

Bomere Heath CE Primary School



SEND Report

Date: 24th March 2017

(To be reviewed Sept 2017)

Key Information

We welcome all children.

Our pupils are the heart of everything we do.

We strive for outstanding teaching and learning with a Christian ethos for every individual in a safe and stimulating environment.

We demonstrate by example the power of creativity, respect for others and teamwork.

We play our part in the wider community.

School Staff

Mrs Ball	Executive Headteacher
Mr Field	Deputy Headteacher, Y5/6 Class Teacher
Mrs Foster	YR/1 Class Teacher
Mrs Taylor	Y1/2 Class Teacher
Mrs Gregory	Y3/4 Class Teacher, SENCo

Bomere Heath CE Primary School currently holds the Gold Award for SEN Provision

What is SEND?

The definitions of Special Educational Needs (SEN) below has been taken from the SEND Code of Practice January 2015

Special Educational Needs (SEN)

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others
- of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools,

maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

At Bomere Heath CE Primary School, SEND may be categorised into several areas such as:

Communication and Interaction:

- Speech, Language and Communication Needs
- Autistic Spectrum Disorder (ASD)

Cognition and Learning:

- General/Moderate Learning Difficulties
- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Social Mental and Emotional Health

Sensory and/or Physical

- Hearing Impaired
- Visually Impaired
- Physical Difficulties

How do we identify SEND?

Early identification is essential if children are to reach their potential.

We identify children as having special educational needs and disability (SEND) through a variety of ways including the following:-

- Liaison with Pre-school/previous school
- Monitoring of in school Book scrutiny/ Lesson Observation/ Learning
- Screening/ diagnostic assessment tools (Lucid, Dyanmo Maths, Boxall Profile)
- Focused observation of children in class.
- Monitoring of in school progress data
- Information from external agencies.
- Discussion with Parents and Carers (PCP Reviews)
- Pupil Progress Meetings
- Work alongside external agencies i.e. physiotherapist

All teaching Staff regard the views of the parent/ carer as an integral part of our identification of children with SEND. Parents are encouraged to approach staff and school with any relevant concerns.

What are the roles of the Teaching Staff?

All Teachers are teachers of children with SEND.

Mrs Gregory	Oversee all support and progress of any pupil requiring additional support across the school. Ensure regular liaison with parents.
Mrs Foster	Oversee, plan, assess and work with each pupil with SEND in the class to ensure that progress in every area is made. Update PCPs. Pupil progress, for those groups receiving focused evidence led interventions, are the responsibility of the class teacher. Outcomes remain the responsibility of the class teacher. To maintain regular communication and involvement of parent.
Mrs Taylor	
Mrs Gregory	
Mr Field	
HLTAs/TAs	Support children as individuals or as part of a group. If this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

What role do the Governors play in SEN?

Governors will provide challenge and support to the SENCo and ensure that statutory duties are fulfilled and that SEND Code of practice for is being implemented.

The SENCO will contribute to the Head Teacher's to Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors, Mrs Lisa Holland, is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

What do I do if I have concerns about my child?

If you have any concerns about your child the initial point of contact is the class teacher.

You can also arrange an appointment with Mrs Gregory our SENDCo

How will the school notify me of any concerns?

If a teacher has concern relating to an individual pupil parents will be invited To discuss these at school with the Class Teacher who may be supported by the SENCo. So far no decisions will have been made and the meeting will be with the purpose of agreeing next steps together.

We view the role of the parent/ carer as integral in all the planning, support and reviewing decisions for your child.

How will the school adapt the curriculum to ensure my child is included?

Each class teacher follows the schools Long Term plans to ensure that all elements of the National Curriculum are covered. This is used to create termly and then weekly plans to ensure that the curriculum is covered using a range of teaching and learning strategies. By using a range of targeted or differentiated teaching and learning strategies, we strive to ensure that every child's needs will be met.

Where specific adaptations of the curriculum need to be made to ensure a pupil can access this learning then this will be identified on the provision map or Pupil Centred Plan.

Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of each individual as well as any areas for development.

Children/pupils who do not make expected progress will be given carefully differentiated activities to help them progress, which are then monitored. This may involve the parents/carers and children in working in partnership with the school.

What type of support is available for my child?

Quality First Teaching (All children).

For your child this would mean:

- All work in class is planned to enable you child to make progress and achieve; recognising their strengths and addressing any emerging gaps early on.
 - That the teacher has the highest possible expectations for your child and all pupils in their class.
 - All children can benefit from the learning opportunities offered in class.
 - TAs have responsibility for delivering interventions across the school; supporting all aspects of their learning through, planned learning activity.
 - Interactive displays, learning walls and all classroom and school resources are accessible to all pupils and all areas of the school are also accessible to all children.
 - The learning environment plays an important role in supporting and enabling independent learning. This is reflected in the flexibility of learning spaces and environments throughout the school.
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- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
 - Your child's teacher will have carefully checked on progress and will have decided that there is a gap in their understanding/learning and that some extra support will be needed to help them make the best possible progress. **All children in school should be getting this as a part of excellent classroom practice.**

Pupil Centred Planning

This process supports children's whose needs are additional to or different from that which is available through Quality First Teaching.

Parents/ Carers and children are actively involved in identifying outcomes and planning for interventions.

How is my child involved in the process?

Children are actively involved in target setting and review.

This involves the writing of an Pupil Centred Plan (PCP) which is a child friendly document which details the outcomes and support required for the children to achieve the outcomes. Agreed at the PCP meeting. Children can contribute to this by completing a one page profile with a familiar adult and or attending the PCP planning meeting as appropriate to their age and developmental phase. In instances where a pupil interviews cannot be performed, the IEPs are written by the class teacher in consultation with the child's parents/carers.

How will you review the progress made by my child?

Your child's progress will be continually monitored by his/her class teacher and his/her progress will be reviewed formally with the Headteacher/SENCo every term in reading, writing and numeracy.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have a PCP based on their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with a Statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book monitoring and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will my child be supported through transition?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

What type of support is available for my child?

Specialist Support

Your child may also benefit from specialist advice from a professional outside the school. This may be from:

- Woodlands Outreach Team
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

EHCP

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

This is usually provided as an Education, Health and Care Plan (EHCP). This means your child's needs will have been assessed and agreed by a range of professionals based on a range of information collated through observations and discussions with all of those who have been involved with your child including parents/ carers.

This process can be initiated by school or parents/ carers.

How is additional support allocated?

The school budget, received from Shropshire LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and school governors on the basis of needs in the school.

The SENDCo considers all the information they have about SEND in the school, including:

- *the children receiving interventions*
- *the children who have been identified as not making as much progress as would be expected.*

From this information, they decide what resources/training and support is needed.

They will also record and reflect on the impact of the interventions and their impact on outcomes in terms of pupil progress.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the EYFS Teacher when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

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

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. PCPs will be shared with the new teacher.
- If your child would be helped by experiencing additional transition days, these will be arranged accordingly

In Year 6, before moving to secondary school:

The SENDCo will discuss the specific needs of your child with the SENCo of the child's secondary school, which is usually The Corbet in Baschurch. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- 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 experiencing additional transition days, these will be arranged accordingly

How is the school accessible for pupils with SEND?

- ***The school is fully compliant with the requirements of the Equalities Act.***
- The school is on a split-level with easy access, wide doors and a stair lift.
- There is a disabled toilet and changing facilities.
- We ensure where ever possible that equipment and resources we use are accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- We have an accessibility plan.
- There is a Supporting Children with Medical Needs Policy

How do we ensure Equality for all stakeholders?

We are committed to inclusion and equal access for all regardless of special needs or disability.

What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. IN

addition to this the school had received support and training for both staff and Governors.

We have members of staff who are trained in delivering intervention programmes such as Wave 3, FLS and Dynamo Maths as well as staff who are trained in prevention to endangerment training.

How do you support the emotional and social development of children with SEND?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. In addition, all vulnerable pupils have access to the school's nurture room and receive nurture interventions where appropriate.

For those children who find aspects of this difficult we encourage parents to approach the school early to discuss:

- Additional Parent Meetings with the Class Teacher, Head Teacher/SENCo
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support (please refer to earlier section)

How do we assess the effectiveness of our SEND provision?

We monitor the progress of all pupils continually (and record this in a summative judgement each half term) which enables early identification of any children who may require additional provision or changes to existing provision.

Pupil Centred Plans are reviewed and updated termly in conjunction with children, parents/carers and school staff.

The governing body, will on an annual basis, consider and report on the effectiveness of the school's work and suggest amendments to the SEND Policy in light of their evaluation.

The SENCo monitors classroom pupil tracking data and test results for pupils with SEN.

Who are the important contacts for SEN? [Local Offer](#)

An appointment with the Class Teacher or SENDCo (Mrs K. Gregory) could also be arranged by contacting the school.

Bomere Heath CE Primary School
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01939 290359
admin@bomereheath.shropshire.sch.uk

The Shropshire Parent and Carer Council are a local point of contact for parents of children with SEND

Shropshire Parent and Carer Council (PACC)
PO Box 4774
Shrewsbury
SY1 9EX
Telephone: 0845 601 2205
E-mail: enquiries@paccshropshire.org.uk
Web: www.paccshropshire.org.uk

- Shropshire County Council guidance:

<https://www.shropshire.gov.uk/media/160369/sen-guide-for-parents-and-carers.pdf>

[https://www.shropshire.gov.uk/special-educational-needs-\(sen\)/](https://www.shropshire.gov.uk/special-educational-needs-(sen)/)

- Shropshire's Local Offer

<http://shropshire.gov.uk/local-offer/>

- IASS (Information Advice Support Service)

01952 457176

<http://www.parentpartnership-shropshireandtelford.org.uk/>

How may parents/carers pass on concerns or complaints about SEND?

If you have any concerns about your child, we encourage you to approach the class teacher initially.

If you still require further information or clarification, an appointment can be made with the school's SENDCo, Deputy Head Teacher or Head Teacher.

Any complaints are dealt with according to the School's Complaints Policy (available on the School Website).