****Bushfield Road Infant School

**Special Educational Needs Information Report 2023-2024**

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|  | **School September 2023****(Including Nursery)** | **North Lincs January Census 2023 Primary** | **National January 2023 Census Primary** |
| **SEN Support** | 10% (20 pupils) | 13.4% | 13.5% |
| **EHCP** | 1.5% (3 pupils) | 1.9% | 2.5% |

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| **SEN Primary Type of Need** |
|  | **MLD** | **SLCN** | **SEMH** | **SpLD** | **ASD** | **Other** | **PD** | **HI** | **VI** | **MSI** | **SLD** | **PMLD** | **NSA** |
| **NATIONAL****January 2023 PRIMARY** | 15.5% | 34.4% | 17.5% | 8.9% | 10.6% | 3% | 2.4% | 1.5% | 0.8% | 0.3% | 0.5% | 0.2% | 4.5% |
| **North Lincs January 2023 PRIMARY** | 14.2% | 31.6% | 19.1% | 14.6% | 10.8% | 1.3% | 3.8% | 1.4% | 1% | 0% | 0.1% | 0% | 2.1% |
| **SCHOOL****September 2023** | 0 | 74%(17) | 8.7%(2) | 0 | 8.7%(2) | 0 | 4.4%(1) | 0 | 4.4%(1) | 0 | 0 | 0 | 0 |

The notional SEND funding for 2023/2024 is £93 577

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

74% 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. Discharge statistics demonstrate that despite previous speech and language barriers identified within our Reception classes in 2021, out of 12 pupils identified with comprehension delays, only 1 of those pupils currently in Year 2, continues to have a severe delay and therefore continues to receive support.

Of the 24 children currently in Year 1 who were identified in reception with comprehension delays, (41% of the cohort) half of these pupils no longer have remaining difficulties. These children will be re-assessed until they reach an age appropriate level.

Of the 45 current Reception children, 11 have comprehension delays, 2 severe and 9 moderate. This equates to 24.4% of Reception children with delays. They will be re-assessed until they reach an age appropriate level.

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.

8.7% of the SEN cohort is currently recorded as SEMH which is lower that national and local comparisons. 1 pupil is awaiting diagnosis through the neurodiversity pathway and is also awaiting a decision on an EHCP and the second pupil is currently being referred to CAMHS and is also awaiting a decision on an EHCP. (Education Health Care Plan)

Several new pupils entering Nursery and Reception in September 2023 have been identified with significant needs. Some of these children have had early identification of needs through their current settings and have been referred to the neurodiversity pathway and/or other support agencies. Equally other pupils have entered school with no prior identification of needs and, as such, provide greater challenges for the school.

Parental feedback 2023 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 their child received feedback on how well their child had progressed and had opportunities to discuss their child’s needs with the right members of staff. !00% of parents strongly agreed or agreed that everyone in the school is supportive and actively supports their child.

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. 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 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 SENCO, Mrs T Bass.

Bushfield Road Infant School

The communication between my child’s teachers and myself is fantastic.

Bushfield Road

Scunthorpe

DN16 1NA

01724 842829

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

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

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

* there is a change in the pupil’s behaviour
* a pupil asks for help

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?

***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 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 Tookit.

1. **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 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.

1. **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
* 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 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.

1. **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, 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

How will I know how my child is doing?

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.

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

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

to their individual needs.

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 2022-2023 the following training has been completed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Whole School | SENDCo | Teachers | Teaching Assistants |
| Autumn Term | Training to support pupils with VI | SENDCo Network(December 2022) | Early Help TrainingSensory ProfilePhase 1 Early Phonics Support | Attend weekly SALT sessions |
| Spring Term |  | SENDCo Network(February 2023)LA Officer for SEND support (March 2023) | Physical Disability Support & TrainingPhase 1 Early Phonics Support | Attend weekly SALT sessions |
| Summer Term |  | SENDCo Network | Solihull Approach (May 2023)Phase 1 Early Phonics Support | Attend weekly SALT sessionsVI Training (April 2023) |

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 an ILP, 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?

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

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

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.

How accessible is Bushfield Road Infant School?

* Disabled toilet facilities.
* For more detailed information please ring the school and speak to a member

of staff.

**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/