

# Parson Street Primary School

SEND Local Offer

2023-2024



**Parson Street Primary School  
Bedminster Road  
Bristol  
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**[www.parsonstreet.com](http://www.parsonstreet.com)**

Head Teacher – Laurie Munro  
Inclusion Lead- Laura Ellis  
SENDCo – Harriet Bigwood and Hannah Read

**Special Educational Needs and/or Disabilities (SEND)  
Information for Families**



**Trust in Learning**  
Trust in Success

At Parson Street Primary School, we strive to support all our children and enable them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. High Quality Teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. We are committed to safeguarding and promoting the welfare of children, with all staff and volunteers sharing this commitment.

*Empowering all to create opportunities for life- long learners in our communities.*

This underpins every aspect of school life. At the heart of our vision is that our children enjoy their learning and that they can expect teaching and learning activities that are inspiring and engaging. There is a high level of commitment from children, teaching and non-teaching staff, governors and parents to strive for:



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## **Children and Families Act 2014**

The Children and Families Act (2014) takes forward the Government's commitment to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and SEND.

The Act makes several changes to the law, regulations and practices on SEND; these include:

- Replacing statements of SEND and learning difficulty assessments with a new, birth to 25, Education and Health Care (EHC) Plan
- As part of these reforms the Local Authority has responsibility for changing existing statements to EHC plans by 2018 and with immediate effect for new applications
- Improving cooperation between all the services that support children and their families

## **Pupil Premium**

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last six years (known as 'Ever FSM 6'). Schools also receive funding for children who have been looked after by the Local Authority continuously more than six months and children of service personnel.

The Government believes that Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those children who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess what the pupil needs.

Schools are held accountable for the decisions they make through performance tables and the new Ofsted inspection framework.

## **Roles and responsibilities**

### **Teachers:**

- Ensure that all children have access to quality teaching and learning opportunities and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discuss amendments with support staff and/or the SENDCo as necessary.
- Where necessary, develop Learning or Behaviour Plans that focus on particular needs and targets, and share and review these with you at least 3 times a year to plan for future provision.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work or programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, such as a teaching or learning support assistant, outside specialist help and specially planned work and resources.
- Ensure that the school's Special Educational Needs and/or Disabilities (SEND) Policy is followed in their classroom and for all the pupils they teach with any identified SEND.

If you wish to discuss any concerns you may have, please contact your child's class teacher by telephoning or visiting the school to arrange an appointment. As a school we welcome regular communication with parents.

### **The Head Teacher is responsible for:**

The day-to-day Leadership of all aspects of the school, this includes the support for children with SEND. They delegate responsibility to class teachers and teaching or learning support assistants but hold overall responsibility for ensuring that your child's needs are met.

**Our Head Teacher is Laurie Munro**

**Our Inclusion Lead is Laura Ellis**

**Our SENDCOs Harriet Bigwood and Hannah Read**

**Our Attendance Leader is Kim Harris**

**Our Family Support Worker is Karen Cousins**

**Our Assistant DSL is Karen Cousins**

**Our Behaviour and Attitudes Leader is Laura Ellis**

**Our Mental Health Leads are Fiona Price and Karen Cousins**

**The Inclusion Leader and SENDCo's are Responsible for:**

- Overseeing inclusion and pastoral services.
- Ensuring every child in Parson Street Primary School is valued, listened to and supported effectively in order to overcome any barriers in their learning so they can succeed.
- Leading the Inclusion Team which includes our Family Support Worker, Attendance Lead, SALT HLTA and Nurture HLTA. Together they work to support our children and their families inside and outside of the classroom. The team works in close partnership with parents/carers, teachers and specialist agencies to identify issues or concerns early and to remove all possible barriers to learning, so that all pupils can reach their full potential.

**The SENDCo's are responsible for:**

Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.

The Head Teacher and Inclusion Leader ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Head Teacher and the SENDCo's also ensure that school staff follow a graduated approach to assessing and meeting the needs of children with SEN or Disabilities, appropriate to the needs of the individual child. This includes ensuring that as parents you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- part of planning ahead for them

The SENDCo's:

- Liaises with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Specialist teams etc.
- Updates the school's SEND record (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood).
- Provides specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supports your child's class teacher to write SEND plans that specify the targets set for your child to achieve.
- Organises training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensures the school responsibilities under the Equalities Act 2010 are met so reasonable adjustments are made to meet your child's needs.
- Ensures a smooth transition when a child joins or leaves Parson Street Primary School.
- Manages and deploys resources including staff to meet your child's needs.
- Monitors and reviews interventions to ensure they are up to date and informed by national developments.
- Ensures the graduated response is maintained.

**Our Inclusion Lead is Laura Ellis**

**Our SENDCOs Harriet Bigwood and Hannah Read**

**The SIB Team** is responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Monitoring the progress of all children with SEND, as a group and reporting to

the full governing body.

### **How does Parson Street Primary School know if children need extra help?**

We know when children need help if:

- concerns are raised by parents or carers, teachers or the child's previous school or pre-school
- the child's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the child's behaviour
- a child asks for help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you:

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning
- how we can work together, to support your child at home and at school

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. Please talk to your child's class teacher, the SENDCo or the Head Teacher. Your concerns will always be taken seriously. Your views on your child's development and progress are always valuable.

You may also want to get some advice from:

- Parent Partnership Service. [www.iassnetwork.org.uk](http://www.iassnetwork.org.uk)
- Bristol Supportive Parents [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk).
- Bristol City Council Children and Young People's Services [www.bristol.gov.uk/nav/children-and-young-people](http://www.bristol.gov.uk/nav/children-and-young-people)

### **What training opportunities are there for staff supporting children with SEND?**

It is the Head Teacher, Inclusion Lead and SENDCo's responsibility to support class teachers in planning for children with SEND and provide in-house training (INSET) where possible and necessary independently and through collaboration with TiLA. The school has a school development plan, identifying training needs for all staff to improve the teaching and learning of all children including those with SEND. This may include whole school training on SEND strategies or to support identified groups of learners in school, such as those with Autism Spectrum Disorder, Attachment Disorder, ADHD, Downs Syndrome, Dyslexia, Emotional and Behavioural needs, Health

and Learning Development needs, Visual, Hearing and Sensory difficulties and Speech and Language needs.

Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users and wide doors in most of the school. As part of the annual review of school premises, accessibility issues are always considered in light of any individual need. Audits are completed in partnership with outside agencies to ensure children with specific needs can access the learning environment effectively.

### **How will Parson Street Primary School support my child's transition to and from school?**

Induction for all Early Years children takes place in Term 6. Nursery and Reception children are invited for a play and stay with their adult. Reception children are invited in for story sessions. This all happens in the summer term and an induction meeting for parents is offered. Reception Teachers also visit pre-school settings to observe children and discuss their early years progress with pre-school staff where needed.

If your child joins the school in Reception, there may be transition funding available to support your child to settle into school.

The school also offers Home Visits where the Early Years team will visit parents and their children in the home environment which are carried out Term 1. Nursery and Reception children follow an induction period in September.

For children who transfer mid-year, Local Authority (LA) procedures are followed (see LA website). The LA's 'Local Offer' is available on the [Bristol City Council website](#). For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENDCos are arranged as necessary. We will also make sure that all records about your child are passed on as soon as the child is on role at their new school.

If your child has a current SAF (Single Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

## **How will Parson Street Primary School allocate resources to support my child's needs?**

The school budget received from the Local Authority includes money for supporting children with SEND. The Senior Management Team, in conjunction with the School Business Manager, decides on the allocation of the total budget for SEND in consultation with the school governors.

The Senior Management Team discusses all the information they have about SEND in the school, and decide what resources, training and support is needed. SEND funding is allocated to employ staff, ensure provision of appropriate and effective resources and referral and liaison with outside specialists.

Where your child has significant additional needs, increased funding can be requested from the LA through the National Funding Formula to enable additional provision to be made to meet your child's needs fully. The school will participate in a multi-agency approach to meet the needs of your child where required.

Where your child has significant additional needs, parents or carers can request that the LA carry out an assessment of need through an Education and Health Care Plan (EHCP) which may lead to further support being provided by the LA at this school or when necessary as a transfer to specialist provision. A non-statutory EHCP can be applied for to enable some vulnerable children to make the transition to the next Key Stage. A step by step guide can be found explaining this process and timescales on the Bristol Local Authority website.

<https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/education-health-and-care-plans/what-is-an-ehc-needs-assessment>

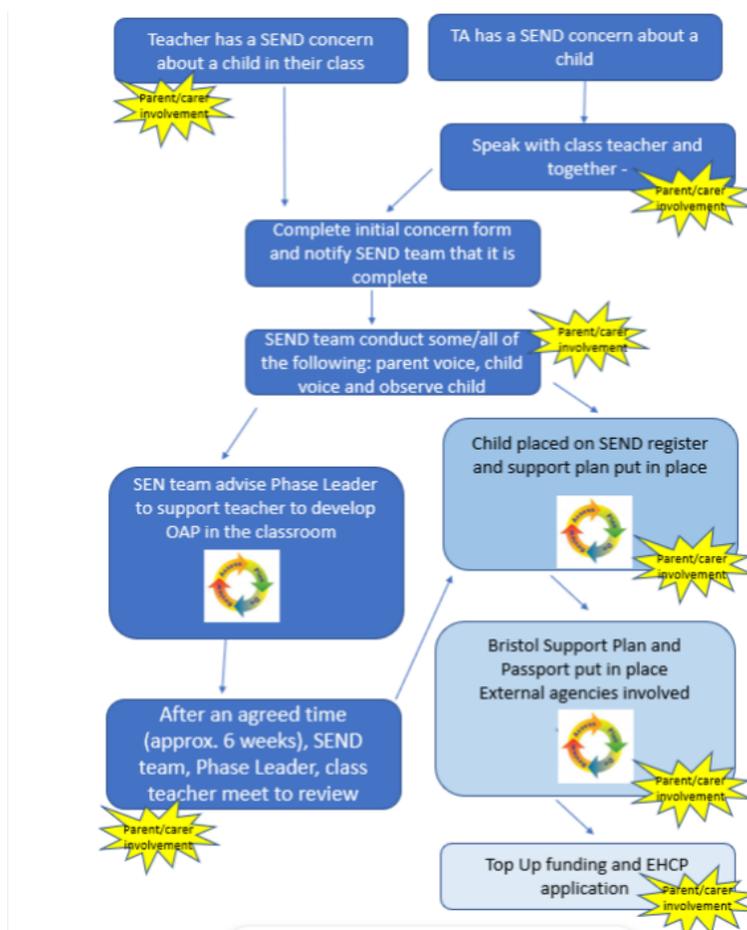
## **How is the decision made about what type and how much support my child will receive?**

Following a graduated approach, each child is assessed individually and where required an intervention is put into place to accelerate progress. An end of intervention assessment is completed and a decision may be made to record the child as receiving SEND support. The child will be added to the SEND record.

A continuing graduated approach of assessment and review of provision will take

place. If needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean a change of support and or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and agree any additional needs, which require support.

Below is a diagram showing the Parson Street Pathway. This pathway aims to provide a clear and equitable route to the investigation of and, if necessary, the subsequent diagnosis of SEND. The pathway is also designed to ensure that pupils are not labelled as having SEND when an underlying child protection or other vulnerability is in fact the cause of worrying achievement and progress. Every child's SEND pathway is different; but a typical pathway is listed below:



At all stages of support, data will be gathered and impact measured as part of the plan, do, review cycle. Children may arrive from other settings; they may have complex history or may have pre identified need which means that they join the pathway at a tier that is appropriate to their current level of need.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources and support for the child.

Provision and targets will be recorded on a Learning Plan on Edukey, which will also indicate support from internal staff and external agencies.

### **How can I be involved in discussions about, and planning for, my child?**

All parents are encouraged to contribute to their child's education. All provision is with the agreement of parents and carers and consent is sought for all additional provision from outside agencies. Liaison can be through:

- informal conversations
- parent/teacher consultations
- discussions with the class teacher – formally at SEND planning meetings

Parents and carers are encouraged to contact the school to discuss any concerns they have about their child's provision and progress at any time.

We can also discuss information and advice we receive from other professionals e.g. Speech & Language Therapist, Educational Psychologist, etc. Information from outside professionals is shared with you either verbally or written reports or both. This may also happen through other means e.g. a home/school communication book, or Team Around the Child (TAC) meetings.

### **How will School staff support my child?**

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher through Quality First Teaching or:

- other staff in the school
- working 1:1 or small groups on a specific programme of work with a Teaching Assistant e.g. numeracy skills, literacy skills, nurture groups etc.
- providing special equipment and resources as required to support your child's learning and development

The class teacher (sometimes with the SENDCo) will explain to you if they have any concerns, what these concerns are and also what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENDCo.

Regular reviews of a child's progress are discussed at SEND planning meetings. These will follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary. These meetings are held at least three times per year or as required if needs change. At Parson Street Primary we try our up-most to co-ordinate these to be in line with Parents' and Carers Consultations and the End of Year Reports.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- making changes to the way your child is supported in class e.g. some individual support, or
- changing some aspects of teaching to better support staff to set targets which relate directly to their advice

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

Our curriculum is designed to match your child's needs by offering personalised learning, which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. visual timetable, work stations.

### **What specialist services can the school access?**

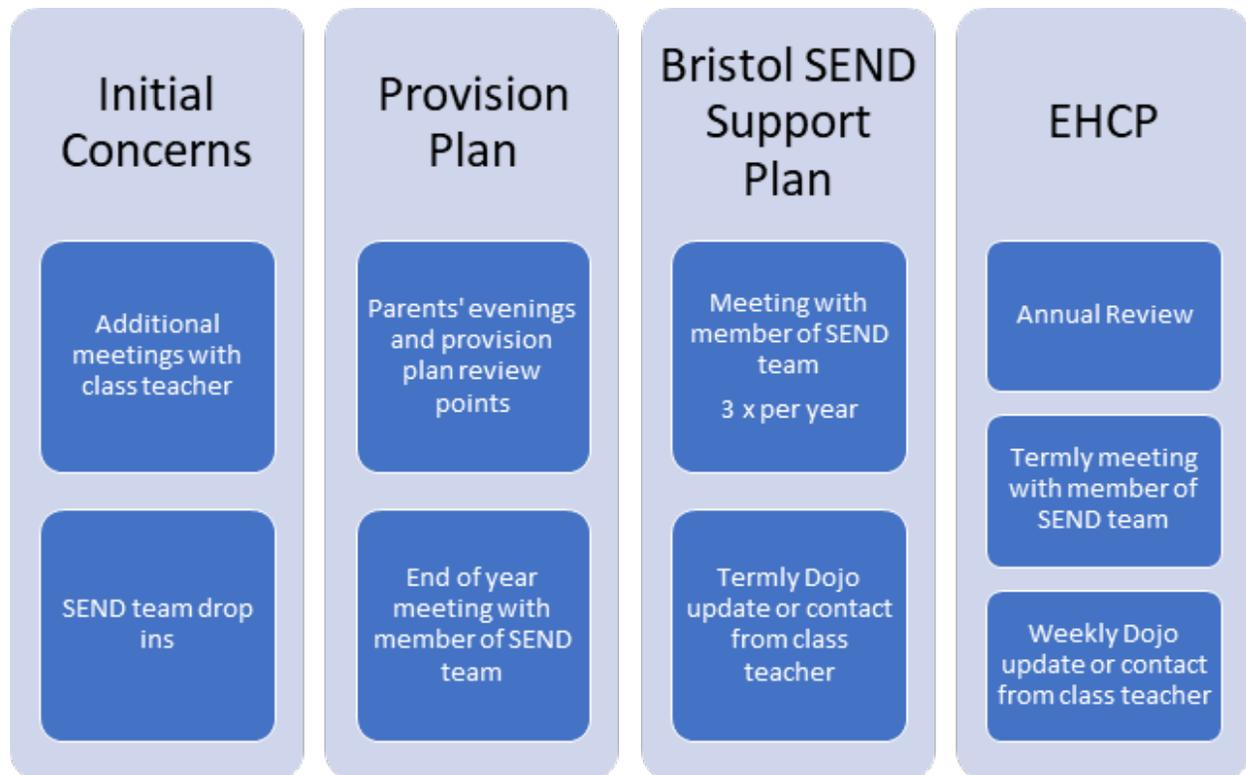
We have access to a very wide range of specialist services as follows:

- Parent Support Advisor
- Bristol Autism Team
- CAMHS
- Counselling Services
- Educational Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- Education and Welfare Service
- Social Care teams
- Speech and Language Therapists
- Sensory Support Services

- Physiotherapists
- Parent Partnership
- Play Therapists
- NSPCC
- Barton Camp
- Ethnic Minority and Traveller Achievement Service

### How will I know how well my child is doing?

Class teachers are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular SEND Planning meetings. We are introducing a new policy in Term 1 2023–2024 called 'Parents as Partners' that outlines the regular and agreed contact with families of SEND learners.



All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

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

The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussion with the class teacher or the SENDCo; regular monitoring meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child e.g. ELSA

Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made, always with your consent, to CAMHS (Child and Adolescent Mental Health Services) or school will support parents to make independent referrals to organisations like 'Off the Record'

For some children, it may be appropriate for a SAF (Single Assessment Framework) to be used to support the wellbeing of a child and their family. A SAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. If this is being considered, it will be fully discussed with you.

For children with medical or sensory needs, the school can access the social care disability team as well as the Physical and Sensory team. This may lead to the assessment or support of a disability nurse or an occupational therapist.

Where appropriate, homework tasks may be adapted to suit the needs of individual children. Support is available for homework through pre-tutoring and children and parent/carers can talk through expectations with the staff if the task is not understood. There are no sanctions for non-completion of homework, however children are encouraged to have a go and we work closely with parents and carers to ensure learning can continue outside of school through activities like daily reading.

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

Activities and school trips are available to all children. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent/family member may be asked to accompany a child during the activity/trip.

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

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The Inclusion Lead
- The SENDCo

- The Head Teacher
- The SEND Governor Team

If you have any comments or concerns about this policy please contact Harriet Bigwood or Hannah Read (SENDCo) or Laura Ellis (Inclusion Lead) as we always welcome ideas on how we might improve our support for children with Special Educational Needs and/or Disabilities.

Date: July 2023-2024