Bishop Road Primary School

Special Educational Needs and Disabilities

Information Report

This report explains what we offer children with special educational needs and disabilities at Bishop Road Primary School as specified in the SEND Code of Practice (2015) and schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014.

Date: March 2026

Throughout this report the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

1. What kinds of SEND do you provide for?
At Bishop Road School we aim to enable and encourage all our children to participate and achieve whatever their level of ability or need. We currently provide additional and/or different provision for a range of needs, including: • Communication and interaction which includes Autistic Spectrum Conditions as well as Speech and Language difficulties • Cognition and learning which includes specific learning difficulties such as dyslexia and dyspraxia as well as moderate learning difficulties • Social, emotional and mental health difficulties such as anxiety

- Sensory and/or physical needs including visual impairment, hearing impairment and medical needs

2. How do you decide if my child has special educational needs?

Our SEND Policy follows the current Code of Practice (2015) and is published on our school website under 'Key information' or is available from the school office. Our SEND Policy details how we identify pupils with SEND and assess their needs.

All our children's performance is monitored by the teacher. We use a tracking system which analyses their assessment results and helps us to pick up possible difficulties early on.
If a teacher has concerns about any aspect of your child's progress they will arrange to meet with you for a discussion. These concerns may be to do with their learning, behaviour, speech and language, social skills, emotional well-being or any other needs. You are welcome to discuss any concerns you may have about your child with the class teacher. By sharing information with us we can develop a good understanding of your child's strengths and difficulties together.

Mrs Metcalfe and Mrs Morgan are our Special Educational Needs Co-ordinator (SENDCo). They will be happy to speak with you about any issues connected with our provision for your child. They can be contacted via the office.
School telephone number: 0117 9030483

Your child's teacher will work with the SENDCo and you to review all the available information and carry out an analysis of your child's needs. We may conclude with you that your child has special educational needs.
Together we will review:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Standardised assessment tests, where relevant, such as reading ages and spelling ages
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views, whenever possible

- Advice from external support services, if relevant

3. How do you consult with parents of children with SEND and with the young people themselves?

We are keen to keep in contact with you and work as partners in your child's education. Teachers are available for a brief conversation after school via telephone. Longer meetings can be booked when appropriate. Alternatively staff can be contacted via the school office or the year group email. Please leave a message and we will get back to you. (School telephone number: 0117 9030483)

All parents are kept up to date with their child's progress through two parents' evenings a year and an annual written report. Parents of children with SEN and disabilities are entitled to 3 additional meetings a year with the class teacher. We prefer to have these meetings at a different time from the parents' evenings to allow more time to review your child's progress and to agree expected outcomes.

Pupil questionnaires enable children to express their views on their learning once a year.
The first page of the School Support Plan is written in collaboration with your child and gives them an opportunity to express their views on their learning. (See question 4 for more information on School Support Plans.)

Alternatively, some children have a personalised Pupil Passport which outlines the strategies which support their learning, for example a child who needs strategies to support their dyslexia. Children are fully involved in the writing of their Pupil Passport whenever possible. Older children can keep it and take some ownership of how they are supported best by sharing this with other adults if they wish.

Both School Support Plans and Pupil Passports are reviewed 3 times a year with parent and pupil involvement.

4. How do you assess and review children's progress towards outcomes?

- Teachers continuously monitor all children's progress through their everyday informal assessment.
- Teachers use formal assessment to back up their judgements in English and Maths 3 times a year. Progress is monitored by their teachers and scrutinised by the head teacher, senior leadership team and SENDCo.
- For children with SEND we use the graduated approach which follows the four-part cycle of **assess, plan, do, review**. This information is recorded on a School Support Plan (SSP). An SSP will focus on expected outcomes which can be achieved within an agreed time frame. It will outline any extra help your child may receive, how often and list useful strategies to remove key barriers to learning. The SSP is reviewed with you 3 times a year.
- Your child's teacher will consult with you and may plan some intervention for your child if it is needed. Teachers work closely with parents and Learning Support Assistants (LSAs) to evaluate how effective any additional provision has been in enabling children to achieve their expected outcomes.
- If your child has lifelong or significant difficulties they may have an Education, Health and Care Plan (EHC Plan) which coordinates their education, health and social needs and sets out any additional support they may need. Annual reviews are held for pupils with Education, Health and Care plans. For further information see: http://www.bristol.gov.uk/page/children-and-young-people/education-health-and-care-plans-ehcp

*Please see our diagram which explains our **graduated response** to special educational needs on our website.*

5. How do you teach children with special educational needs?

- High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of all our children.
- Teachers have high expectations of all their children.
- We teach our children in mixed ability classes throughout the school with only a few exceptions. Your child's teacher will be able to explain to you how your child is taught.
- If your child has been identified as having special educational needs, their class teacher and the SENDCo will take account of the type and extent of your child's needs and decide with you on the action needed to help them make progress.

Please also see question 7 which explains how we adapt the curriculum and learning environment for pupils with SEND.

6. How do you support children with moving on?

Starting in Reception

We liaise closely with your child's early years setting before they start at Bishop Road. If your child has additional needs, you will be able to meet with the SENDCo to share any relevant information and concerns and she will discuss with you how we will make the transfer to Reception as smooth as possible.

Transition to the next year group

Class teachers plan carefully for your child's move to their new class in September. Individual transition plans are written for pupils if required and are shared with parents. From the beginning of term 6, staff follow a countdown of activities which includes extra visits to the new classroom and playground, and the making of photobooks to take home for the summer to share with parents, if required. The whole school also enjoys a morning with their new teacher in their new classroom before breaking up for the summer holiday.

Transfer to Secondary School

We liaise closely with secondary schools as pupils transfer to Key Stage 3. For children with an EHC Plan and higher levels of need we invite key secondary staff to meet with you to plan for transfer. Enhanced transfer programmes are put in place for children with additional needs, which includes extra visits to the new school when required.

The SENDCo oversees the transfer of important information and records for all children with SEN and disabilities to the secondary school.

We provide additional support for any child who is anxious about moving to a new school. This may take the form of discussion groups with activities designed to increase confidence and reduce anxiety about change.

Preparation for adulthood

We are already preparing our children for when they leave full time education by teaching them life skills they can build on in the future for independent living, paid employment, good health, friendships, relationships and community inclusion. Examples include learning independence, social skills, food technology, using money, telling the time and learning how to stay safe.

7. How do you adapt the curriculum and learning environment of pupils with SEND?

Every effort is made to teach children with special educational needs and disabilities alongside their peers.
We teach children with special educational needs using a range of different approaches, which includes:

- setting appropriate individual targets that motivate children to do their best
- further differentiation of the teaching, for example, giving longer processing times, pre-teaching of key vocabulary
- provision of scaffolds or resources to support learning for example word mats, writing frames, coloured overlays, visual timetables, pencil grips, enlarged print
- additional support from an adult either 1:1 or in a small group
- accessing local authority and other professional support services for advice on strategies, equipment or staff training to increase curriculum access
- provision of specialist equipment or facilities where possible e.g. laptops with specialised programmes
- training for new staff by The Hearing Support Service in classroom strategies to ensure curriculum access and support with using new technologies

The school has an Accessibility Plan to ensure that issues related to access and inclusion are considered and developed. This is published on our website and available from the school office.

Please also see question 20 which explains the facilities we provide to help disabled pupils access our school.

8. What additional support for learning is available for children with SEND?

A variety of intervention programmes in phonics, reading, writing and maths are delivered by teachers and learning support assistants (LSAs) and may include:

- small group support with an additional adult
- individualised 1:1 programme of intervention with a teacher or LSA
- personalised 1:1 support with an LSA, either in or out of the classroom

We also provide programmes to support individual children's needs with speech and language, fine motor skills, making friends, emotional difficulties, developing motor coordination skills, sensory needs and/or physical needs.

Staff work closely with professional agencies from Health, Education, Social Care and voluntary agencies, following their advice.

Please also see question 9 which explains how we are supported by specialist expertise.

9. Do you have staff with specialist training or have 'experts' to support you?

In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all our children, staff undertake training and development. Training is delivered at in-service training days (INSET days) and staff meetings to give staff an awareness of various types of SEND and how to improve the support they can offer. This also supports staff with early identification of children's needs. Individual teachers and LSAs receive training as required on how to meet the needs of specific children, for example, children with specific medical needs.
Our SENDCo is an experienced teacher and she is allocated 2 and half days a week to manage SEND provision.
In the last two academic years the teaching staff have had training on dyslexia, autism, dyspraxia and attachment difficulties.
The SENDCo is trained in different assessment methods for children with various needs.

We have a teacher with expertise in EAL (English As an Additional Language).

We have an LSA on the staff who has specialist knowledge of Autism Spectrum Condition. Two LSAs work closely with our Speech and Language Therapist, offering support to children with speech, language and communication needs. We also have an experienced teacher who works closely with children with social, emotional and mental health difficulties to support them with well-being, resilience and mental health.

For higher levels of need we seek advice and support from specialist external agencies. You will be fully involved with every decision made. You will be invited to meet the specialist teacher and will be kept up to date on the work they do with your child.

The school continues to build strong working relationships with Bristol Local Authority and NHS support services. We have ongoing involvement with our educational psychologist, speech and language therapist, teacher of the deaf, the Bristol autism team, occupational therapist and physiotherapist.
Our link speech and language therapist offers parents drop-in sessions during the year where they can seek advice.
We also use the services offered by voluntary sector organisations to meet pupil's needs and support their families.

10. What happens if a child needs specialist equipment or facilities?

We will endeavor to make reasonable adjustments and ensure that all our children, including those with SEND, are provided with the support and equipment that they need to fully access the curriculum.

We have a range of specialist resources including laptops, pencil grips, writing slopes, wobble cushions, fidget toys and timers. The SENDCo manages the resources and can advise on their use. Equipment that is recommended by external agencies to support children is often purchased by the school. Children with Dyslexic type difficulties may benefit from specialist ICT programmes, for example Nessy, as well as coloured overlays for reading.
The head teacher, Senior leadership team and SENDCo regularly review the provision provided to children. We take account of the views of parents, staff and professional agencies when we decide on what support is required.
Some children with the most complex needs may access additional top-up funding. The SENDCo will refer individual applications to a multi-agency top-up panel, administered by the Local Authority, who determine whether the level and complexity of need meets the threshold for this High Needs Block funding through an EHCP.

11. How do you evaluate the effectiveness of your SEND provision?

We evaluate the effectiveness of provision for pupils with SEND in the following ways:

- The SENDCo oversees the completion of the whole school provision map 3 times a year. It records the *provision* that is additional to and different from the school's differentiated curriculum. It documents the range of interventions,

additional staffing and support that is available and records the progress made by children as well as an evaluation of how successful each intervention was.

- Teachers evaluate how effective the interventions were on the provision map.
- We encourage feedback from staff, learners and families so we can evaluate and improve our provision.
- The SENDCO reports to the Governing Body 3 times a year.
- We review the SEND Information Report annually.

12. How do you enable pupil's with SEND to engage in activities available with those in school who do not have SEND?

We work to ensure that your child is able to enjoy and participate in **all** aspects of school life to the best of their abilities. Your child will have equal access to all areas of the curriculum. Within a school year we aim (where possible during this time) to include teaching and learning and the wider curriculum of the school such as the many varied outdoor activities, after-school clubs and school visits on offer. All our children are encouraged to take part in sports day, school plays, special activity days and the residential trip in Year 6 (when it is possible to run these events in school).

Careful planning and appropriate support including deployment of support staff is used to enable this.

We will do our best to ensure we collect all relevant information and plan for each child accordingly. Risk assessments are carried out as required. Some children have a PEEP (Personal Emergency Evacuation Plan).

Parents will be involved in the planning for school visits and residential trips whenever required. The visit organiser will put reasonable adjustments in place to ensure everyone is safe and included in all the activities.

No pupil is ever excluded from taking part in these activities because of their SEND.

We recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We have qualified first aiders on site who are trained to administer medicines and support children with their self-care needs.

Please refer to the school policy on managing the medical conditions of pupils which is also published on our website and is available from the school office.

13. How do you support the emotional and social development of children with special educational needs?

What arrangements do you have for listening to the views of pupils with SEND? What measures do you have in place to prevent bullying?

A range of social and emotional themes are explored through assemblies, class discussions and shared literature in class. The school behaviour policy focuses on positive affirmation and seeks to build and reinforce effective strategies in support of this. We have an active involvement with Bristol City Council Educational Welfare Service and work within school to engage families early in addressing attendance concerns to ensure children enjoy their full educational entitlement. We monitor attendance and are able to identify and deal with issues as they occur.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We encourage children to state their views about their learning and their aspirations. We aim to create a school environment where pupils feel safe to voice their opinions of their own needs. Teachers talk regularly to children about their learning and progress. Children are involved in the writing of their School Support Plans and are encouraged to record their views of their learning. Pupils with SEND are encouraged to be part of the school council.

We encourage our children to talk to us and share their worries with their teacher or an LSA who they know well. Children with SEND also have the opportunity to feedback to us on pupil questionnaires.

We have a zero tolerance approach to bullying: our anti-bullying policy is published on our website and is available from the school office.

We have a specialist teacher who supports children with social and/or emotional difficulties either individually or in small groups. LSA time is allocated to social, emotional and well being interventions. Some LSAs and PE teachers run lunch clubs to support children with social inclusion during the lunch time. Pastoral groups, additional lunchtime clubs and staff training all enhance the support on offer for children with specific needs.

14. How do you involve other agencies in meeting pupils' SEND and supporting their families, including health and social care, local authority support services and voluntary sector organisations?

We understand our duties to our children with specific needs in the context of current national legislation and local policy. This includes children in care, previously looked after children, pupils known to social care/Early Help, bereaved children, children who are medically unwell and children with mental health needs.
We are aware of the services available to our vulnerable children and their parent/carers. This includes any assessments and funding that should be accessed to support the delivery of provision, early identification and good outcomes. We always work in close cooperation with other agencies including staff from Hospital Education and attend multi-agency meetings when required. Mrs Metcalfe, our SENDCo is lead teacher for children in care and previously looked after children.

15. What should I do if I disagree with what you're doing or want to make a complaint?

At Bishop Road School we believe that a close working relationship with parents is vital to successfully support children with SEND.
Parents are welcome to discuss any concerns relating to their child with the class teacher in the first instance. The school SENDCo is always happy to discuss any concerns with you. In some cases the Deputy or Head Teacher may also be involved in SEND matters.

The school's complaints procedures are available on the school's web-site or they can be obtained from the school's main office. New or prospective parents are signposted to these policies.

16. Who should I contact for more information on support services for children with SEND?

The school Special Educational Needs Coordinators (SENDCo) are Mrs Metcalfe and Mrs Morgan.
You are welcome to contact her for more information or advice via the school office.
The school's Governor for SEND is Mr Walker.
School telephone number: 0117 9030483

Further information on help and support for parents and carers, can be found on the Bristol City Council Website:
www.bristol.gov.uk/schools-learning-early-years/special-educational-needs-and-disability

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire. http://www.supportiveparents.org.uk/ or telephone (0117) 9897725

17. Where can I find out more about what there is for children or young people with special educational needs and disabilities in Bristol?

All Local Authorities must publish information in one place about the support available locally for children and young people from birth up to 25 years old who have special educational needs and disabilities. This is called the Local Offer.

The Local Offer is for parents, carers, children, young people, practitioners and professionals and must be provided in other formats for people who can't access the website.

In Bristol, you can find out about the support available for children and young people with special educational needs and disabilities on the Local Offer website: www.bristol.gov.uk/web/bristol-local-offer

Bristol's Local Offer has information on:

- services available to everybody, such as schools and children's healthcare
- short term support and services for children and young people without an Educational, Health and Care plan
- specialist services and longer term specialised support for children with SEND

18. What are the arrangements for the admission of disabled pupils?

Pupils will be admitted to Bishop Road Primary School in line with the school's admissions' policy which meets the requirements of the SEN and Disability Act.

No pupil will be refused admission to Bishop Road Primary School on the basis of his or her disability. We will take all reasonable steps to provide effective educational provision. We make every effort to be fully inclusive and work with families to meet the needs of all children and parents.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Full details of admissions to primary schools can be obtained from Bristol City Council.

If your child has an Education, Health and Care Plan then you should apply through Bristol City Council's Special Educational Needs Team. Details can be found on their website

www.bristol.gov.uk/schools-learning-early-years/admissions-for-children-in-care-and-special-education-needs

19. What steps have you taken to prevent disabled pupils from being treated less favourably than other pupils?

At Bishop Road School we have an inclusive ethos, making reasonable adjustments and adaptions to provision in order to accommodate the needs of the individual child as far as is practicable within mainstream education. We are fully committed to establishing equality for all members of our school community, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We celebrate excellence, progress and achievement. We treat all children as individuals. We want each and every child to enjoy school, have high self-esteem, to respect and care for others, to know how to be healthy and safe and to achieve well.

We consult regularly with pupils, parents, teaching professionals and external agencies as required according to the circumstances of individual children. The views of parents, pupils, key staff and professional specialists are sought at regular progress meetings. The SENDCo frequently liaises with parents in meetings across the year. Advice on staff disability is reviewed as circumstances arise, and advice is sought from the LA. Discussions are also carried out with parents with disabilities at their request.

The Equality Act 2010 requires schools to have an accessibility plan. The purpose of the plan is to improve the equality of opportunity for those within the school community who have a disability.

Our accessibility plan, which has 3 themes, contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability e.g. expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all of our pupils. At Bishop Road, we believe that the curriculum is not only about teaching and learning but also includes the wider offer of the school, such as participation in clubs, sporting and cultural activities and other school visits.

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

• Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

20. What facilities do you provide to help disabled pupils access your school?

We will provide welcoming, safe surroundings which are suitable for the educational needs of all pupils, including those with SEN and disabilities. Although the greater part of the school is accessible to wheelchair users, our Accessibility Plan demonstrates plans to improve both the outdoor and indoor environments to make both increasingly more accessible. We will do our best to ensure we collect all relevant information and plan for each child accordingly.

The school has a range of specialist SEND facilities in place, including:

- Access to every building with ramps and hand rails
- Accessible toilet facilities
- A lift to the first floor library
- Old ceilings have been replaced with acoustic tiles designed to improve the acoustic environment and help pupils, especially those with hearing impairments, participate in school life
- The Hearing Support Service trains new staff in classroom strategies to ensure curriculum access and supports staff with using new technologies
- The Sensory Support Service provides advice and information for individual pupils to ensure they have access to a suitable learning environment
- We will endeavour to provide suitable furniture and equipment to meet individual needs to enable pupils to participate fully in school life
- Laptops are available as required with specialised programmes to assist children with SEND
- We are committed to improving the delivery of written information to disabled pupils e.g. handouts, timetables, textbooks and information about school events

21. How do I find your school's accessibility plan?

Our Accessibility Plan can be found via the SEND section of our website under Key Information. Hard copies are made

available on request. We welcome feedback.