new one page profile for the new school</p> <p>If possible we invite the new school to the last annual review of a child with a statutory my plan and a transition plan can be set up as part of this meeting</p> <p>A transition meeting is convened for any child with a statutory My plan at the end of year 5 ready for Year 6 moving into secondary education</p>

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school has a delegated budget for children with special educational needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during parent meetings three times a year. And modified to ensure effective support to maximise the learning and progress of the children. Tracking progress on a regular basis will ensure the provision matches the need</p>
<p>How is the decision made about how much/what support my child will receive?</p>	
<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child's needs. Please contact the school office to arrange a meeting with the SENCo</p> <p>Great Bedwyn Primary School, Farm Lane, Great Bedwyn, Marlborough, Wiltshire SN8 3TR Tel: 01672 870482 Email: admin@greatbedwyn.excalibur.org.uk</p>