

## SEN Information Report for The Bawburgh School 2017-18

### Part of the Norfolk Local Offer for Learners with SEN

#### Introduction

Our SEN information report is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN code of practice which can be found [here](#).

If you think your child may have SEN please speak to their Class Teacher or contact Mrs Thompson our SENCo.

#### **Children and families Act 2014**

The **Children and Families Act (2014)** aims to ensure that all **children**, young people and their families are able to access the right support and provision to meet their needs. The **Act** outlines a new Code of Practice for **children** and young people with special educational needs and disabilities (SEND). The **Act** transformed access for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The **Act** extended the SEN system from birth to 25, giving children, young people and their parent/carers greater control and choice of decisions ensuring needs are properly met. The **Act** shows progress by:

\*Replacing statement and learning difficulties with a new birth- to- 25 education, health and care plan, extending rights and protections to young people in further education and training offering families and personal budgets so that they have more control over the support they need.

\*Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

\*Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support.

### **Our Approach to Teaching Learners with SEN**

At The Bawburgh School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see the range of policies on our school website. These include information on how children progress and acquire mathematical calculation abilities and how we use marking to develop the children's learning.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assessing to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, observations and interschool moderation.

### **How we identify SEN**

At different times in their school career, a young child or young person may have a special educational need. The Code of Practice identifies SEN as:

**"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or**

**(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At The Bawburgh School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **The Bawburgh School**

In 2017-18 our SEN profile shows a consistent wave of children fluidly moving on and off interventions where appropriate at stages through the year we had up to 25% of our children being supported via interventions covering the 4 main categories of SEN: Cognition and Learning (including maths, reading, writing and spelling etc.), Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression), Physical, Sensory and Medical needs (including disabilities such as those affecting mobility, sight and hearing) and Communication and Interaction (including but not limited to Speech and Language difficulties)

Although the number of learners receiving intervention may appear high it is due to our commitment to early intervention to support the very best outcomes for our children.

## **Assessing SEN at The Bawburgh School**

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs involves the learner and parents/carers alongside the teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning. We have a range of assessment tools available which we share with our cluster schools.

For some learners we may want to seek advice from specialist teams. In our schools and clusters we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

## **What we do to support learners with SEN**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Our teachers will use various strategies adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Small group / individual intervention work with an adult

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which describes the interventions and actions that we undertake in school to support learners with SEN. We modify the provision map regularly, and it changes as our learners and their needs change,

We share our provision map in our clusters with our colleagues so we can learn from each other. We are also able to promote consistent practice across all the cluster schools ensuring equality of opportunity.

The SENCo reports to the governors on the provision available within the school and its impact on the progress of SEN learners.

### **Funding for SEN**

Our school receives funding direct from the Local Authority to support the needs of learners with SEN.

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within our Federation. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model.

**Assess** - this involves taking in to consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided. Decisions will be recorded and form the basis for pupil progress interviews and Parent/Teacher Consultations.

**Do** - providing the support.

**Review** - measuring the impact of the support provided and considering whether changes to that support need to be made. Children, Parents/Carers and the teaching and support staff will be involved in reviewing progress. This review can be built in to the intervention itself or a more formal meeting.

If a learner has a Statement or an Education, Health and Care Plan (EHC plan,) there will also be a formal annual review.

The Senior Leadership Team collates the impact data of interventions. As appropriate this data is shared in the clusters.

Progress data of all learners is collated and monitored by Teachers, Senior Leaders and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

### Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities, we aim to offer a range of additional clubs and activities. Please ask at the school office for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCo to discuss specific requirements.

All staff within The Bawburgh School work in accordance with the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

### Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. The Bawburgh School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Transition to a different teacher or school is discussed with Parents/carers and learners well in advance to ensure time for planning and preparation.

### **The Local Offer**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. The Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from these services.

With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools. There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs. Please find The Bawburgh School's current responses to these questions in the appendices of this document.

### **Appendices:**

#### **Appendices One**

#### **Current SEN updates**

What is Pupil Premium?

Pupil Premium was introduced in April 2011 and is allocated to school to work with the pupils that have been registered for free school meals at any point in the last six years (known as Ever 6 FSM ) Schools also receive funding for children that have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

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

Who decides on how the money is spent?

In most cases the pupil premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of pupil premium?

They are held accountable for the decisions they make through:

\*The performance tables which show the performance of disadvantaged pupil compared with their peers,

\*The new Ofsted inspection framework, under which inspectors focus on the attainment of pupils groups, in particular those who attract the pupil premium.

## **Appendices Two:**

### **The Local Offer 14 Questions.**

At The Bawburgh Primary School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

## 1. How does Bawburgh Primary School know if children need extra help?

We know when pupils need help if:

- \* concerns are raised by parents/carers, teachers, or the pupil's previous school
- \* there is lack of progress
- \* poor test scores
- \* there is a change in the pupil's behaviour
- \* a pupil asks for help

## 2. How will I know how The Bawburgh School supports my child?

Each pupil identified with a specific learning need, relating mainly to cognition and learning, will be issued a Key. Keys provide the children with an individual education and plan and will be created by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope.).

If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. You will be notified of this and the intervention and support will be explained to you. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a provision map (for each year group). This is a record of the interventions, timings and cost of the intervention. The impact of the intervention is recorded separately on an interventions sheet. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held throughout the year in a continuous cycle. This is a meeting where the class teacher and the head teacher join together to

discuss the progress of all the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

Teachers plan using the national curriculum age expectations and the academic achievements of their children, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

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

At times specific specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, colour overlays, pen/pencils grips or easy to use scissors.

### 4. How will I know how my child is doing?

You will be able to discuss your child's progress at Parents Evenings. However, we never want our parent to feel that this is the only time to discuss their child's progress and so we encourage you to contact the Class teachers if you ever have a concern or worry and a meeting will be set up at a mutually convenient time.

Keys are shared with parents on a regular basis so that you can see the progress of your child. Targets are usually set by the class teacher but parents/carers are encouraged to contribute their input to be included on the key.

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

Class teachers will suggest ways of supporting all children's learning. These suggestions may be shared with you in a variety of ways, e.g. through a note in the reading contact book, at parents' evenings or by arranging a meeting with you. We will always be on hand to support you to support your child. Parents can also access the Parent Partnership ([www.nofolksendpartnershiass.org.uk](http://www.nofolksendpartnershiass.org.uk))

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

Members of staff such as the class teacher, teaching assistants, SENCo, are readily available for pupils who wish to discuss issues and concerns.

Many members of our staff are PATHS trained and the children are taught to understand their emotions through a comprehensive set of lessons following the PATHS philosophy. More recently the school has begun to follow the principles of JONK to further embed good learning practices.

The school also has a dedicated Thrive worker. Thrive allows the children to explore their feelings in a safe 1:1 environment through a range of hands on activities. Any child offered Thrive support will require their parent's consent where the program will be explained more fully.

The school is committed to raising the profile of mental health issues and staff are currently receiving inset to become ambassadors in several key areas of mental health that effect children in an ever increasing way. In support of this the school has access to a psychotherapist once a week who can support both parents and children.

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled by Miss Cooke 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 where a signed Medi-Careplan is in place. Anti-biotic may be given in some circumstances on discussion with the office

staff and on completion of a medication form, generally older children are able to self-administer under the supervision of a member of staff. Often parents of younger children will normally come into school to administer medication to their children.

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

At times it may be necessary to consult with outside agencies to receive their more

specialised expertise.

The agencies used by the school include:

Autism Outreach Team

Child Protection Advisors

Educational Psychologist

Behaviour Support Service

CAST (Child & Adolescent Support Team)

CAMHS (Child & Adolescent Mental Health Service)

AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)

Inclusion Team

Social Services

Children's Therapy Team (Speech & Language/Occupational Therapy)

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the SCPM (School Consultation and

Planning Meeting). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an SCPM is to gain an understanding of and try to resolve a pupil's difficulties whilst allowing us to put in referral for further support.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND.

These have included sessions on:

\*How to support pupils with a diagnosis of dyslexia.

\*How to support pupils on the autistic spectrum

\*How to support pupils with behavioural difficulties

\*How to support children with sensory issues

\*How language is acquired

\*The school also has some teaching assistants who have received training enabling them to deliver more specialised support; this includes Sound Discovery, Catch-up Literacy and Numicon.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

#### 9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

\*ramps into school to make the site accessible to all.

\*toilet adapted for disabled users.

\*raising bed for changing needs

We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

#### 10. How will the school prepare and support my child when joining The Bawburgh School or transferring to a new school?

At The Bawburgh School we understands 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.

These include:

On entry:-

\*A planned programme of visits in the summer term for pupils starting in September including "Getting to Know you" visits with parents/carers, and two induction morning visit to their new class (without parent/ carer). As well as an informal teddy bear's picnic.

Parent/carers are encouraged to arrange an informal meeting at the school so that they can get a feel for the environment and meet the staff who will be caring for their child. This helps for them to know what to expect and also

provides a chance for parent to ask questions and voice any concerns with the school.

Where concerns are raised Miss Stedman (Headteacher) or Mrs Thompson (SENCo) may visit the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as shorter hours.

Children start mornings only and are introduced to lunchtimes before staying full time. If parents or teachers feel a child is not ready for full time school they can remain part time.

For children moving year groups we follow a structured introduction to their new class. Being a small school it is hoped that the children are all comfortable with each member of staff but we are very aware that each year group change is a big adjustment for the children especially those transitioning between Key Stages. To support this we:

- \* move the children for taster days in the weeks leading up to the summer holidays to allow for adjustment to their new teacher.
- \* information sharing sessions between all teachers.
- \* the class teacher is always willing to meet parents/carers prior to the child moving to their class.

Secondary transition.

- \* Secondary school staff visit pupils prior to them joining their new school.
- \* Mrs Thompson meets the SENCos from the secondary schools, as necessary, to pass on information regarding SEN pupils.
- \* Children attend a transition day particular to the school they are going to.
- \* Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

11. How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team).

Funding may be used to buy in specialist support (e.g. Dyslexic assessment)

Individual Pupil Premium payments are used to support that pupil's learning.

12. How is the decision made about how much support my child will receive?

Miss Stedman and Mrs Thompson, in consultation with each year group teacher will agree the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.

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 notified if their child is receiving 1-1 or small group support outside of the classroom.

13. How will I be involved in discussions about and planning for my child's education?

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

This may be through:

\*discussions with the class teacher

\* parents evenings

\*discussions with other professionals which can be supported by familiar school staff

\*parents are encouraged to comment on their child's Key with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

\* Miss Stedman ~ Head Teacher

\*Mrs Thompson ~ SENCo

\* Your child's class teacher:

\* EYFS ~ Miss Horsefield

\* Year 1 ~ Mrs Richardson

\* Year 2 ~ Mrs Sharpe

\* Years 3 and 4 ~ Mr Easterbrook

\*Years 5 and 6 ~ Mr Johnston

Appointments can be made with any of these people through the school Office.

Tele: 01603 742329

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.