



Bushfield Road Infant School

## **Special Educational Needs Information Report 2018-2019**

At Bushfield Road Infant School we strongly believe that all our learners have gifts and talents and regard it as a privilege to develop and nurture the growth of each child. All children are special and may have varying levels of Specific Educational Needs (SEN) which we aim to cater for within the daily routine. Some children experience greater difficulty in learning compared to most children of the same age. Other children are particularly gifted. All pupils have daily access to well-planned and differentiated work that provides opportunities to challenge and extend every child's learning. Some will benefit from the extra help given by the support staff who are available to encourage and guide children towards achieving their full potential.

Pupils have Special Educational Needs (SEN) if they have a learning difficulty or a disability (D) or are particularly more able, gifted or talented (G&T), which calls for special educational provision to be made for them. Pupils may also need extra support if they have one or more of the following needs:

- Learning difficulties
- Speech, language and communication difficulties
- ASD (Autistic Spectrum Disorder)
- Physical difficulties and medical needs
- Sensory difficulties
- Social, emotional and behavioural difficulties including mental health

As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. Our SEND policy details how our school will do its best to ensure that the necessary provision is made to include any pupil who has SEND. Our school will have made regard to the 'Special Educational Needs Code of Practice' when carrying out its duties towards all pupils with SEND. The school will ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. Our school recognises that parents hold information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their child's education. Pupils with SEND often have knowledge of their own needs and their views about what sort of help they would like to make the most of their education. They will be encouraged to participate in all the decision-making processes and where appropriate, contribute to the assessment of their needs, the review and transition processes.

The Local Authority supports pupils within our school via its policy of special needs integration. This support includes advice to enable us to fulfil our legal requirements as well as specialist services for pupils for whom an Education, Health, Care Plan has been written. The L.A. SEND information report can be found on the North Lincolnshire Council website. The school must also follow the Code of Practice by keeping a confidential register of pupils and their needs. The parents of these children are regularly consulted and invited to attend meetings every term to review their child's needs and progress.

For further information about SEND please contact our SENCO, Mrs T Bass.

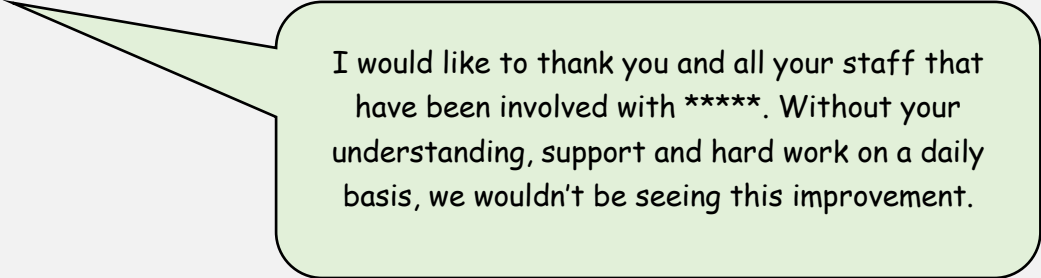
Bushfield Road Infant School

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I would like to thank you and all your staff that have been involved with \*\*\*\*\*. Without your understanding, support and hard work on a daily basis, we wouldn't be seeing this improvement.

\*\*\*\*\*'s confidence has soared since starting here. All of his teachers have been amazing and have always helped him when he struggled.

## Frequently Asked Questions

How do the staff know if my child needs extra help?

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENCO, all other members of staff have important day-to-day responsibilities. All teachers are teachers of pupils with special educational needs. Teaching pupils with SEND is therefore a whole school responsibility.

### EAL pupils

The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from SEN.

### **Key indicators that a child needs extra support are:**

- concerns are raised by parents/carers, teachers or the previous school
- there is lack of progress despite quality first teaching and regular interventions
- teacher assessments show that attainment is low and there is a significant gap in the pupil's attainment in comparison to their peers and school expectations
- there is a change in the pupil's behaviour
- a pupil asks for help

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

Speak to your child's class teacher to discuss your concerns or make an appointment to see our SENCO, **Mrs T Bass**.

How will staff support my child?

I would really like to thank the staff for their help and support during \*\*\*\*'s journey. I appreciate all your efforts.

*If staff feel a child has Special Educational Needs and that they would benefit from additional support the following procedures will take place:*

**1. Initial concern**

Teachers will liaise with the SENCO for advice and support regarding pupils in their class. If they have any significant areas of concern regarding pupils learning or behaviour they will record these and monitor in subsequent weeks.

**2. SEN School Support**

**Foundation Stage**

Our school will complete an assessment on entry into school and at intervals throughout the year as appropriate in order to accurately assess levels of attainment. The results of these assessments will highlight any pupil who does not meet the age related expectation or/ and whose progress is limited. These pupils will be then put on to our Special Needs and Disabilities Register (SEND register).

**Key Stage 1**

Pupils will be placed on the SEND register under this category when:

- despite receiving differentiated learning opportunities they make little or no progress
- they show signs of difficulty in developing literacy or mathematics skills
- they are working well below the expected standard in their year group for reading, writing or maths
- they present persistent emotional or behavioural difficulties which require extra behaviour management strategies above and beyond school procedures outlined in our behaviour policy
- they have sensory or physical problems
- they have communication and/or interaction difficulties,

The class teacher will use this information to support the child in their learning. This will include differentiating the curriculum and resources and providing reasonable adjustments to ensure that we do all we can to meet the child's needs in our setting. These actions will be recorded and agreed on the pupil's Individual Learning Plan (ILP). Parents will be kept informed and involved at each stage of this process.

### **3. Additional support from outside agencies**

A request for support from outside agencies is likely to follow a decision taken by the SENCO and colleagues if the pupil continues to make little or no progress in specific areas over a long period. This could include situations where a pupil:

- continues working at National Curriculum and/ or EYFS levels substantially below that expected of similar aged pupils
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or/ and that of the class, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or/ and regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

This will be done in consultation with parents at a review ILP meeting. At this stage, outside support services will usually see the pupil so that they can advise teachers. They will provide advice on: setting small and realistic targets, specialist strategies and materials, specialist assessments to inform planning and to accurately measure progress and in some cases will provide support for particular activities.

The ILP for the pupil will set out new strategies for supporting the pupil to make progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions and provision recorded in the ILP continues to be the responsibility of the class teacher. On some occasions, pupils may enter our Nursery with a SEND that has been identified by other assessments E.g. a health visitor or other medical professional. This information, along with any diagnosis or Education, Health and Care Plans will be passed on to the school and recorded accordingly.

#### 4. School request for a statutory assessment

Where the school makes a request for a statutory assessment to a Local Authority the pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time. They will also need documentation in relation to the pupil's Special Educational Needs and will need to be informed about any action that has taken place within the school, including any resources or special arrangements that have been put in place. The school will provide this evidence through SEND School Support. This information may include:

- Individual Learning Plans for the pupil (ILPs)
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum or EYFS attainment levels in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals such as health, social services or education welfare service

*This school is an excellent example of how a school works in partnership with our service. The school has a teaching assistant employed full time to carry out our Speech and Language therapy programmes on a regular basis. The staff work very hard to meet the individual needs of the pupils.*

Jo Lawson, Team Leader S&LT Complex SEND & Paediatric dietetics

*Whilst supporting a variety of children in the school with behaviour, social and emotional difficulties over the past few years, the advice and guidance that I have offered has always been welcomed and implemented to help support them. The staff work well together and support each other when working with children with additional needs.*

Sarah Wilson-Clark, Specialist Teacher Behaviour support Team

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

Teachers carefully plan to make sure work is closely matched to the pupil's ability and learning needs. When a pupil has been identified with SEND, 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.
- If appropriate, specialist equipment may be given to the pupil to help them access learning. Resources may include writing slopes, pen/pencil grips or easy to use scissors.

All parents, regardless of whether their child has SEND, are regularly kept informed of their child's progress and attainment through regular parent meetings where parents are invited to come and speak to their child's teacher.

Parents of the pupils on the SEND register are invited to attend a meeting every term to discuss their child's progress and next steps in their learning.

How will I know how my child is doing?

At parent meetings the teachers will inform you of how you can support your child further at home. We will set small achievable targets that will help your child to progress further according to their individual needs.

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

Some pupils may also have support from outside agencies, such as speech and language therapists. These professionals may also arrange meetings to give advice on how best to support your child.

How are the school's resources allocated and matched to pupil's Special Educational Needs?

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

- 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. CAMHS).
- Some children may have an Education, Health and Care Plan in which North Lincolnshire Local Authority commits additional funding to that child. In such a case, this additional funding is used to support the individual who attracts that funding.
- Funding may be used to buy in additional specialist support (e.g. Speech Therapy)

What training have the staff supporting children with SEND had?

All staff are responsible for pupils with SEND and all staff have regular training in regards to Special Educational Needs. Staff have had specific training regarding ASD, Dyslexia, Speech and Language and Social, Emotional and Behavioural difficulties. Within school we have several members of staff who have areas of expertise such as ASD, Speech and Language and physiotherapy. Our staff are trained in delivering intervention support such as Precision Teach, Rainbow books and Write from the Start.



The transfer of information is important at every stage. As children on the SEND register move through school, records will be transferred. Transfer meetings take place between teachers to discuss individual needs, intervention strategies, levels of support needed, preferred learning styles as well as the pupil's strengths. The SENCO keeps a central record of all information regarding pupils on the SEND register. The SENCO passes relevant information to each class teacher as appropriate. When a pupil moves to another school, SEND records will be sent to inform the new schools of the individual's needs. Where a pupil has an EHCP or an ILP, the SENCO of the receiving school will be invited to a review meeting the term before they transfer. Before the end of Year 2, the Year 2 teachers and the SENCO will meet with the Year 3 teachers and the SENCO of the Junior School that the pupil will be attending.

How will the school support my child in making transitions to a new school?

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

School trips are planned for all pupils to take part in, regardless of need.

A set procedure will take place:

- A risk assessment will be carried out and procedures put in place to enable all children to participate.
- If the risk assessment suggests that a high level of 1-1 support is needed, a parent or carer may be asked to accompany a child to ensure their safety.

We are always willing to meet with parents/ carers to discuss an individual child's requirements.

The school has:

- Disabled access including ramps, single level pathways and entrances to allow access into the school building, which is on a single level.
- Disabled toilet facilities.
- For more detailed information please ring the school and speak to a member of staff.

How accessible is Bushfield Road Infant School?