

Bomere and the XI Towns Federation

SEND Report

Date: 3rd September 2020 (To be reviewed September 2021)

What is the Special Educational Needs with Disabilities (SEND) Information Report?

From September 2014 all schools have to provide an Information Report on the support and services that are available for families with children who have Special Educational Needs or are disabled. Within this report, parents/carers will be able to find information about the support that is offered by the school and some useful contacts.

This is in line with the SEND Code of Practice; the Code is statutory guidance from the Department for Education on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs. The Code includes provision from birth to 25 across education, health and social care.

Introduction/Overview to Bomere and the XI Towns federation

St John the Baptist Primary School and Nursery is a rural school with 83 pupils currently on roll. There are three classes of mixed year groups, with pupils ranging from 4 – 11 years (Primary).

Bomere Heath Primary School is a rural school with 132 pupils currently on roll. There are five classes of mixed year groups, with pupils ranging from 4 – 11 years (Primary).

We are inclusive schools; we strive for all pupils, regardless of their abilities and specific needs, to make the best possible progress they can. As a Christian federation, our vision ensures that we promote self-belief and encourage all children to fulfil their potential in the knowledge that 'With God's love all things are possible'. We currently have 15 children on the Special Educational Needs with Disabilities Register (SEND Register) at St. John the Baptist Primary School. Each individual's needs are met on a personalised basis, for example, through targeted support, intervention programmes or social groups. Other forms of support include targeted intervention

with our trained ELSA (Emotional Literacy Support Key Worker) who can offer targeted interventions aimed to support a range of emotional needs and Mental Health First Aiders in both schools.

Pupils on the SEND register each have a Personalised Pupil Centred Plan (PCP) that has targets to meet their individual needs. These targets can be set by the school or using advice from outside agencies, in conjunction with parents/carers. Draft versions of these plans are sent home for consultation at the beginning of each term and reviewed, again in consultation, at the end of each term.

What does it mean if my child has Special Educational Needs with Disabilities (SEND)?

A person has SEND if they have a learning difficulty or disability which means:

- they have a significant greater difficulty in learning than the majority of others the same age, or
- they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age in mainstream school or mainstream post-16 institutions

(* Referenced from the SEND Code of Practice)

How our school consults with parents and carers of children with Special Educational Needs with Disabilities (SEND)

- Parents/carers are consulted termly to discuss general progress and contribute towards new personalised targets for their child.
- Parents and carers of children who have an Education Health Care Plan (EHCP) are invited to attend annual reviews to discuss their child's progress over the year and to share their views.
- Meetings with outside agencies (listed below) are offered to parents/carers.
- We have an open door policy where we welcome parents to come into school at a time convenient to all parties to discuss any concerns.
- Opportunity to discuss report findings and suggested next steps with SENDCo following assessments with External Agencies.

- We welcome questions/queries in the children's home-school diaries (where applicable).
- In normal circumstances we hold termly coffee drop ins where parents/carers of SEND pupils are invited to consult with SENDCOs and SEND Link Governor and make suggestions and contributions. This will resume once Government guidelines allow.
- Our school website holds information regarding our school and the Local Offer

How we consult with our pupils with Special Educational Needs with Disabilities (SEND)

Children have a PCP (Personalised Centred Plan) with personalised targets to suit their learning styles. Pupils are consulted about these targets, which are then set in conjunction with the pupil, parents and class teacher. Pupil's with an EHCP to contribute their views in terms of their achievement and progress which contribute to the overall annual review process. Each child on the SEN register holds a 'One Page Profile' which they complete and use to involve all those contributing to and supporting their learning in terms of how best they learn and how best their learning journey can be supported.

Outside Agencies that we might seek advice from

- Educational Psychologist
- Speech and Language Therapy Services (SALT)
- Woodlands Outreach Service – learning, behaviour and Autistic Spectrum Disorder (ASD) support
- Spectra (Autistic Spectrum Disorder - ASD)
- Learning Support Advisory Teacher (LSAT)
- Occupational Therapy (OT)
- Physiotherapy
- BeeU – Formerly know as CAMHS
- Sensory Inclusion Service – SIS

How we obtain the services, provision and equipment required by our pupils with SEND

- The school buys in specialist advice from outside agencies and this advice is put into effect.
- The school purchases recommended resources from outside agencies or borrows them.

Who are the best people to talk to in school about my child?

Below is a list of people who you can talk to about your child. The order of the people is a good indication of how to proceed but it is not a definitive order.

Class Teacher

Responsible for:

- Checking on the progress of your child, planning and delivering differentiated targeted work and additional support, if required.
- Writing a Personalised Centred Plan (PCP) in conjunction with the parents and pupil and reviewing these termly.
- Ensuring that all staff working with your child in school are aware of your child's individual needs so they can enable them to feel included and achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

SENDCo (Stephanie Henney at Ruyton/Kate Gregory at Bomere):

Responsible for:

- Coordinating all the support for children on the SEND register and contributing to the development of the school's SEND Policy.
- Keeping the school's SEND register up to date and making sure there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND.
- Liaising with outside agencies, for example, the Educational Psychologist, Speech and Language Service.
- Making referrals for those children that we feel would benefit from expert advice from any outside agency (with your permission).

- Organising annual reviews for children who have an EHCP.

SEND TA (Named adult linked to your child):

Responsible for:

- Delivering individualised learning programmes to children on the SEND register.
- Liaising with outside agencies.
- Carrying out assessments.
- Preparing resources.

Executive Head Teacher (Julie Ball):

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher delegates responsibility to the SEND-Co and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.
- Ensuring that finances are apportioned in order to support the needs of pupils with SEND.

SEND Governor (Lisa Holland/ Hannah Reynolds):

Responsible for:

- Making sure the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school.
- Making sure that the necessary support is made for any child who has SEND.
- Making visits to school to understand and monitor the support given to children with SEND.

How we support our pupils at times of transition

Pre-school/Nursery to Reception:

- Children spend time in the Reception class during the last half term, getting to know the staff and other children.
- Meetings take place between the Pre-school/nursery staff and the Reception teacher so that information is shared.

Moving to the next class:

- Children will visit their next class for a day and have an opportunity to get to know their new teacher and teaching assistant(s); this will resume once Government restrictions allow.
- A meeting takes place between the current Class Teacher and the new Class Teacher to pass on any information and progress data.

Primary to Secondary School:

- Year 6 children have at least one taster day in their chosen secondary school; again this will resume once Government restrictions allow.
- Relevant information is shared between the primary school and secondary school about pupils.
- The SENDCo from our school updates the SENDCo from the secondary school regarding children with SEND.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- The class teacher provides differentiation of the curriculum to meet all children's abilities.
- Teaching Assistants may be allocated to work with your child on a 1:1 basis or small group basis.
- Parents and children are invited to contribute towards PCP targets to fill any gaps in learning, matching them to the child's learning styles and needs.
- If needed, appropriate specialist equipment will be provided, for example, pencil grips, writing slopes, stability cushions etc.
- Quiet areas are available for pupils who need time out or need to work quietly.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

A pupil who has a significant delay in their speech may be hard to understand. A reduced vocabulary means the pupil does not have the words to communicate effectively or understand others.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Children with communication needs are identified early and advice is sought from previous settings, parents/carers or SEND-Co. • If necessary, a referral will be made, with parents' consent, to SALT. • The advice from SALT will be implemented through a PCP. • Assessments are on-going to monitor pupils' progress. 	<ul style="list-style-type: none"> • Staff model the correct use of language. • Staff check your child's understanding through the use of questions. • Advice from SALT is implemented. 	<ul style="list-style-type: none"> • Children assessed by SALT for advice and support. • Extra support may be provided by the SEND TA or classroom Teaching Assistant working on targets from the PCP. • Regular feedback between school and parents/carers.

2. Autistic Spectrum Disorder/ (ASD)

Children with ASD often experience social interaction difficulties, have a problem with communication skills and a difficulty with imagination. They may also be easily distracted or upset by noise/light/touch, have problems with sensory experiences, co-ordination difficulties and fine motor difficulties.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Class teacher/parents will identify any concerns. • Outside agencies will be invited into school to carry out assessments. • Assessments are on-going to monitor pupils' progress. • Meetings with parents/carers will take place to review and discuss the PLP and progress. • Referrals for Neurodevelopmental Assessment if deemed appropriate. 	<ul style="list-style-type: none"> • Visual timetables and resources provided. • A clear set of classroom rules. • An ASD-friendly classroom, e.g. a quiet area. • A buddy system, if needed, for the playground and other areas where the pupil may experience sensitive difficulties. 	<ul style="list-style-type: none"> • The school will make referrals to outside agencies and act on any advice/strategies. • Support will be provided for unstructured times of the day if necessary. • Meetings with parents/carers.

Cognition and Learning:

1. General/Moderate Learning Difficulties

Pupils have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have speech and language delay, suffer from low self-esteem, low levels of concentration and under-developed social skills.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Class teacher will identify any concerns from observations or assessments.• Interventions will be put into place and their effectiveness assessed.• If concerns persist, a PCP will be drawn up with advice from the SEND-Co).• Meetings with parents/carers will take place to review and discuss the PCP and progress.	<ul style="list-style-type: none">• Class teacher will differentiate work to enable the pupil to access it.• Interventions carried out with the SEND TA or classroom TA.• Resources used to support the child.• TA support when needed.	<ul style="list-style-type: none">• Use of resources to aid learning.• Differentiated work and intervention programmes.• Meetings with parents/carers.

2. Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia

Dyslexia: pupils may have particular difficulty in learning to read, write, spell or use numbers and may have problems with short-term memory, organisation skills and co-ordination.

Dyscalculia: this is where there is difficulty in acquiring mathematical skills. Pupils may have problems understanding simple number concepts, lack basic understanding about numbers and have problems learning number facts and procedures.

Dyspraxia: this is where there is a difficulty with organising movement, often resulting in clumsiness. Pupils may have poor balance and co-ordination and their speech sounds may be immature and their language late to develop. They may also have poor awareness of body position.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and/or parents will raise concerns. • Interventions will be put in place. • If concerns persist, a PCP will be drawn up with advice from the SEND-Co). If it is felt further advice is needed, outside agencies will be invited into school to carry out assessments. • Meetings with parents/carers will take place to review and discuss the PCP and progress. 	<ul style="list-style-type: none"> • Class teacher will differentiate work to enable the pupil to access it. • Advice from outside agencies acted upon. • ICT to support learning. • Interventions carried out with the SEND TA or classroom TA. 	<ul style="list-style-type: none"> • Differentiated work and intervention programmes e.g. Nessy, Toe by Toe, precision teaching methods. • Resources used to aid access to the curriculum, for example, coloured overlays, pencil grips, writing slope etc. • Use of laptop for writing, if needed. • Meetings with parents/carers.

Social, Mental and Emotional Health:

Under this area of need some children find it hard to follow the normal rules of expected behaviour and the usual range of rewards/consequences often fails to work. This area covers a wide range of difficulties: some pupils may be withdrawn or isolated, have emotional disorders such as depression whilst others may lack concentration or behave in ways which disrupt the class.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The Class Teacher and/or parents will raise concerns following observations and/or assessments. • A PCP will be written in conjunction with the SEND-Co. • Referrals to outside agencies made to provide support for the child and family. • Meetings with parents/carers will take place to review and discuss the PCP and progress. 	<ul style="list-style-type: none"> • A clear and consistent set of school rules. • A reward system established to enforce positive behaviour. • A quiet area for time out, if needed. 	<ul style="list-style-type: none"> • Advice from outside agencies enforced. • Regular meetings/updates between school and parents/carers to ensure continuity and consistency. • Social groups/school clubs to raise pupil's self-esteem, friendship groups etc. • Access to a fully trained ELSA

Sensory and/or Physical:

1. Hearing Impaired

Hearing impairments can range from mild and temporary, such as Glue Ear, or more severe which may result in permanent deafness.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Concerns raised by parents/carers, school staff or school nurse.• Parents contacted to request hearing test if concerns persist.	<ul style="list-style-type: none">• Child to be sat close to teacher, TA and other staff whenever possible.• Visual aids used, if needed.• Staff to check child's understanding.• Advice from outside agencies, if involved, acted upon.	<ul style="list-style-type: none">• Provision of visual aids.• Pupil sat close to the adult.• Training for staff, if needed.• We have a hearing loop available at Ruyton

2. Visually Impaired

This may take the form of a mild impairment that can be corrected through the use of glasses or more severe impairments that cause partial or total blindness.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Concerns raised by parents/carers, school staff or school nurse.• Parents contacted to request sight test if concerns persist.	<ul style="list-style-type: none">• Child to be sat close to teacher, TA and other staff, or at the front of the class.• Staff to ensure any children that have glasses are wearing them.• Use of coloured paper/overlays if this proves beneficial.• Advice from outside agencies, if involved, acted upon.	<ul style="list-style-type: none">• Pupil sitting close to the adult/front of class.• Classroom adapted, if necessary.• Training for staff, if needed.

3. Physical Difficulties

Physical disability may pertain to **total** or **partial loss** of a person's physical functions (e.g. walking, gross motor skills etc.) or **total** or **partial loss** of a part of the body (e.g. a person with an amputation).

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Concerns raised by class teacher, parents/carers.• Referrals made to outside agencies, e.g. Occupational Therapist (OT).	<ul style="list-style-type: none">• Provision of special equipment, e.g. pencil grips etc.• Intervention programmes put into place from outside agencies, e.g. OT programme.• Further opportunities to develop physical skills, e.g. through PE.	<ul style="list-style-type: none">• Adaptation of classroom, if necessary.• School to offer a place in Wobble Club.• Use of specialised equipment.• Referrals to outside agencies.

How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process

- Staff carry out continual observations and regular assessments of children's progress to inform them about the effectiveness of any SEND provision, looking at social emotional needs as well as more formal 'data'.
- Parents/carers and pupils are kept informed about the effectiveness of SEND provision via regular meetings both formal and informal and are invited to give their feedback.
- The SEND-Co, SEND Governor and Head Teacher attend termly updates in relation to SEND to ensure provision is up to date.
- The LA/Ofsted monitor SEND provision.

What support is available for our pupils with Special Educational Needs and Disabilities (SEND)?

- A differentiated curriculum to suit individual needs.
- Support from the trained staff in school.
- Specialist advice from outside agencies.
- PCP to set targets to fill gaps in learning or to aid access to the curriculum.
- Provision of specialist equipment.
- Classroom adaptations
- Choice of lunch-time and after-school clubs.
- A caring environment where children are invited to share their concerns and feel safe.

How we ensure access to our facilities for all of our pupils

- The school at Ruyton is all on one level enabling access to all areas of the school.
- Bomere's site is across two levels with the provision of a lift to support movement between the two (or slopes externally if preferred)
- Both schools have disabled toilets
- There is a hearing loop available (at Ruyton).
- Equipment is purchased to support children as and when necessary.
- The school has an Equality Policy to ensure that all pupils have equal opportunities in school.

What activities are available to our pupils with SEND, in addition to the curriculum?

- Wobble Club.
- A range of lunch-time and after-school clubs, for example, art and craft, football, Jumping Jax, library, cookery etc.
- Residential visit to Arthog in Year 6 and Liverpool in Year 4.
- Whole class music lessons and individual private lessons available.
- Swimming lessons across all age ranges.
- Mobile library visits (at Ruyton).

What training have our teachers and other staff had to enable them to support pupils with Special Educational SEND?

- Teachers regularly attend training on a variety of subjects within the curriculum to keep them up to date with current legislation.
- Child Protection training
- First Aid training
- Manual handling
- Staff receive training as and when needed on particular types of SEND through a structured programme of need identified through audit and then indicated on the school's SDP.
- Advice from outside agencies.

How we support the emotional and social development of our pupils with SEND?

- The school has an inclusive ethos that celebrates all kinds and levels of achievements.
- Rewards systems and celebrations
- Circle time, circle of friends and buddy systems
- Anti-Bullying Policy

- Equality Policy
- The school is has a number of Learning Mentor programmes eg 'No Worries' to provide support for those that need it as well as trained mental health practitioners

Useful contacts

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)/)

Parent Partnership: 01952 457176

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

PACC (Parent and Carer Council): 0845 601 2205

<http://www.paccshropshire.org.uk/>

If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND

Please contact the following people if you need an appointment to discuss your child:

- Class teacher
- SEND-Co: Stephanie Henney/Kate Gregory

- Headteacher: Julie Ball
- SEND Governor: Lisa Holland / Hannah Reynolds
- SEND TA: Named Adult linked to your child