



Bushfield Road Infant School

Special Educational Needs Information Report 2024-2025

	School September 2024	North Lincolnshire 2023/2024	National January 2024 Census Primary
SEN Support	15.7% (25 pupils)	13.8%	14.1%
EHCP	1.9% (3 pupils)	2.2%	3.0%

SEN Primary Type of Need													
	MLD	SLCN	SEMH	SpLD	ASD	Other	PD	HI	VI	MSI	SLD	PMLD	NSA
SCHOOL September 2024	7.1% (2)	75% (21)	10.7% (3)	0%	3.6% (1)	0%	0%	0	3.6% (1)	0	0	0	0

The most common Primary Need recorded in North Lincolnshire primary schools is Speech, Language and communication needs with 31.7% of children identified with SEN Support, this is 3.8 percentage points lower than the national average of 35.5%.

Within North Lincolnshire primary schools 20.5% of children identified with SEN Support have a Primary Need of social, emotional & mental health. This is 1 percentage point higher than the national average of 19.5%.

The notional SEND funding for 2024/2025 is £125,440

Our notional SEND budget is broken down as follows: • Additional support staff • Additional teaching resources • Professional development • Staff release time to attend meetings, report writing, multi-agency working and early help meetings

75% of the SEN Support cohort is currently recorded as SLCN, higher than national and local comparisons. However, the national/local data encompasses the whole primary sector as opposed to the specific infant sector. It is acknowledged that there are usually more speech and language needs presented within the Early Years/Key Stage 1 sector in comparison with the junior sector. Additionally, within the early years sector, the SEN list for SLCN often shows fluidity due to early intervention with speech and language support, some of which may be short term. At Bushfield Road Infant School, all pupils with speech and language needs access direct support from an outside professional (SaLT). A trained

speech and language teaching assistant is employed by the school to administer assessments, deliver speech and language programmes set by SaLT and track progress. The high levels of discharge rates from SaLT evidences the impact of our early identification through the use of Language Link Assessments and the highly effective interventions put in place, led by Mrs Cross, TA with responsibility for Speech, Language & Communication have a significantly positive impact on the pupils with difficulties.

Initial Language Link assessments completed in reception demonstrated that 42% of children in the current Year 2 cohort had a delay in language comprehension. Following re-assessments only 9% of children now have delays in comprehension. One child has recently joined Bushfield Infant school in year two with EAL and consequently demonstrated a delay in English comprehension. Had this not been the case the outcome would have been only 7% of children with a delay. This shows a significant improvement in language comprehension.

Initial Language link assessments completed in reception demonstrated that 26% of children in the current Year 1 cohort had a delay in language comprehension. Following re-assessments only 9% of children continued to have a delay. Again another EAL child joined the school in year one and consequently has a delay in English language comprehension. Had this not been the case only 7% of children would have continued to have a delay in language comprehension. This again shows a significant improvement in language comprehension.

Initial Language Link assessments indicate that 24% of children in our current reception cohort have a delay in language comprehension. Re-assessments will take place in March 2025.

The school continues to purchase an SLA with EMTAS to provide effective weekly support for our pupils with English as an additional language which the school remains committed to providing for our pupils. Mrs Cross has recently submitted a survey response regarding the support being received.

Parental feedback July 2024 was positive, with 100% of parents agreeing or strongly agreeing that their child had made progress to the best of their ability and that their child received the right amount of support. 100% agreed or strongly agreed that they received feedback on how well their child had progressed and had opportunities to discuss their child's needs with the right members of staff.

Pupil outcomes 2023/24

33.3% of pupils with SEND achieved a good level of development at the end of Reception (at least expected in all prime, literacy and maths goals).

18.2% of Year 1 with SEND pupils passed their Year 1 Phonic Screening Check.

50% of pupils with SEND in Year 2 achieved the expected level in maths.

50% of pupils with SEND in Year 2 achieved the expected level in reading.

50% of pupils with SEND in Year 2 achieved the expected level in writing.

Attendance

Our school attendance was 94% as of July 2024 compared to 94.3% nationally (FFT Attendance Tracker)

The following table compares the attendance in each year group for children on the SEND register and those who are not.

	Reception	Year 1	Year 2
Not SEND	92.7%	95.0%	95.3%
SEND	90.5%	93.2%	92.5%
FFT National SEND	90.7%	92.3%	92.7%
Difference	-0.2%	+1.0%	-0.2%
EHCP	-	81.1%	89.5%
FFT National EHCP	-	88.1%	89.5%
Difference	-	-7.0%	0%

The attendance of the children falling below national expectations will continue to be closely monitored next year.

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) or Disability (D) 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. 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) 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 SEND 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 SENDCo, Mrs T Bass.

Bushfield Road Infant School

Bushfield Road

Scunthorpe

DN16 1NA

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My child fell behind on reading. They were supported one to one and are now achieving great levels.

We are proud of the steady progress and grateful for all the help and support given to him.

Parent voice, July 2024

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

Frequently Asked Questions

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 and discuss with EMTAS specialist teachers 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**.

SEND reviews have been extremely helpful. I have felt that school and home are working together.

How will staff support my child?

I have experienced the staff I have liaised with at Bushfield Infants to be warm and friendly and keen to do their best to support their pupils. They appear to have a very good knowledge of specific pupils, have shown genuine care and understanding of their needs and appreciate the value of the necessity to support their emotional wellbeing in order for them to thrive.

Dr Samantha Berridge, Clinical Psychologist CAMHS

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

1. Cause for concern

Teachers will liaise with the SENDCo 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. Staff will use the toolkits available to identify basic strategies to support children who are experiencing difficulties e.g Sensory Toolkit, Speech & Language Toolkit.

**2. SEND 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. An SpLD checklist may be completed as a first step in identifying the needs of a pupil who is achieving below the expected level in the classroom. However, it is not a diagnostic tool and will always be followed by the appropriate recommendations and next steps. 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 support, 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. 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 SENDCo 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
- achieving below the expected level in the classroom is identified with specific needs using the neurodiversity checklist
- 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 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 SMART 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 learning plan 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 learning plan 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:

- Learning Plans for the pupil including assess, plan, do and review cycles
- 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< 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, enlarged text, 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?

We are committed to developing the expertise of our staff. 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.

During 2023-2024 the following training has been completed:

	Whole School	SENDCo	Teachers	Teaching Assistants
Autumn Term		SENDCo Network (October 2023)		Attend weekly SALT sessions
Spring Term	Whole School LA SEND Review (April 2024)	SENDCo Network (March 2024)		Attend weekly SALT sessions
Summer Term		SENDCo Network (May 2024)	Class Provision Mapping (June 2024, July 2024) Writing APDRs (June 2024) Executive Functioning (June 2024) SMART Targets (July 2024)	Attend weekly SALT sessions Precision Teach (June 2024)

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 SENDCo keeps a central record of all information regarding pupils on the SEND register. The SENDCo 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 a learning plan, the SENDCo 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 SENDCo will meet with the Year 3 teachers and the SENDCo 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?

Contact details of support services for parents of pupils with SEND

You can contact the SEND Section for North Lincolnshire Council on 01724 277665 or Parent Partnership will support you through any difficulties on 07717587621.

Other agencies

- Speech and Language- 01724 203755
- Autism Team- 01724 872938
- CAMHS- 01724 408460
- Complex disabilities team- 01724 298222

Please see the local offer website for more information on different services available: <https://www.northlincslocaloffer.com/>

Complaints

Complaints about SEND provision in our school should be made to Mrs T Bass (SENDCo). They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services