

Bournebrook Church of England

Special Education Needs and Disability (SEND) information report

SEND Information and Local Offer

Introduction

All Warwickshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disability (SEND) being met in a mainstream setting wherever possible.

The four broad 'areas of need' as stated in the SEND Code of Practice (2014) are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical Needs.

What is the Local Offer?

- The Children and Families Bill is now law from September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Offer is available at www.warwickshire.gov.uk/send

Bournebrook SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

If your child has Special Educational Needs and/or a disability, what can we at Bournebrook Church of England Primary School offer?

At Bournebrook Church of England Primary School we embrace the fact that every child is unique and therefore, the educational needs of every child are different.

Please click on the 15 questions below for more information:

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Q1: How is Bournebrook accessible to children with SEND?

- The school makes its best endeavours to ensure the necessary provision for all children with SEND in accordance with the Disability Discrimination Act (DDA) requirements.
- The school is single-storey with a ramp on the playground up to the study centre and wheelchair access is available.
- There is a disabled toilet on site.
- We ensure wherever possible, equipment used, is accessible to all children.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for all children including children with SEND.
- Individual children are supported at lunchtime by a member of staff, if their needs require specific support.
- Teachers plan educational visits carefully, ensuring that the needs of individual children are met.

Q2: What are the different types of support available for children with SEND?

a) Class teacher input, via Quality First Teaching. (Wave One)

For your child this would mean:

- The teacher has the highest possible expectations for all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to encourage your child to be fully involved in the learning process by utilising their preferred learning styles. This includes access to a wide range of practical learning opportunities.
- Specific strategies are put in place to support your child to learn in the ways that are most effective for them.
- The teacher will track your child's progress closely each term. If a teacher has concerns over your child's progress, these will be shared with the Special Needs Coordinator (SENCO) and the Headteacher. The teacher will be advised of support strategies, furthermore at termly Pupil Progress Meetings there will be the opportunity to share pertinent information and gather support ideas from the teaching staff within school.

Specific group work

Intervention which may be:

- Undertaken in the classroom or a group room.
- Implemented by a teacher or a teaching assistant (TA).

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b) Specialist group work; advised by, or implemented by, outside agencies, eg. Speech and Language therapy

SEND Code of Practice 2014: School Support (SS) (Wave Two)

This means a pupil has been identified by the SENCo/class teacher as needing some additional specialist support in school, in liaison with professional outside agencies. This may be from any of the Local Authority support agencies such as:

- Early Intervention Service (EIS)
- Integrated Disability Service (IDS)
- Educational Psychology Service (Ed. Psych)

If your child is identified as in need of this level of support:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you, as parents, to understand your child's particular needs better and be able to support them more effectively in school.
- A specialist professional will work with your child in order to make recommendations as to the best ways to support their learning.

c) Specific individual support (Wave Three)

This type of support is available for children whose needs are severe and complex.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Wave Two intervention groups.

Children receiving this level of support will also need specialist support in school from a professional outside of the school. This may be from:

- Local Authority central services.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy etc.

For your child this would mean

- The school (or you) can request the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount and type of support your child requires.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they

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- When all reports have been received, the Panel of Professionals will decide if your child's needs are severe, complex. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan includes:
 - Targets and recommendations from all professionals involved, an outline of the amount of additional (if appropriate) funding your child will receive from the LA.
 - What and how the support should be used.
 - What strategies must be put in place.
 - Long- and short-term goals will be recommended.
- An additional adult may be used; to support your child with whole class learning; to run individual programmes; or to run small groups. Alternatively, extra funding may be used to buy resources or to train staff and not necessarily be used for additional adult support.
- In a few cases, parents of children with a Statement of SEND or EHC plan may request a Personal Budget. The SENCo will discuss the details and policy regarding this.

Q3: How do we identify children with SEND and who do I contact if I have concerns?

If your child is identified as not making progress and/or staff have concerns about your child's learning, the school will set up a meeting with the class teacher and/or SENCo as necessary, to:

- Listen to any concerns you may have.
- Share our concerns.
- Plan any additional or different support your child may need.
- Discuss with you any referrals to outside professional.

The SENCo will provide support for your child by regularly discussing your child's needs with the class teacher. They will provide support for you and keep you fully informed of any referrals made to professionals and the outcome of those referrals.

Q4: What are the parent consultation arrangements for my child and how can I be involved?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

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- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets taken from your child's Statement or EHC plan or Personal Learning Plan will be reviewed with your involvement termly.

Q5: How will the school involve my child in their personal learning?

We understand how important it is for all children to be involved in their learning. We will involve your child through:

- Reviewing their Personal Learning Plan targets with them and discussing the progress made.
- Including your child's views in the termly review with parents and professionals.
- Providing next steps in learning through verbal discussion with adults and effective feedback and marking during lessons.
- Providing specific targets for English and Maths to improve an aspect of their work.
- For children with a statement of SEND or EHC Plan we will obtain their views and feelings about their work and progress and this will be included in their Annual Review.

Q6: What are the school's arrangements for assessing my child's progress against their targets?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the Headteacher and class teacher termly. The SENCo will be made aware of this shared information and will check that your child is making progress within any individual work and in any group that they take part in.
- If your child is in Reception then a sensitive approach will be adopted as delays may be due to your child's age/maturity and possible adjustment to school life. We will closely monitor their learning and progress and any concerns will be discussed with you and the class teacher initially.
- At the end of each Key Stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children have a Personal Learning Plan based on targets set by the class teacher or based on targets set by outside agencies specific to their needs. Targets will be set, designed to accelerate learning and close the gap. Progress against these targets is reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

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- Regular work trawls, pupil interviews and lesson observations will be carried out by the Senior Leadership Team and those with leadership responsibilities to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Q7: How will we support your children when they are: 1. Joining this school, 2. Leaving this school, or, 3. Moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The class teacher and SENCo will liaise with the previous school when appropriate.
- If your child would be helped by a transition book (visual aids eg. Photographs of classroom and adults) to support them in understanding and moving on, then one will be made for them.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book (visual aids eg. Photographs of classroom and adults) to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Personal Learning Plans will be shared with the new teacher.
- If your child would be helped by a transition book (visual aids eg. Photographs of classroom and adults) to support them in understand moving on, then one will be made for them.
- On Class Induction Day, your child will meet and work with their new teacher during the morning session.

In Year 6:

- The class teacher will discuss the specific needs of your child with the appropriate member of staff of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

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- Where possible, your child will visit their new school, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a transition book (visual aids eg. Photographs of classroom and adults) to support them in understanding moving on, then one will be made for them.

Q8: What is the school's approach to teaching children with SEND and how do we adapt the curriculum and the learning environment?

Class teachers plan lessons according to the specific needs of all groups of children in their class and to ensure that your child's needs are met.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- The learning environment will be adapted as necessary to support your child, for instance to provide an area to support independent or one to one working.
- Every classroom is communication friendly, using visual prompts and strategies recommended by Integrated Disability Service (IDS). For example, all classrooms have visual timetables on display.

Q9: How are the teachers in school helped to work with children with SEND and what training do the teachers have?

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or groups.
- Specialists from outside agencies work in partnership with the school to train staff and to develop specific expertise.
- In our school, Debbie Delany from Early Intervention Services (EIS) provides additional support as a specialist teacher with Special Needs teaching experience.
- Some support staff have received training through the Integrated Disability Service (IDS) for Reading and Language catch up work and Talking Maths linked to Speech and Language.
- Support from Katrina Williams-Kenny, the school Educational Psychologist, is used as both whole school INSET and staff drop-in sessions. These sessions cover aspects of learning such as teaching strategies for pupils with autism.
- The Primary Mental Health Team provides regular updates and training on areas such as anxiety and attachment.

Q10: How do we evaluate the effectiveness of the support given to your child?

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- Provision for individuals with a statement of Special Educational Needs or EHC Plan is evaluated in partnership with parents and other professionals at Annual Reviews for Statemented children. Recommendations are made and implemented by the school.
- Individual SEND provision is evaluated in partnership with parents and other professionals at Personal Learning Plan reviews for SEND children. Recommendations are made and implemented by the school.
- The Senior Leadership Team informed by pupil progress meetings, make decisions about suitable and appropriate interventions and resources deployed to ensure accelerated learning to close the gap.
- Intervention programmes are regularly reviewed by SENCo and Headteacher to ensure that the programme is appropriate for your child and learning is improving.
- The SENCo monitors effectiveness of interventions through observations of whole class teaching and any group or individual intervention work.
- Termly reviews take place to ensure that SEND children are making good progress.

Q11: How will we measure the progress of your child in school?

Bournebrook positively promotes inclusion. We recognise that individual children may have difficulties in accessing all that the school has to offer. We aim to meet all our children's needs by:

- Including SEND children in whole class teaching but some may be withdrawn, on occasion, for specific identified work identified by the SENCo and class teacher or professionals involved.
- Termly progress meetings are held with the Headteacher and class teacher where the most recent assessment data is discussed. Concerns about pupils failing to progress are then passed on to the SENCo in order to put in place any interventions that may be necessary.
- Supporting and monitoring children's behaviour at lunchtime and playtime, ensuring that they are able to make and play with friends and able to keep themselves safe.
- Some children find making friends difficult and so the school will teach skills through PSHE, to help them make friends. This will sometimes be taught through small group provision.
- Working with our Sports coaches so that differentiated provision can be made for children to join in all curriculum sports and extra-curricular activities.
- All children will be given the opportunities to speak and take part in assemblies and school plays and extra support/resources will be allocated to ensure this takes place.
- All trips, including residential trips, will be available to all children and any adjustments to activities or additional support needed will be allocated by the school.
- All whole school activities will be available to all children and any specific support identified will be provided to enable all SEND children to participate in the life of the school.

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Q12: How will we support your child's emotional and social development?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this more challenging, we offer:

- In-school Social Skills group sessions, run by two highly trained teaching assistants. During these sessions the Social, Emotional Aspects of Learning (SEAL) and Protective Behaviours in class learning may be reinforced if deemed appropriate.
- Lunchtime and playtime support through planned activities and groups. Co-ordinated by the Lead Dinner Supervisor and Sports Apprentice.
- Circle time sessions.

If your child still needs extra support, with your permission the school can access further support through the CAF process.

Q13: Who are the other people providing services for children with SEND in our school?

Bournebrook C of E Primary School has a commitment to working in partnership with other professional bodies to meet the needs of all of our children.

Local Authority Provision delivered in school is provided by both Warwickshire and Coventry Authorities depending on where your child lives. The school works with both authorities using the specific service from the list below:

- Early Intervention Service (EIS)
- Integrated Disability Service (IDS)
- Educational Psychology Service (EPS)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Sensory Service for children with visual or hearing needs (VI and HI)
- Parent Partnership Service
- Speech and Language Therapy (SALT)
- Specific counselling services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Common Assessment Framework Team (CAF)

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Q14: What can I do if I am unhappy with the provision for my child?

We are aware that there may be times when you are not happy with the advice or support given. We recommend the following action:

- Speak directly to your child's class teacher, they will be able to offer advice and support.
- Speak to the SENCo for advice and guidance with regard to both internal and external provider support.
- If you are still not satisfied then speak to the Headteacher who will inform you of the steps the school will take to support you and your child and also advise you of how to make a complaint either through the school's Complaints Policy or to the Local Authority.
- Parents may also refer to the independent disagreement resolution arrangements available from the local authority.

Q15: Which websites can I access to find out more information?

Warwickshire's Local Offer of SEND support

- <http://www.warwickshire.gov.uk/send>

Coventry's Local Offer of SEND

- <http://www.coventry.gov.uk/SENDlocaloffer>

Coventry and Warwickshire Child and Adolescent Mental Health Services (CAMHS)

- <http://www.covwarkpt.nhs.uk/camhs/Pages/default.aspx>

Warwickshire Educational Psychologist Service

<http://www.warwickshire.gov.uk/corporate/TSWPages.nsf/Pages%20by%20Service/D4AB71C8EC254DE1802578B5003B9090>

South Warwickshire Occupational Therapy Service

- <http://cyp.swft.nhs.uk/occupational-therapy.aspx>

South Warwickshire Physiotherapy Service

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- <http://www.swft.nhs.uk/our-services/physiotherapy.aspx>

<http://www.swft.nhs.uk/our-services/speech-and-language-therapy/childrens-services.aspx>

- <http://www.sendgateway.org.uk/>