



SCHOOL SEND PROVISION – OUR OFFER/ FAQ for Parents/Carers

Who we are

St Bartholomew's is a Church of England Primary School in Central Brighton.

We are a mainstream primary school with children from many ethnic and social backgrounds, including a number of children with a wide range of special educational needs.

We currently have 128 children on roll.

We run a breakfast club and a range of after school activities. 'Starfish' provide after school childcare.

We run Nurture group provision throughout the school.

We are in the process of developing a framework in order to be an intentionally anti-racist school. We have a working party that is made up of teachers/parents/carers who meet together to make sure we are intentionally inclusive and anti-racist in all areas of our school life.

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

Speech and Language Therapists

Occupational Therapy

Ethnic Minority Achievement Service (EMAS)

Learning Mentors

Brighton and Hove Inclusion Support Service(BHISS) including specialists in :

Autistic spectrum Condition

Literacy specialist

Language specialist

Social emotional Mental Health

Sensory Needs Service – Visual impairments /CVI

Wellbeing /Mental Health team

Educational Psychology

School Nurse



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What training and experience have the staff supporting children with Special Educational Needs and/or Disabilities had or having?

We cater for many children with special educational needs and our staff have accessed training in line with these needs.

Most recently we have undergone Anti-Racist training, Emotional Coaching, Effective Use of Teaching Assistants in the Classroom, Autistic Spectrum training and Makaton coaching.

Our Accessibility

- Three accessible toilets
- Accessible changing facilities
- Lift

How do you know if my child/young person needs extra help?

We know when pupils need help if concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school, there is lack of progress, poor test scores, there is a change in the pupil's behaviour or if a pupil asks for help. We regularly review a child's progress. Teachers meet termly with the Inclusion Lead and discuss the progress of the class. Children who are of concern are 'flagged' and their progress carefully monitored.

What should I do if I think my child/young person may have special educational needs?

If you have concerns then contact your child's class teacher who has daily responsibility and is first point of contact for additional support.

Rachel Christie-Davies our Inclusion Lead is also available on 01273 692463. She works currently Tuesday, Wednesday and Thursday. Her email is rachelchristiedavies@st-bartholomews.brighton-hovbe.sch.uk.

Please do not hesitate to call her to discuss any concerns or worries you may have.

How will staff support my child/young person?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.

There may be a Teaching Assistant (TA) working with your child either as part of a group in class or individually. The regularity of these sessions will be explained to parents when the support starts.

The class teacher will meet with parents at least on a termly basis (this could be as part of a Parents Evening) to discuss your child's needs, support and progress and share their Individual Education Plan.

How will the curriculum be matched to my child/young person's needs?

When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. A member of the support



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staff may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, overlays, pencil grips or easy to use scissors.

Children will have an Individual Education Plan written for them with bespoke targets that will be reviewed and assessed termly. These will be shared termly with you.

How will both you and I know how my child/young person is doing?

We track your child's progress on an on-going basis and plan interventions where pupils are not making the expected progress. You will be able to discuss your child's progress at Parents/carers evenings and your child's class teacher will be available at the end of each day if you wish to raise a concern.

Appointments can be made to speak in more detail to the Class Teacher or Inclusion Lead by contacting the school.

Pupils with an Education, Health and Care Plan (EHCP) have an Annual Review (AR) meeting at least once a year.

Individual Education plans (IEPs) are shared with parents outlining needs, support your child is receiving and plan for review.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

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

Research shows that parental involvement has a significant impact on the progress that pupils make in school.

All students are given regular home learning.

We encourage parents to talk to us about any questions they have.

The class teacher may suggest additional ways of supporting your child's learning at home as and when necessary.

Mrs Christie-Davies could also meet with you to discuss how to support your child and discuss strategies to use if there are problems with a child's behaviour/emotional needs.

Parent/carers coffee mornings are held every Wednesday in our Community room and ran by a member of our school staff. Specialist teachers hold information workshops and drop in sessions to discuss different topics.

We have ongoing Literacy and Numeracy workshops for parents throughout the school year. We also hold support groups for parents with children who have Autism. All our sessions are supportive and relaxed!



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What support will there be for my child/young person's overall wellbeing?

We are committed to helping your child stay safe and healthy and enjoy their time at school and to help them to grow into responsible and caring individuals who make a positive contribution to the school and the wider community.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include: Members of staff such as the Class Teacher, Teaching Assistant (TA), Inclusion Lead and Mentors are readily available for pupils who wish to discuss issues and concerns.

Nurture groups to develop social skills, positive behaviour and self-esteem are run throughout the week by the Mentors.

Nurture groups are held throughout the week and cater for a variety of children with differing needs. We have a BME small group providing a safe space for our children to explore issues they might be facing and need to discuss. This group is facilitated by a BME member of our staff. Other Nurture groups are run for children with Sensory issues, children with Autism, children with emotional needs and attachment and children who have experienced adverse childhood experiences (ACEs).

Pupils who find playtimes a struggle can join the indoors Playtime Club run by a teaching assistant. The activities are creative and calming in nature – knitting, pompom making and colouring are favourite activities!

Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.

Pupils are encouraged to contribute their views on school life. All pupils can give their views to the School Council via class representatives.

For pupils with medical needs, if a pupil has a medical need then a Medical Care Plan is produced in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed form is in place to ensure the safety of both child and staff member.

How will you prepare and support my child/young person with transitions?

We understand what a stressful time moving schools can be; therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible. The Reception teacher, where appropriate, visits the pupils in their Early Years setting.

New Reception classes have supported visits in the summer term.

In September, "start dates" are staggered in the Reception class so that each child gets the support they need when starting full time Primary School.



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All pupils in school in July attend a transition session where they spend a session with their next class teacher and support team. Additional visits are also arranged for pupils who need extra time in their new class.

Mrs Christie-Davies is always willing to meet parents/carers prior to their child joining the school.

For secondary transition, there is good communication between our Inclusion Team and the secondary schools. Our Inclusion Lead meets with secondary Inclusion teams to share information and formalise a transition plan, this can include secondary staff visiting children in school during the summer term, additional visits to secondary schools arranged prior to transition day to ensure child confident in new environment, practice runs on the school bus supported by learning mentors, transition books made for individuals who find transition particularly challenging.

The Mentors run transition groups for pupils in Year 6 prior to joining their new secondary school. We also have a BME support transition group facilitated by local anti-racist support groups for our BME children to explore and share concerns regarding the change to secondary school.

How are resources allocated and matched to my child/young person's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

We consider the child's needs and use IEPs to outline interventions and staffing. Funding is then matched appropriately.

Additional provision may be allocated after discussion with the class teacher at pupil progress /IEP meetings or if a concern has been raised by them at another time during the year.

Pupil Premium funding is used to support eligible pupils to ensure that they make good progress.

How are decisions made about what type and how much support my child/young person will receive?

When the children join the school, support is allocated on the information provided by the feeder school. Usually, in consultation with the class team, Senior Leadership team will allocate support staff to support in class or in other focus groups tailored to the pupil's needs.

A decision about how much support is allocated is dependent on the level of need of the class and individuals.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.

Parents/carers will be able to see the support their child is receiving on an Individual Education Plan (IEP) which will be sent home three times a year and reviewed termly. An IEP is a record of support that the pupil is receiving including the impact it is having on the pupil's learning.

If a child has Education Health and Care Plan (EHCP), we always ensure that statutory requirements are met (as a minimum).



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We also seek and follow guidance from other professionals working with the child/family and the involvement of parents/carers is actively encouraged.

How are parents involved in the setting?

Positive parental involvement in school life is always welcome and feedback sought formally through questionnaires/ verbal feedback and by maintaining a positive and transparent relationship with parents/carers.

All parents are actively encouraged to contribute to their child's education.

This may be through: - discussions with the Class Teacher - discussions at parent/carer's evenings - discussions with Mentors, the Inclusion Lead or other professionals.

We try to work in partnership with parents/carers and parents/carers are encouraged to discuss any concerns they may have with their child's class teacher. Class teachers are available for informal discussions on the playground before and after school.

If you require a longer meeting then please contact the school office, they will happily arrange a convenient time for you to meet with the teacher. You don't have to wait for parents evening.

All parents/carers are welcome to volunteer in school, drop in at a coffee morning or become involved with the PTA, Parent Council or Governing Body.

Consulting with children, young people and their parents Involving parents and learners in the dialogue is central to our approach and we do this through:

- Pupil voice
- Coffee morning and workshops
- Open door policy for meetings to discuss progress/concerns
- Planned meetings as part of assess, plan, do, review cycle
- Termly IEP meeting to monitor progress and review impact of current provision, feedback to parents
- End of year reports containing levels and explanation of age appropriate levels
- Parent/Carer/Teacher Consultation Evenings
- Informal daily contact with class teacher at pick up/drop off, Home/school books, telephone contact

In addition to this consultation children who are Looked After by the local authority and have SEND receive support that is monitored through termly PEP meetings involving all agencies.

For any further information please contact Mrs Christie-Davies