



At Fishponds CE Primary School our aim is for all children to flourish both academically and emotionally. We provide holistic care for our pupils with an emphasis on emotional literacy and nurture.

As stated in the SEND Code of Practice, a child or young person has SEN if they have **a learning difficulty or disability which calls for special educational provision to be made for him or her**. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools.

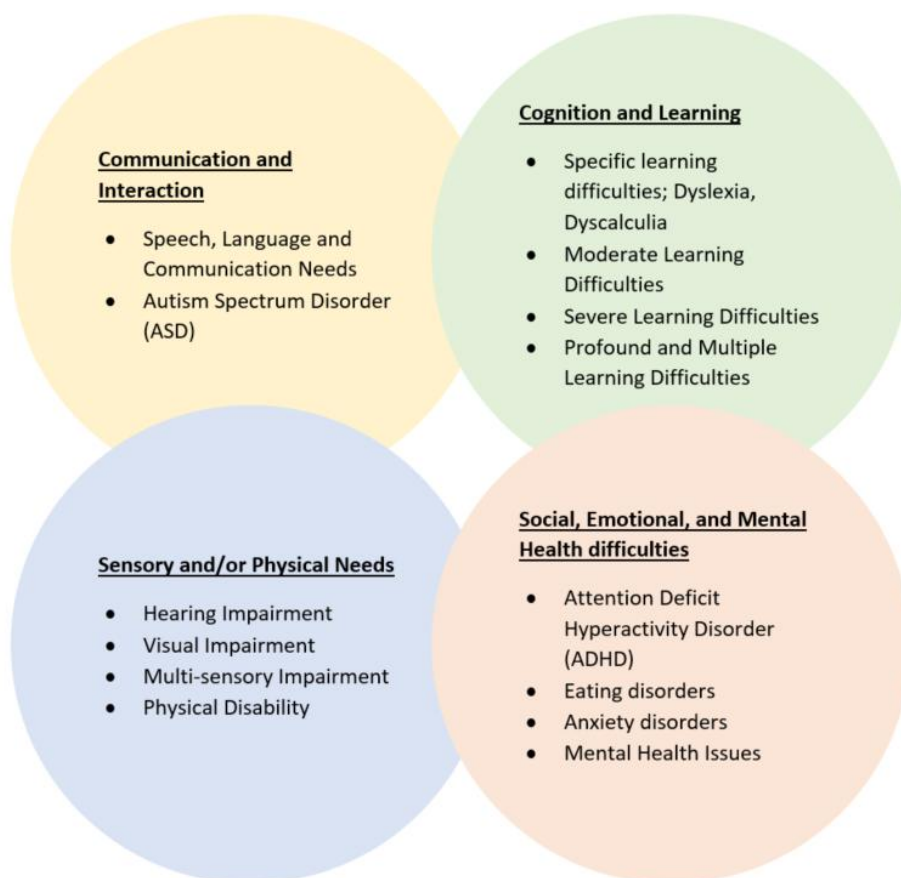
Special educational provision is provision that **is different from or additional to** what is normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

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What areas of SEND are provided for at Fishponds?

The DfE broadly identifies four different areas of need. In our inclusive mainstream school, we currently provide additional and/ or different provision for a range of needs including:



At Fishponds we also have a Resource Base. This is an 8-place specialist provision for pupils in primary education with a primary need of Communication and Interaction and an Education Health and Care Plan (EHCP).

Who can I contact about SEND needs?

Your first point of contact should be your child's class teacher.

Please speak to them after school or via ClassDojo to arrange a phone call or face-to-face meeting.

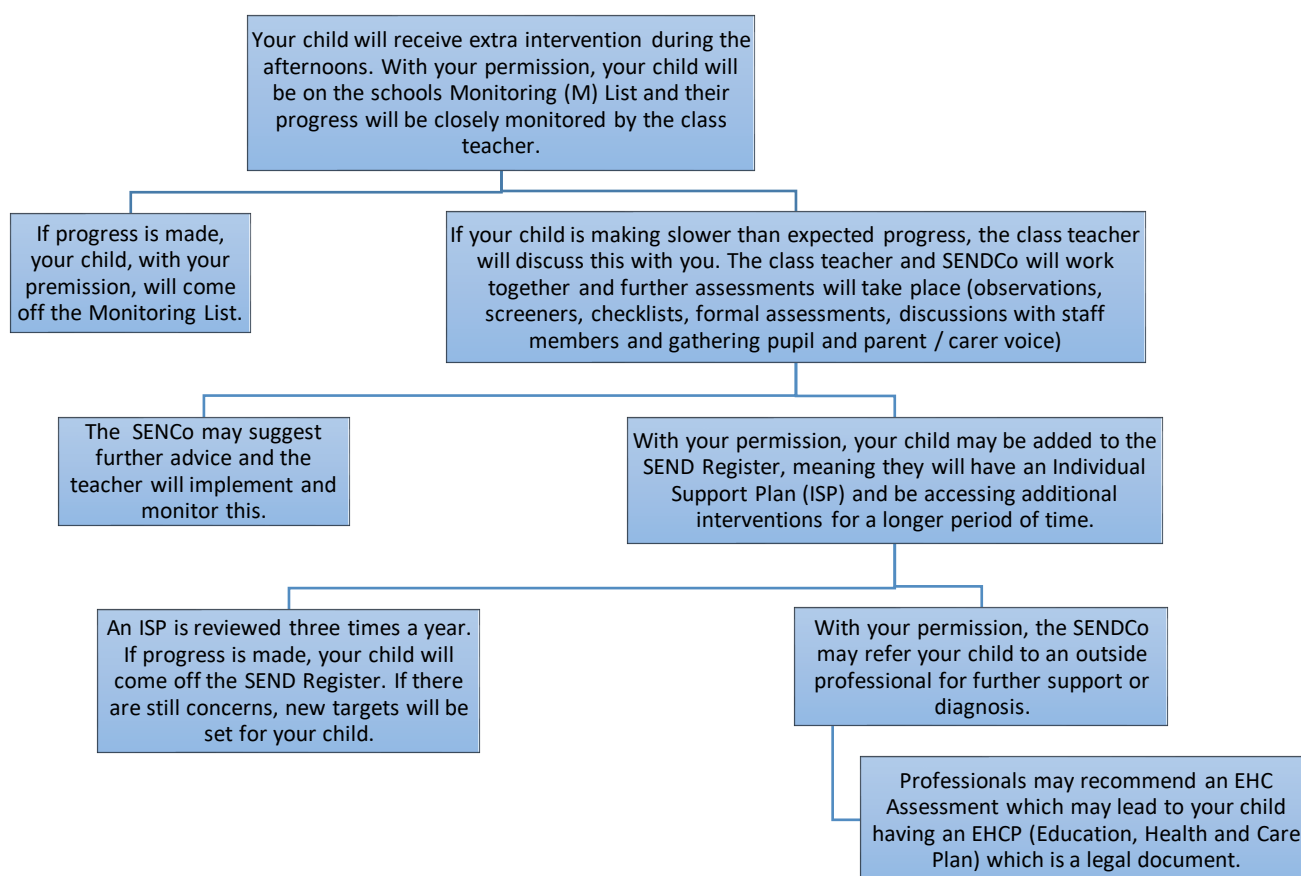
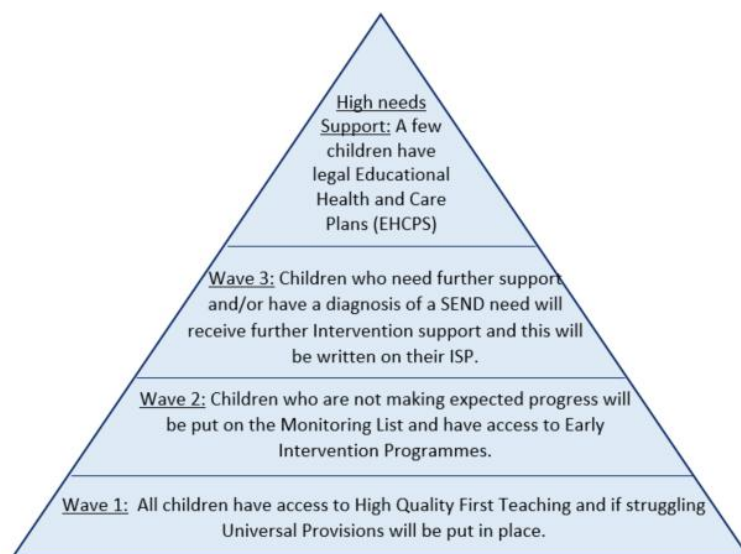


If your concerns are more complex, or if your child has not yet started at our school, please contact our Main SENDCO, Mrs. Vicky Caddell.

You can contact her through ClassDojo, by calling the school office at 0117 903 0491, or by emailing v.caddell@fceps.org.uk.

How does the school know the needs of my child?

- If your child is new to school and they have needs that have already been identified, then information and assessments will come from the previous setting. A transition meeting may be arranged which will include you.
- At Fishponds we have regular SEND training for all our staff members so that all classrooms have high-quality first teaching, adopt inclusive pedagogy and implement universal provision strategies.
- If your child is making slower than expected progress and/or their behaviour is communicating something, then we will assess and plan what action needs to be taken, this will be communicated with parent/carers. Steps we take are in the flow chart below:



How do you assess and review my child's progress?

- The class teacher is responsible for the monitoring of progress of the children in their class through marking, verbal assessment, and formal assessments (in phonics, reading, maths and moderation of writing).
- We may also carry out reading and numeracy tests
- Class teachers attend Pupil Progress meetings with the Senior Leadership team to discuss progress, provisions and next steps.
- If the child is on the SEND register they will also have an **Individual Support Plan (ISP)**. For this, the school follows the graduated approach and the four-part cycle of assess, plan, do, review.

How are parent/carers involved?

- As a school we have two parents' evenings throughout the year where you can speak to your child's class teacher as well as book an appointment with the SENDCO.
- If you have concerns about your child's progress and needs, please talk to your class teacher via dojo, face-to-face or arrange a phone call. You do not need to wait for a parents evening to do this.
- If the class teacher has concerns about your child's progress and needs, they will discuss this with you.
- As a school, we will ask parent/carers for permission to log your child on the Monitoring List or the SEND register. These are internal school processes to enable the team to monitor your child's progress.
- If your child is on the school's SEND Register, they will have an Individual Support Plan. These are written and reviewed three times a year. You have the opportunity to share your voice on the plans when they are written (terms 1, 3, 5) as well as reviewed (term 2, 4, 6).
- If outside professional support is necessary, the SENDCO will discuss this with you and gain permission.
- For pupils with an Education and Health Care Plan, there is a statutory requirement to meet each year for an 'annual review' of the child's needs. In every case parents give their views and participate in the meeting, sometimes with the help of interpreters. Children are also given the chance to give their views in these meetings.
- In some cases, your child may have a home/school communication or proud book to support their needs.
- You can become involved in our Parent Forum. If you'd like to know more, please contact Mrs Carole Seddon
- At times, we offer workshops with more information about SEND
- You can become involved in the Parent SEND Working group. If you'd like to know more, please contact Mrs Caddell

Do you involve the child?

- Child voice is collected by the class teacher, appropriate to their age and stage, and incorporated into their Individual Support Plans.
- We hold pupil voice sessions when monitoring SEND at the school. This may be collected by the SEND team, the Governor for SEND or the SEND leads in our Trust.
- Children contribute to their end of year reports.
- If your child has an EHC Plan their views will be sought before any review meetings.

What does teaching children with SEND look like? What adaptations are made to the curriculum and learning environment?

- The role of the class teacher is fundamental to any additional needs being met. They will use ongoing lesson assessments to create appropriate lesson plans, seating plans and work.
- Quality First Teaching includes differentiation, target setting, adaptive teaching and personalised learning. Your child's class teacher will use a range of strategies and resources to enable your child

to access the curriculum; explicit instructions, modelling, visuals, flexible groups. In all classes, teachers will support learning at different levels and different rates.

- The learning environment will be accessible to all; visual timetable, Widgit symbol labels, Zones of Regulation areas, Hessian backed walls for a calm space, working walls to display learning, concrete resources.
- Universal Provisions may be put in place; brain breaks, chunking of instructions, specific printed resources, wobble cushion, social stories, pre or over- learning groups, individual timetable, check-ins.
- Some children may take part in a formal intervention programme supporting their area of need. If your child takes part in one of these programmes you will be updated and given ideas about how you can support at home.

What support will there be for my child's overall wellbeing?

- Involving all children in 'Jigsaw' lessons which bring together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development programme.
- We follow the Zones of Regulation. All children have lessons around these and we have Zones of Regulation tables around school to support their regulation. Children first benefit through co-regulation with an adult and then later learn to independently regulate.
- We follow The Six Principles of Nurture; safety, wellbeing, language, behaviour, learning and transitions.
- Pupils' views are sought, listened to and acted upon wherever possible.
- We have an ELSA (Emotional Literacy Support Assistant), who works with specific children.
- We have a fully trained Drawing and Talking assistant, who can work with specific children.
- We have an Educational Mental Health Practitioner at school one day a week, who offers 1:1 and group support to pupils linked to anxiety, low mood and other struggles with wellbeing.
- We have a mental health lead.
- All schools have designated first aiders and a procedure for administering prescribed medications. We have access to the School Nursing Service, Primary Mental Health Support (PMHS), Child and Adolescent Mental Health Service (CAMHS) we also contact First Response should there be a need to access a variety of other support services.
- We have a clear behaviour policy (available on this website) and access to behaviour specialists for support and advice when needed, e.g. access to outreach provision.
- We have a Nurture provision, The Bay, where pupils struggling with their Social, Emotional and Mental Health (SEMH) can be referred by school staff. Parents/carers will be informed of this and consent gathered. The Bay offers a soft start to the day for pupils who find coming to school a challenge, they can access a clam start and chat over breakfast.

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

- Inclusion is at the heart of Fishponds CE Academy. Specific access needs will be addressed on an individual basis. See [Access Plan](#) for further details.
- We have regular educational visits as well as people coming into school to support topic areas. There is one residential trip in Year 6 and swimming lessons in Year 5. All children, including those with SEND, are given the opportunity to come.
- We provide any support that is required for full inclusion as we choose visits that are accessible to all. You are encouraged to join and support the school and your child on some trips and visits.
- We offer a variety of Extra Curricular clubs which change termly, and we support those with SEND to access these.

How do you support my child's transition into a new year group?

New to Reception	From year group to year group	From year 6 to secondary school
- The Reception team meet with the Nursery teams - The SENDCO meets with Nursery teams for high needs pupils, this is an Enhanced Transfer Meeting - Our Reception team takes part in the Universal Transfer Document Event - The Reception team holds a Parent Information Evening, booklets and videos are shared here - The team also hold Stay and Play sessions, Picnics and Story Times - The Reception team do home visits to support transition - We have a staggered start to support the children transition - Nursery settings provide us with any required paperwork for children	- We have handover meetings so that current teachers can share key information with your child's next teacher - SEND paperwork is moved onto the next teacher - Parent/carers can ask to meet with the new teacher - We make and share Transition Booklets with the children to prepare them for their next classroom, learning area and team – these are also shared on ClassDojo - In some cases, teachers will visit their new class before the summer holidays or spend time with specific children who have SEND	- Pupils with an EHCP have a transition Annual review during Term 1 and 2, to discuss Secondary School choices. - The year 6 team, SENDCO and Family Support Worker (and mental health lead) meet with the Secondary Schools and pass on all necessary information - We send all SEND information to the new school - All children take part in a transition programme, led by their Year 6 teacher - Secondary schools hold their own transition activities and days, most offer a summer school or enhance transition days for high needs pupils

How do you evaluate the effectiveness of the provision for children with SEND?

- The Governor with responsibility for SEND is, Mary Iles.
- The Governor with responsibility for SEND meets regularly with the SENCO to discuss the needs of the children in school and to evaluate the provision. They also report to the Governors.
- The SENDCO meets regularly with the SEND Lead for the Academy Trust (Lighthouse Schools Partnership) to monitor provision and progress.
- The SENCO meets regularly with the Head teacher to monitor provision and progress in place for children with SEND as well as assessing the impact of provision and next steps.
- Class teachers and teaching assistants review provision as part of the ISP process (assess, Plan, Do, Review) Provision is then adapted, where needed, following advice from the SENDCO.
- Successful interventions include: Attention Autism, Speech and Language, Precision Teaching, Handwriting, Soft Start, phonics and reading.

What expertise do you have at Fishponds? What staff training is there?

- The SENDCO, Mrs Caddell, is a qualified teacher and has successfully completed The National Award for Special Educational Needs Coordination. The SENDCO regularly completes training and research in order to develop their knowledge and practice. We collaborate within the Academy Trust and with other Bristol SENDCOs to share and form best practice.
- We have a trained Drawing and Talking Therapist, an Emotional Literacy Support Assistant (ELSA) and trained Reading Assistants.
- We have an Educational Mental Health Practitioner at school one day a week, who offers 1:1 and group support to pupils linked to anxiety, low mood and other struggles with wellbeing.

- As a school we are passionate about CPD for all staff. This includes training through INSET training, Continuing Professional Development meetings for teachers, bespoke 1:1 coaching through our developmental drop ins programme as well as weekly TA meetings and termly TA drops-ins and training.
- Staff who work closely with our children with SEN receive relevant training where possible.

What is the Inclusion Hub?

- We have a Resource Base attached to the main school called The Reef. This is a specialist base for students with communication and language needs. All children who attend here have an Education Health Care Plan. The pupils who attend The Reef struggle to access the mainstream classrooms and some mainstream environments and is for pupils with complex needs.
- We also have an Inclusion Base attached to the main school called the Corals. This is for students with communication and language needs who can access elements of the mainstream classrooms and environments. All these pupils either have an EHCP or are on the EHCNA pathway.
- Both the Reef and The Corals are part of our Inclusion Hub. Parents cannot apply directly to the Inclusion Hub, but children are placed here by the Local Authority after agreement by their specialist panel that this is the best option for them. There are 8 places in The Reef ranging from Year One to Year Five. There are currently 10 places in The Corals ranging from Year Two to Year Five.
- More information can be found on the Resource Base section on the Academy website.

What other specialist expertise is available?

Fishponds CE Primary School has contracted access to	Educational Psychologist (EP) Occupational Therapist (OT) – mainstream and Inclusion Hub Behaviour Specialist Speech and Language Therapist (SALT) – Inclusion Hub only
Services provided by the local authority that we have access to	BAT (Bristol Autism Team) Sensory Support Service Learning Improvement Team Behaviour Improvement Team Early Years Inclusion Team Alternative Learning Team (ALPS)
The school also works with health professionals such as * These can be accessed through the health care team via your GP or through the school nurse	Paediatricians Speech and Language Therapists (SALT) Occupational Therapists (OT) Physiotherapists (PT) Primary Mental Health Services (PMHS) School Nurse Child and Adolescent Mental Health Services (CAMHS)

Who can I speak to if I have a complaint?

- The SENDCO is available to talk about any issues. Parents can make an appointment by contacting school on 0117 9030491
- The Headteacher is also always willing to meet with parents if they have a complaint or concern.
- Parents can refer any unresolved issues to the chair of the Academy Council who can be contacted in writing through the school. Mrs Sarah Cran fishpondsprimary@fcephs.org.uk.
- The Local Authority provides a service for parents of special needs children who need support to resolve problems through the Parent Partnership Service. (Tel. 0117 303 5004)

- If you still feel the issues are unresolved, the Headteacher will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.
- If your concern is with the local authority, then please contact the school or SEND and You.
- SOS SEND run local drop ins and have an advice line for issues around provision and EHCP
<https://sossen.org.uk/>

Where can I go for more information about SEND?

- The LA's 'Local Offer' will provide parents with information about all the arrangements and services available throughout Bristol for children with any type of special need or disability. This can be accessed via the following link. [SEND Local Offer \(bristol.gov.uk\)](https://bristol.gov.uk/send-local-offer)
- SEND and You (parent advice group) This can be accessed via the following link. [SEND and You](https://bristol.gov.uk/send-and-you)
- Bristol Parent Carers Forum (parent support for pupils with SEND). This can be accessed via the following link [Bristol Parent Carers Forum](https://bristolparentcarersforum.org.uk)
- Disabled Parents can be contacted via the website www.disabledparentsnetwork.org.uk
- National Parent Partnership Network can be contacted via the website www.iassnetwork.org.uk
- Bristol Autism Team (support and training for parents and carers of autistic children in BS postcodes) This can be accessed via [Bristol Autism Support](https://bristolautismteam.org.uk)