SEND INFORMATION REPORT

PARSON STREET PRIMARY SCHOOL

Last updated: September 2025

Local Offer

Parson Street Primary School is in Bristol Local Authority. Bristol's local offer can be found online at https://www.bristol.gov.uk/web/bristol-local-offer

Contact Details

The staff leading the SEND and Inclusion teams at Parson Street are as follows.

SENDCOs	
Andrea Madams	
	sendco@parsonstreet.com 0117 903 0226
Headteachers	
Gemma James	
	Gjames@parsonstreet.com 0117 903 0226
Local Governing Body Link	
Sarah King	sarah.king@education.gov.uk

The learning journey is different for every child and we are committed to working together with all members of our school community to tailor an educational support plan that is bespoke to each child's individual needs. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us and a positive transition to their Key Stage 3 (Secondary School) placement.

This document details options available to you either in school and the services provided by the Local Authority, Bristol City Council.

You are welcome to come in and talk to us at any time about your child's educational needs. Your child's class teacher can help and direct you to other members of staff in the school, which include a dedicated specialist team of SENDCOs who can advise you further.

Expertise and Training of Staff

Our teachers have weekly training sessions which cover a range of issues related to high quality teaching and assessment. These regularly have a focus on vulnerable children and how best to support them. Our teaching staff are all qualified teachers, and our TAs all have Level 2 or Level 3 accreditation.

Specific training is arranged as required or as opportunities arise. Recently such training has included:

- Bucket Time
- Lego Therapy
- SEND drop ins
- TA Hubs
- Making Sense of Autism
- Declarative Language
- Emotion Coaching
- Team Teach

Our staff also take advantage of connecting with other professionals through local hub meetings, both within TiLA and more widely in the city, to improve their professional skills in supporting children with SEND.

The SENDCo team provide further specialist support and can access/direct training for teachers and support staff in the school so they can help children with SEND to achieve the best progress possible. They ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources e.g. Speech and Language Therapy, BAT involvement, Educational Psychology.

They will keep our internal support and progress records up to date so that we can ensure all the SEND needs of pupils in this school are known by Class Teachers and other Leaders. This will be achieved by regular monitoring progress of children with SEND at least three times a year.

To prepare for you child who is joining the school or moving on to Secondary School they will liaise with pre-schools, secondary schools to ensure smooth transitions between settings.

They also ensure:

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like making the learning more practical, so that your child is accessing the curriculum at an appropriate level for them
- specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.

Provision for all children, including those with an EHCP, is based on an individual's need and what can be reasonably provided within school. As noted within this policy, children and parent views are sought when considering next steps and support that can be provided. Children with SEND are encouraged to engage fully with the curriculum, as far as they are able, and support to achieve this can be scaffolded to ensure that a broad education is open to all. Changes to the school environment are made as required. Children with SEND are also encouraged to take part in the wider life of the school including physical activity and clubs, and again support to do this is offered on a case by case basis.

Our support for children with social, emotional and mental health needs includes our nurture provision.

Your child's teacher could aid curriculum access by using a variety of strategies including: bespoke personalised timetables, additional adult support; visual timetables; writing frames; word banks; iPads, lap-tops or alternative recording devices; coloured exercise books/overlays; peer buddy system; seating arrangements; multisensory resources.

Where it is required, specialist support is secured through agencies within the area. This includes a speech and language therapist. Other agencies with whom we work closely include Sensory Support, School Nursing Team, Bristol Autism Team, Educational Psychologists and Community Paediatricians. Where required we have also recently accessed outreach support from North Star and Learning Partnership West schools to support children with SEND.

Provision for Children with SEND

Our provision for children with SEND is in line with the principles detailed in our main policy, including the importance of following the Assess, Plan, Do, Review steps of the graduated response.

Our primary support for all children, including those with SEND, is high quality teaching in class. We also provide a range of interventions at Parson Street to meet different identified special educational needs. These include:

- Talk Boost
- Bucket Time
- Toe by Toe
- Speech and language therapy groups
- Lunchtime Club/ Power up
- ELSA
- Hamish and Milo
- Social Groups
- Drawing and Talking
- Social Communiation group
- Emotion Coaching
- Daily Reading
- Precision Teaching
- Reading Comprehension
- Phonological awareness
- Nessy
- Plus One
- Sensory Circuits
- Fine/Gross Motor Skill sessions

Identification of SEND

Our procedures for identification and assessment of SEND are as detailed in the main body of this policy.

Liaising with Pupils and Parents

It is essential that the views of the child and their families are taken into consideration as part of developing plans to support each child. At Parson Street we write Provision Plans to outline targets and support for children who have special educational needs or a disability that requires reasonable adjustments at school. We adapt our curriculum delivery and implement differentiated teaching strategies to ensure that all disabled pupils can fully access and actively participate in every area of learning alongside their peers We review these plans with parents and children 3 times per year and encourage ongoing dialogue between all parties. The Inclusion Team is always available at parents' evenings, as well as individual meetings, to discuss views of parents and children further and Weekly Sendco drop in sessions and termly SEN Coffee mornings.

Reviewing the Effectiveness of Provision

Provision for children with SEND is reviewed regularly by the SENDCos, the Executive Head, Heads of School and the Local Governing Body representative. These reviews include discussion with children, learning walks and observation, book and planning scrutinises and use of Provision Map and Insight to assess progress and outcomes.

Your child's teacher will have carefully checked on your child's progress and may have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Small group work

These groups are known as intervention groups. Your child may be taught in intervention groups for a number of sessions during the school week. Sessions maybe run in the classroom or outside. Sessions will be led by teachers and our specifically trained teaching assistants

For your child this could mean: They will engage in group sessions with specific targets to help them to make more progress in key areas identified as priorities for their development.

A teaching assistant/teacher or outside professional will run these small group sessions, all are overseen by the class teacher and the Inclusion Team.

SPECIALIST SUPPORT PROVIDED BY OUTSIDE AGENCIES AND THERAPISTS

If the school considers external support may be necessary then the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Advising you on how to support your child at home
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Agreeing targets which will include their specific expertise and provide advice where appropriate
- Recommending suitable resources to support your child.
- Transition support
- Coffee mornings with external agencies

We aim to keep you up to date with the support your child is receiving and therefore you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school understand your child's particular needs better so that will be able to support them better in school.

The School has a Speech and Language Therapist who works one and a half days a week across both sites.

ADDITIONAL FUNDING TO SUPPORT YOUR CHILD'S NEEDS

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

After the Local Authority have received the request from the school (with additional information about your child, including some from you), they will decide whether they think your child's needs are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If your child's needs meet the criteria, the Local Authority will write an EHCP. The EHCP will outline your child's needs, provision which should be in place and outcomes to be achieved.

Your child may be identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the usual funding allocated and available to the school.

Applications can be made by the Inclusion Team for additional funding known as top up funding, where the child's needs meet the Local Authority's criteria. This funding is reviewed annually.

If you would like to find out more information, you can speak to your child's teacher by making an appointment or speak to a member of the Inclusion Team.

Parents can also contact the Bristol City Council SEN team and find out further information on the Bristol Local Offer at www.findabilitybristol.org.uk

Parents can access support with issues surrounding SEN at www.supportiveparents.org.uk

W: https://parsonstreet.com/ T: 0117 903 0226 E: INFO@PARSONSTREET.COM

Send and you

Parents who are new to our service can complete a contact form and the SAY helpline will aim to respond within 3-5 days. I have attached a contact information leaflet with a QR code.
https://www.sendandyou.org.uk/contact-us/

https://www.sendandyou.org.uk/events-and-bookings/events/

Feedback and Complaints

Trust In Learning

Your feedback is important to us to help us improve

Not happy? Please follow these steps

Feedback and Complaints

We want everyone in this school to feel happy and welcome.
You can:

- give a compliment
- give positive feedback
- give negative feedback
- make a complaint

Step 1

If you want to make a complaint

Please talk to us first of all. We will try to put it right.
If you are unhappy with the first person you talk to, ask to speak to a senior leader.
If you are still unhappy, ask for a meeting with the headteacher.

Step 2

If you prefer to write

Write to the headteacher. They will contact you to arrange a meeting at school or by phone.

Step 3

Not happy? You can use our formal complaints procedure

The school office can give you a copy of the Complaint Form or you can find it on the school website at the back of the Complaints Policy.
The Headteacher will investigate and provide a written response in 15 school days.

Step 4

Still unresolved? You can request a Panel Hearing

The panel will be 3 people who are not directly involved. One must be independent of the school. You will be offered 3 dates. You can bring along a relative or friend for support. The meeting is held in private. The panel will decide the right action to resolve the complaint. This is the final step.