

**Link to Local Offer Website:**

<http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel>

**Who to Contact:**

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Bournville Primary School is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and / or disabilities (SEND).

**SEN at Bournville Primary School:**

Our staff have high levels of skills, knowledge and expertise in providing first class education for children with a range of needs. This includes:

- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Disorder
- Speech, Language and Communication Difficulties
- Moderate and Severe Learning Difficulties



**How do we identify children with Additional Needs?**

Our highly experienced staff are committed to identify additional needs as early as possible to ensure that appropriate support is put in place. Children's additional needs are identified in the following ways:

- Discussions with parents / carers
- Pupil tracking and pupil progress meetings
- Observations by teachers and other staff
- Discussions / work with the SENCo
- Liaising / discussions with previous schools / providers
- Working closely with health, social care and other agencies.

**Provision for SEN:**

We enhance the curriculum to ensure we meet the needs of all children.

For further information please see the provision section on the website.

**Links to policies:**

<http://bournville.org/wp-content/uploads/2012/03/Anti-Bullying-Policy-16-17.pdf>  
<http://bournville.org/wp-content/uploads/2012/03/Safeguarding-Policy-for-Schools-2016-17.pdf>  
<http://bournville.org/wp-content/uploads/2012/03/Single-Equality-Policy-16-17.pdf>  
<http://bournville.org/wp-content/uploads/2012/03/Intimate-Care-Policy-17-18.pdf>  
<http://bournville.org/wp-content/uploads/2012/03/Complaints-Policy-2016-17.pdf>  
<http://bournville.org/wp-content/uploads/2012/03/Accessibility-Policy-16-17.pdf>  
<http://bournville.org/wp-content/uploads/2012/03/Behaviour-and-Discipline-Policy-16-17.pdf>

**Assessment and Review of Provision:**

Ongoing assessment of progress and provision ensures all children access effective learning opportunities. Assessment procedures include:

- Feedback from the child
- Feedback from support staff
- Day to day teacher observations
- Discussions with parents / carers
- Discussions / observations by SENCo / external agencies
- SENCo report to Governors
- Ongoing assessment of SEN provision and intervention singularly and as part of the whole school M & E cycle.

Supporting social and emotional needs:

Children's social and emotional development affects their behaviour and their learning. We support their development in this area by:

- Sensitive teaching and a commitment to flexibility.
- A strong pastoral team who provide a wide range of clubs, 1:1 work and in class support.
- Having an awareness of bullying on children's well being.

For further information please see the SEN policy, anti-bullying policy and the pastoral information on the website.

Transition:

We know that a good transition between the stages of a child's education helps them to feel safe and to continue to progress. We plan carefully for:

- School entry from home or Nursery
- Movement between key stages and between classes.
- Movement to Secondary Schools
- Movement between primary schools for children who enter or leave at different times.

Complaints:

We have policies in place that aim to resolve problems swiftly, fully and efficiently. For further information please see our complaints policy and the section on the website.

Looked after children with SEN:

Mrs Chaffey, the designated LAC teacher liaises with the SENCo, agencies currently involved and carers to discuss progress and monitor learning through:

- Personal Education Plans (PEPs)
- Working closely with North Somerset Virtual School who visit up to 6 times a year to ensure we are meeting the needs of the children
- Monitoring and Evaluation of Safeguarding procedures.

Parental Involvement:

We value our relationships with parents / carers and recognise that parental involvement is vital to successfully meeting the needs of children with additional needs. We work with parents / carers in the following ways:

- Open door policy
- Regular informal meetings with parents / staff / children
- Formal meetings 3 times a year
- Non-teaching SENCo easily available to parents / carers/
- Staff who listen to parents and act on information to promote all aspects of children's learning and well being
- Joint working with parents / carers and external agencies



What our parents say about us:

- 'It's easy to contact staff to discuss anything'
- 'Things get done'
- 'Always go out of their way to help'
- 'You get treated like a human being not an Alien!'
- 'Non Judamental'

What our staff say about us:

- Good communication with parents
- Excellent referral processes
- Effective professional relationships
- Children fully involved in target setting
- Needs of children fully met through support and resources.
- Good use of targeted training and CPD

Staff training:

We put in place staff training to meet a wide range of educational needs. This is provided 'in house' and by specialist agencies.

What our children say about us:

Children with SEN feel safe in school. They report feeling supported both academically and pastorally. They find it easy to get around school and know where to go if they need help or feel scared.