

BUSHFIELD ROAD INFANT SCHOOL

SCHOOL SEND INFORMATION REPORT.

SENCO: MRS T BASS / MRS K TURNBULL
SEND GOVERNOR: MRS D BRADLEY



Special Educational needs:

Changes in the Children and Families Bill affects the way children with special educational needs (SEND) are supported in schools. The new legislation in September 2014 places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) have replaced statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014.
3. There is a single school-based category for children who need extra specialist support called SEN support.

Whole School Approach:

To support the guidance provided in the SEN Code of Practice, at Bushfield Road Infant School we are fully committed to high First Quality teaching, high aspirations and expectations and have a commitment to providing additional support/interventions for our children with SEND. We are committed to the application of a differentiated and personalised approach to teaching and learning and provide a fully integrated curriculum for all children recognised as having a SEND need within any of the 4 recognised SEND need areas (***Communication & Interaction; Cognition & Learning; Social, emotional & mental health difficulties; Sensory and/or physical needs***).

We understand that some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age;
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We monitor and track progress of all the children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Graduated Approach:

Underpinning all our provision at Bushfield Infants is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Needs of pupils are identified, interventions and support are planned and implemented, review of targets takes place, followed by assessment of need and next steps.

Provision/Intervention to support individual needs:

Supporting access to the curriculum:

- Teachers and support staff know the profile of their class. Learning activities are planned to match children's individual learning needs.
- The environment is stimulating, supportive and well resourced. Interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant. If children have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced for children with additional needs.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice

Supporting Literacy & Numeracy:

- Strategies and interventions are in place to support literacy and numeracy including Precision Teach, rainbow book, Copy cat letters and numbers, Daily phonics etc. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.
- For children with specific learning needs, activities include reinforcement in small groups and the use of specific strategies and programmes for literacy and for maths.

Supporting speech and language development :

- Teachers make sure that their classes have lots of language based activities. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties. A specialist TA works with individual pupils to deliver programmes set by SALT.

Promoting positive behaviour:

- In each class, there are shared and displayed expectations about the rights and responsibilities of everyone in the class. We make sure that all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as an Individual behaviour plan (IBP), personalised in-school reward scheme, or planned Sensory breaks.
- Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.
- A marble jar is used in each class to promote good choices and to encourage all pupils to take responsibility for their choices.

Supporting children's emotional well being:

- Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they experience additional visits/support and are helped through social stories, which they can revisit during the summer holidays. To promote positive friendships we use 'circle time' involving the whole class and a regular self-esteem group, 'Happy to be me' led by the learning mentor. We have a learning mentor (Mrs Hill) who supports children and families through bereavements, family breakdown, self-esteem and many other things. She also liaises closely with outside agencies to provide guidance, advice and support to families in challenging circumstances.

Supporting children's physical needs:

- Physiotherapists and Occupational Therapists provide specific advice and guidance for targeted children. They also provide training for staff. Teaching assistants follow up any recommendations by delivering specific interventions/programmes for children either individually or in small groups.
- Bushfield Infant School is a one storey building with a large hall and wide corridors. All of the learning spaces are on one level so are accessible to all. It has some adaptations such as ramps and toilets with disabled access.

We support children's medical needs:

- It is important that we know about your child's medical needs so that we can support them the best that we can. The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health Care plans for children.
- In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely. There are a team of staff who are first aid trained and are able to administer medicines to children (as directed by parents/carers) in specific circumstances. (See 'Supporting pupils with medical needs policy') at www.bushfieldinfants.co.uk

Working in partnership with parents and carers:

- Bushfield Infant School operates an open door policy which encourages partnership working with parents/ carers. We ensure that SEN review meetings and interim meetings as appropriate are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with your child understands their needs.

We really do value a strong partnership between home and school as this ensures that your child's needs are met.

Working in partnership with other agencies:

- We have an extensive knowledge of services to support children and families in the local community and many agencies visit school to support children each term. This will depend on your child's needs to who will become involved. These decisions will always be discussed with you first. Some of the agencies that we work with are Speech and Language Therapy, Autism Team, Educational Psychology, School nursing team, Physiotherapy, Occupational therapy, CDC and many more. The school learning mentor also liaises with a wealth of outside agencies to support children and their families.

Monitoring children's progress:

- We have a system to track and monitor all children's progress using termly progress tracking grids and progress tracker. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this in the way of next steps. Planned interventions within the classroom are delivered to address individual needs. For particular children, more in depth assessments may be required. Some of these can be carried out by external agencies. (This is particularly the case when applying for an Education, Health and Care Plan).

Some frequently asked questions are answered below:

1. What should I do if I think my child has Special Educational Needs?

Initially, speak with your child's class teacher and explain your concerns. If you are still concerned, then ask to speak to the school's SENco and a meeting can be arranged to discuss things further.

2. How will the school respond to my concerns?

We will listen and discuss your concerns with you. Sometimes we can reassure you that there is nothing to worry about. Sometimes we decide to monitor your child more closely over a period of time, and may gather additional information, which could include carrying out additional testing or assessments. On occasions, this may lead to a referral to an outside agency for further assessments or specialist advice, however please be reassured that we will always involve you in each step so you are aware of the support your child is receiving.

3. How will school decide if my child needs extra support?

The decision will be made by the class teacher and/or SENco, based on the evidence of your child's academic and personal progress. Sometimes, we will ask for additional advice from one of the specialist services. You will be kept fully informed and we will discuss ways in which you can help your child.

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

We pride ourselves on being an inclusive school and endeavour to ensure that all children have equal opportunity to take part in visits and extra-curricular activities. It is important for our children to be fully involved in the life of the school, although sometimes reasonable adjustments may need to be made.

- The school's SENcos are Mrs T Bass and Mrs K Turnbull
- Our Inclusion Governor is Mrs D Bradley
- We have a Learning Mentor who is available to support our children with SEND and their families – Mrs K Hill

The school's strategic development plans for developing and enhancing SEN provision next year include a part time teacher with responsibility for SEND support and intervention.

For further information on SEND provision and support in North Lincolnshire please see the North Lincolnshire Council Website where the local authority's Local Offer is published.