



**Bishops Lydeard
Church School**
A Bath & Wells Academy

SEND Information Report

Introduction

At Bishops Lydeard Church School and Nursery we welcome everybody into our family. The Staff, Governors, pupils and parents work together to make Bishops Lydeard Church School a happy, secure place that promotes the values of friendship, caring, respect and the Christian fellowship. This means that all of our children are nurtured, and their efforts and achievements are celebrated together. We are committed to making this a reality through the attention we pay to the different groups of children within our school family, thus providing a stimulating learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a fully inclusive environment.

Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically planned to develop skills and to respond to children's diverse learning requirements while encouraging independence and self-confidence.

As a school we work together to support the Somerset Inclusion Statement and Core Standards,

'All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.'



Our most recent inspection was in September 2023.

‘Leaders of special educational needs and/or disabilities (SEND) work with a wide range of external services to support pupils well. There are clear and established systems in place to identify pupils’ additional needs accurately. Appropriate support is put in place swiftly.’

The full report can be downloaded from Ofsted’s website; there is a link on the school website under ‘About us’ > ‘OFSTED reports’.

How will the school know if my child needs extra help?

Bishops Lydeard Church School is a mainstream school with a nursery provision. We aim to ensure that:



- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.

- We identify and assess children with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) and Somerset Graduated Response Toolkit.



- Parents/carers and children are involved in the identification and assessment of SEND, and that we strive for close cooperation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If your child has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is *additional to or different* from that which is available to all children.



At Bishops Lydeard Church School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, we would identify your child as having SEND in a variety of ways, including the following:

- Liaison with nursery/pre-school/previous school
- Your child is performing significantly below expected levels
- You as parent/carer have raised concerns
- Your child's teacher has raised concerns
- Liaison with external agencies, e.g. physical health diagnosis from a Paediatrician

If your child is identified as having SEND then their name will be added to the SEND register, but we recognise your child's needs may change over time and provision must reflect this. Children are identified by using a Graduated Approach as referenced in the Somerset Graduated Response Toolkit. This means that we work on a cycle of assessment, planning and reviewing. The aim of any additional provision is for your child to achieve age expectations, so once they reach this threshold, they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

How will school support my child?





The school SENCo oversees all support and progress of any child on the SEND register. Support and intervention varies and will be based on your child's individual needs. All children have work that is set by class teachers based on their individual learning needs.



Some children with SEN may need additional and more specific targets to meet their needs and therefore a Support Plan will be in place.

Support at our school includes:

Class teacher input, via excellent targeted classroom teaching (High Quality Teaching).

For your child this would mean –

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work is an intervention which may be run in the classroom or a group room and run by a teacher or a teaching assistant (TA).

Specialist intervention overseen by outside agencies, e.g. Speech and Language Therapy - this means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority support services, such as the Autism and Social Communication Team, Learning Support Team, Education Psychology Service etc.



What could happen:

- You will 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 the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the school and your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support:

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual and/or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups.

How will teachers match the curriculum to my child's individual needs?

- Class work is pitched at an appropriate level so that all children can access it according to their specific needs. Typically, this might mean that in a lesson, tasks will be adapted for different groups of children in the class. On occasions this can be individually differentiated for a specific child. Groupings of children change regularly according to their needs and understanding, and additional resources are used to scaffold children's learning.



The class teacher and the SENCo will discuss your child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How will the decision be made about what type and how much support my child will receive? How will the school judge what impact the support has had on my child?



- By reviewing your child's targets termly on the SEND Learning Passports and ensuring they are being met. As parents, you will be encouraged to be involved in the review and the setting of new targets. A copy of the targets will be given to you.
- Looking at whether your child is making progress academically against national/age expected levels and discuss them at termly Pupil Progress Meetings, attended by your child's class teacher, the SENCo and other members of the Senior Leadership Team.
- Seeking verbal and/or written feedback (formal and informal) from the teacher, you, and your child.

- Taking your child off the Special Educational Needs register when they have made sufficient progress.

How will you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.



- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including assessment under the New National Curriculum and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's SEND Learning Passport is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Your child's class teacher and/or SENCo will meet with you on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

- If your child has complex special educational needs or a disability, they may have an Education, Health Care Plan (EHCP) and you will be invited to a formal meeting which will take place annually to review your child's progress.
- You are also welcome to make an appointment to meet with the SENCo or your child's class teacher at any time to discuss any concerns or how well your child is getting on.

How will my child be involved in the decisions made about their education?

We understand that, as much as possible, children need to feel included in any decisions that are made about their learning. At Annual Reviews children are consulted about what they feel is going well and what could be better and this is included in the process.



What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We aim that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

How will you help me to support my child's learning?

- The class teacher and/or the SENCo can offer advice and practical ways that you can help your child at home.
- If your child is on the Special Educational Needs register, they will have a Learning Passport which will have individual / group targets. This will be discussed with you on a regular basis, and you will be given a copy. The targets set are SMART

(specific, measurable, achievable, realistic, time scaled), with the expectation that your child will achieve the target by the time it is reviewed.

- Recommendations from external agencies e.g. a Speech and Language Therapist, will be shared with you so that strategies can be implemented at home and school. This may be in the form of a therapy care plan.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- The school Parent and Family Support Advisor (PFSA) is also available to give advice and support. Leaflets containing further information about this service are available from the school office.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress. We also invite parents to curriculum learning events in school, where we explain how we teach certain areas of the curriculum.



We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to all staff.



How will my child be supported when transitioning between educational phases and places?

If your child is joining us from our school nursery teachers will liaise closely with the SENCo and nursery staff.

If your child is joining us from another school/nursery:

- The SENCo will undertake a pre-visit where appropriate.
- If your child would be helped by a book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions if this is appropriate.

If your child is moving to another school:

- We will contact the SENCo and ensure he or she knows about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.



- If your child would be helped by a book to support them in understanding moving on then one will be made for them.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The classroom entrances are staffed with adults who greet and welcome children and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside.
- We offer a range of additional provision to support children with SEND including an Emotional Literacy Support Assistant.
- We can also access off-site facilities and professionals.
- The school encourages peer support as well as the availability of staff members for those children who need additional pastoral care.
- Our Parent and Family Support Advisor (PFSA) is an experienced practitioner.
- Trauma informed trained staff.
- Team Teach trained staff.

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication needs to be taken during the school day and the appropriate forms need to be completed.



If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be done by health care professionals, parents and the SENCo. A number of staff receive regular training regarding conditions and medication affecting individual children so that staff can manage a medical situation should the need arise.

If a child requires personal care, a Personal Care Plan or a Toilet Management Plan will be put in place and staff will have undergone the appropriate training to undertake this level of care.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Good attendance is rewarded through the attendance awarded in assemblies and in the school newsletter.

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a weekly basis by the school. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- If a child is at risk of exclusion a Pastoral Support Plan is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.



What specialist services and expertise are available at or accessed by the school?

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include; GP, School Nurse, Educational Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, the Behaviour Support Service, the Learning Support Service, Early Years SENCO and MAISEY, the Autism and Social Communication Advisory service, the Sensory, Physical and Occupational Therapy Service (SPOT) the Child and Adolescent Mental Health Service (CAMHS).
- We also work with a range of further services including the Family Intervention Service and Children's Social Care including the Children's Disability Service, and Social Workers. We can access services via the Early Help Assessment.



What training have the staff supporting children with special educational needs, had or are currently having?

- All of our teaching assistants have had training and experience in delivering phonics and reading programs.
- All staff have undergone training on cognitive barriers to learning and supporting SEMH.
- We have a number of staff who are experienced in delivering Speech & Language programmes which have been planned by a Speech & Language Therapists.

- Teachers have had training around Trauma Informed Schools to support those with social and emotional needs. This has been disseminated down to all staff.



- A number of teachers and teaching assistants are 'Team Teach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- Staff working with our children with Social, Emotional and Mental Health issues have been trained in a range of strategies.
- A number of our staff have very specific medical training including Allergy Awareness training.
- ELSA trained teaching assistants have ongoing supervision from the Educational Psychologist service.
- Staff have been supported through the Autism and Communication Team and the Learning Support Service.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

How accessible is the school environment?

- The school building is wheelchair accessible.
- There is one disabled toilet, which is large enough to accommodate changing and personal hygiene care.



What should I do as a parent if I think my child may have special educational needs?

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the school SENCo (Special Educational Needs Coordinator) Mrs Crane (Tel 01823 432582). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who should I contact if I am considering whether my child should join the school?

- Contact the school office, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCo who will discuss how the school could meet your child's needs.

Who do I talk to if I have a complaint regarding the SEND provision available for my child?

Initially it is best to approach your child's class teacher if you have any complaints or concerns. They will understand your child's provision and will hopefully be able to solve any issues. If you would prefer, you can contact Bishops Lydeard Church School's SENCo via the office and arrange to discuss any issues with them.

Bishops Lydeard Church School has a complaints policy for parents, if you are still not happy with how your complaint has been dealt with.



Please find the link to Somerset's Local Offer below. This website tells parents what provision is available for children with SEND in Somerset.

[Somerset Local Offer](#)

SENCO- Mrs Suzanne Crane

Phone: 01823 432582 email: enquiries@bishopslydeard.bwmat.org

