

The SEND Information Report



Bicton C E Primary School and Nursery

To be read in conjunction with the appendix (at end of report)

What is the SEND Information Report?

From September 2014 all local authorities and schools have to set out an SEND Information Report (sometimes referred to as Local Offer) that explains what support and services are available for families and children who have Special Educational Needs or are disabled. This is in line with the SEND Code of Practice which is statutory guidance from the Department for Education on how to carry out statutory duties to identify, assess and make provision for children and young people with special educational needs (SEND). Parents will be able to find information about these services and what support they can expect from a range of local agencies, including from the local authority, health services, schools and leisure services. The offer will include provision from birth to 25, across education, health and social care. Each local authority is required to produce their own Local Offer in accordance with the new code of practice.

What is Special Educational Needs and Disability (SEND?)

A person has SEND and/or disability if they have a learning difficulty or disability which means:

They have a significant greater difficulty in learning than the majority of others the same age.

Introduction / Overview

Bicton C.E. Primary School and Nursery is a rural school with 126 pupils. There are currently 5 classes within our school.

We currently have 20 children who are receiving SEND support within school and from outside agencies.

The most recent SEND review (December 11) carried out by the Local Authority highlighted *“the caring and supportive school ethos”* and Bicton School was accredited with the Silver award for SEND provision.

How we consult with parents and carers of children with Special Educational Needs

- Termly meetings with parents / carers are held to discuss the pupil's progress towards the targets on the child's Pupil Profile and to set new targets if appropriate.
- Parents are encouraged to speak to staff about any concerns and staff inform parents quickly if they have concerns. Home-school link books are used with younger children and checked daily by class teachers and teaching assistants.
- Daily communication with parents.
- If outside professionals are involved, we arrange for them to meet parents in the school setting alongside the SENDCo and class teacher.

How we consult with pupils with Special Educational Needs

- Children are shown their new Pupil Profile targets each term and encouraged to comment on them and share their views. They work towards achieving these targets throughout the term.
- We have a school council who pupils are encouraged to share their views with.
- For any children with an EHCP/GSP, we will be following the person-centred approach for annual reviews.

How we support our pupils at times of transition

From Nursery to Reception:

- Discussions with EYFS staff in other settings take place so information about each child can be passed on. For children already attending Bicton Nursery, staff in the EYFS setting share any concerns they have with the Reception teacher and the SENDCo at the earliest opportunity.
- Children have 3 induction mornings where they can get to know the setting and the staff. Additional meetings will be arranged if it is of benefit to the child and staff.
- New parents are invited to a meeting where they can ask any questions they may have.

From class to class within school:

- Children each have a taster day in their new class.
- Teachers meet and share important information about each child.
- Progress data is shared.
- Support staff have detailed discussions with class teachers.
- Transition activities to familiarise children with new classrooms and routines.
- Summer holiday activities planned by their new class teacher.
- Teaching assistants provide pastoral care and communicate information to teachers.

Transfer to Secondary School:

- Children each have a taster day at their chosen Secondary School.
- Year 5/6 children attend Crucial Crew in the summer term as part of the PSHE programme.
- Year 5/6 children can attend a Science and also a Languages day at The Corbet.
- Additional transition sessions may also take place where possible, if it is of benefit to the child and staff.
- Sporting events held at The Corbet School support familiarisation with the secondary school.
- Year 7 co-ordinators visit Bicton School to answer any questions children may have.
- Year 7 co-ordinators meet with the Year 6 teacher for detailed discussions on each child.

- Secondary SENDCos are invited to attend annual reviews for Year 6 pupils with an EHCP.
- The Year 6 teacher or SENDCo will meet with the Secondary SENDCos to share information regarding SENDD pupils.
- Transition support group at Bicton and/or The Corbet School with teaching assistant and colleagues from outside agencies.

How we adapt our curriculum and learning environment to include pupils with SEND needs.

- Disabled access, disabled toilet facilities etc.
- Quiet areas in each classroom.
- TAs support children with SEND either one to one or as part of a small group.
- Intervention programmes are put in place where necessary.
- Advice from outside agencies is put in place when recommended.
- Appropriate differentiation of targets and tasks.
- Children's progress carefully tracked at all times.

Our Provision for pupils with SEND

Communication and Interaction

Speech, Language and Communication Needs

How we identify needs, assess and review progress.

- Children with communication needs are identified early, either by discussion with other EYFS settings to see if there are any concerns / involvement with SALT or identified by the Class 1 teachers.
- Advice from the SENDCo will be taken if concerns persist.
- Referral made, with parent's consent, to SALT.
- A Pupil Profile may be written to monitor progress.
- Advice from SALT implemented.

How we adapt teaching to ensure access to the curriculum.

- Staff model correct use of language.
- Children encouraged to speak during show and tell, circle time, class discussions.

- Advice from SALT followed

How we provide support and intervention for those with identified needs.

- Children referred to SALT for support and advice.
- Regular feedback to and from parents via home-school link books / meetings.
- In statutory assessment tests, children may be eligible for access arrangements e.g. additional time.

Communication and Interaction

Autistic Spectrum Disorder / Condition

How we identify needs, assess and review progress.

- Initial identification of concerns by class teacher / parents.
- Whole school AET training (Level 1 Making Sense of Autism delivered 2018-2019.)
- Discussions with outside agencies to identify and support children's needs.
- Meetings with parents of under 5s, to discuss referral to Child Development Centre through family GP and paediatrician.
- Assessments by specialist outside agencies.
- Parents involved in all meetings with outside agencies.
- If concerns persist, referral to Educational Psychology Service.

How we adapt teaching to ensure access to the curriculum.

- Consistent rules and routines.
- Use of visual timetables, sometimes used with a 'now and next' board.
- Awareness of sensory distractions and adapt classroom if appropriate. Consider use of quiet area for 'time away.'
- Use of visual prompt cards to remind children of the key skills e.g. 'good listening.'
- Use any resources specific to the child's needs e.g. ear defenders.
- TA support if necessary.

How we provide support and intervention for those with identified needs.

- Referrals to Woodlands Outreach Service, Educational Psychology Service and /or Compass for advice.
- Regular discussions with parents / carers.

- Use of social stories.
- Support for child during unstructured times at school.
- Circle time/ PSHE/ friendship groups to support children in the school day.
- Children may work in a 'quiet' area to cater for their individual needs and may be entitled to access arrangements in statutory assessment tests e.g. additional time.
- Signpost parents to Autism West Midlands.

Cognition and Learning

General / Moderate Learning Difficulties

How we identify needs, assess and review progress.

- Initial identification of concerns by class teacher via assessments, pupil tracking or parental information.
- Interventions put in place by class teacher and further assessments made.
- If still concerned, advice from SENDCo taken and a Pupil Profile written.
- Parents informed of any intervention taking place and reviews of Pupil Profiles.

How we adapt teaching to ensure access to the curriculum.

- Work is carefully differentiated by the Class Teacher.
- Use of resources to support learning such as word banks, phoneme mats, number lines etc.
- Specific intervention programmes put in place.
- Support from teaching assistants in a group.
- Targets are set and progress is monitored on a regular basis.
- Use of ICT software, for example Nessy.

How we provide support and intervention for those with identified needs.

- Use of resources such as Toe by Toe, IDL, Nessy, extra phonics sessions, additional intervention sessions with a TA, extra reading sessions with an adult.
- Regular discussions with parents.
- Differentiated small group support for Mathematics and/or English.
- In statutory assessment tests, children may be eligible for access arrangements e.g. additional time, a scribe and/or a reader to support them during tests.

Cognition and Learning

Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress.

- Initial identification of concerns by class teacher via assessments, pupil tracking or parental information.
- Interventions put in place by Class Teacher and further assessments made.
- Advice from the SENDCo, LSAT and the specialist dyslexia teacher (Mrs J A Armstrong).
- A Pupil Profile is written and reviewed termly.
- Parent informed of any intervention taking place and reviews of Pupil Profiles.

How we adapt teaching to ensure access to the curriculum.

- Work carefully differentiated by the Class Teacher.
- Development of strategies for pupil to use suggested by specialist dyslexia teacher / LSAT.
- Ensuring children are sat close to the board/ away from a window to reduce glare if required.
- TA support where needed.
- Teacher and support assistant discussions with the dyslexia teacher on a regular basis.
- Discussions with parents e.g. strategies for helping with homework.
- Repeating verbal instructions if necessary.
- Limit copying from the board.

How we provide support and intervention for those with identified needs.

- Differentiated small group support.
- 1:1 weekly support with Specialist Dyslexia Teacher.
- Use of laptop for written work.
- Coloured overlays / reading rulers.
- Worksheets/ homework photocopied onto coloured paper/ larger font.
- Specific interventions put in place e.g. Toe- by- Toe / IDL / Nessy.
- Cool Kids intervention to support gross motor skills/ concentration.

- Special pens / pencil grips.
- Simplified resources e.g. sound mats.
- Provision of dyslexia reading books.
- Use of wedge cushions.
- Use of writing slopes.
- In statutory assessment tests, children may be eligible for access arrangements.

Social, Mental and Emotional Health

How we identify needs, assess and review progress.

- Parents may refer child by visiting their GP.
- Observations made by staff at breaktimes.
- Class teacher will track child's progress and make observations.
- Advice from SENDCo who may suggest further interventions or make referral to Woodlands Outreach, Compass or counselling services.
- Outside agencies to offer support for the child and their family.

How we adapt teaching to ensure access to the curriculum.

- Designated adult to support the child.
- Use of rewards, stars, stickers.
- Circle time.
- Consistent expectations, rules and routines.

How we provide support and intervention for those with identified needs.

- Social stories
- Good home—school links developed.
- Advice taken from outside agencies.
- Use of quiet areas.
- Children identified as buddies for breaktimes.
- No Worries intervention.
- Drawing and Talking therapy.
- Provide time/ adults to talk to.
- Parents signposted to BEAM and other agencies.

Sensory and / or Physical

Hearing impaired

How we identify needs, assess and review progress.

- Reception children have a hearing test in school.
- Parents / carers / Nursery staff may mention concerns.
- Observations made of possible difficulties by teachers/teaching assistants.
- Parents contacted if there is a concern to monitor hearing and take child for a further hearing test with GP.

How we adapt teaching to ensure access to the curriculum.

- Use of IWB and other visual aids in teaching.
- Sit child close to teacher whenever possible.
- Support from adult to ensure child understands activities.
- Pupil sat near teacher / at front of classroom.

How we provide support and intervention for those with identified needs.

- Staff to have an awareness of health and safety issues.
- Advice taken from outside agency such as Sensory Inclusion.
- Training for staff.

Sensory and / or Physical

Visually impaired

How we identify needs, assess and review progress.

- Reception children have a sight test in school.
 - Parents / carers / Nursery staff may mention concerns.
 - Observations made of possible difficulties by teachers / teaching assistants.
- Parents contacted if there is a concern to take child for a sight test at opticians.

How we adapt teaching to ensure access to the curriculum.

- Ensure children with glasses wear them at the correct times.

- Sit child close to teacher or front of class.
- Use of larger font on any worksheets or typed instructions.
- Use of coloured overlays / paper.

How we provide support and intervention for those with identified needs.

- Pupil sat near teacher / at front of classroom
- Staff to have an awareness of health and safety issues.
- Advice taken from outside agency such as Sensory Inclusion.
- Training for staff.
- Classroom environment adapted if necessary.
- In statutory assessment tests, children may be eligible for access arrangements.

Sensory and / or Physical

Physical Difficulties

How we identify needs, assess and review progress.

- Parents / carers / Nursery staff may mention concerns.
- Observations made of possible difficulties by teachers / teaching assistants, especially in PE lessons or playtimes.
- Refer child to school nurse / occupational therapy team.

How we adapt teaching to ensure access to the curriculum.

- Use of cushion to sit on, fidget toys, pencil grips, etc.
- Opportunities to develop skills through outdoor learning, PE sessions, forest schools etc.
- Adults to model use of equipment, tools.

How we provide support and intervention for those with identified needs.

- Referral to Occupational Therapy.
- Use of specialised resources in classroom.
- Use of a wedge cushion
- Cool Kids intervention

How we involve parents and carers in the assess and review process

- Parents are kept informed at every stage of the 'assess and review' process at Bicton C.E Primary School and Nursery.
- We explain any concerns to parents and what action we would like to take.
- Outside agencies are used with permission from parents.
- Parents are invited to attend Pupil Profile reviews and annual reviews.
- Parents can approach class teachers and the SENDCo at any time with any concerns.

How we involve our pupils with Special Educational Needs in the assess and review process

- Pupils are encouraged to be involved in the 'assess and review' process at Bicton C.E Primary School and Nursery.
- Targets are set for each child and reviewed with them regularly.
- Pupil Profiles are shared with pupils and their views recorded.
- Children with an EHCP/ GSP are involved in their annual review meetings.

How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process.

- Use of tracking data
- The SENDCo monitors Pupil Profiles each term to ensure targets are appropriate.
- Parents have copies of the Pupil Profiles and attend any meetings with outside agencies regarding their child.
- The SEND Governor meets with the SENDCo each term.
- Ofsted monitor the provision for pupils with SEND when they visit.
- The SENDCo attends termly SEND updates to ensure provision is up to date.
- Teachers regularly share pupil progress and the success of interventions in staff meetings.
- The SENDCo monitors the progress of SEND pupils through the children's work, discussions with the children, book scrutiny and lesson observations.

How we ensure access to our facilities for all of our pupils

- Bicton is a relatively new school with good access for all pupils. The building is all on one level with disabled access and toilet facilities and braille signs all around the building.
- See Access Plan.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- After school clubs covering a range of activities.
- Residential visits – Condover Hall in Year 3 and 4 and Arthog in Year 5 and 6.
- Whole class music lessons including: Brass in Years 5 & 6, Recorder / Ocarina in Years, 1, 2 and 3, and 'Mini Music' in Nursery.
- Polished Brass in Key Stage Two and Windspiration in Year 2.
- Swimming lessons in Key Stage 2.
- Den day, topic weeks and class visits/ trips.
- School visitors e.g. authors.
- Individual music tuition available.
- Outdoor learning and Forest School in Nursery and Reception.

What support is available for our pupils with Special Educational Needs?

- Class teacher / TA / SENDCo support within school
- LSAT
- Specialist Dyslexia Teacher
- Educational Psychologists
- SALT
- Woodlands Outreach Service
- Compass
- Computing
- OT

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs?

- Training and support for the development of the new curriculum
- Child Protection Training

- Managing the overwrought child.
- Whole school training on working with children with Autism.
- Training on counselling, handwriting, dyslexia, Year 7 transition.
- Training on Cool Kids intervention.
- Regular subject updates for subject leaders.
- The SENDCo attends termly network meetings to stay informed of any changes and share best practice.
- Training provided by the Dyslexia Specialist Teacher on use of specific interventions.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs?

- The school has close links with outside agencies that have been developed over many years. Referrals are made to support pupils when it is felt this will be beneficial or we need further advice.
- Referrals are made in consultation with parents via the appropriate referral forms.
- We act upon the advice of these agencies and purchase or borrow appropriate equipment when needed.

How we support the emotional and social development of our pupils with Special Educational Needs?

- Lots of celebration of success through termly celebration assemblies, which parents and guardians are invited to, and the use of stickers, rewards, class rewards, etc.
- Close relationships are developed between pupils and staff so pupils can talk to adults if they have any worries.
- Circle time, feelings walls and worry boxes in classes.
- Anti-bullying policy.
- Drawing and Talking therapy.
- Staff send postcards home to recognise achievements/ behaviour in school.
- Friendship circle.
- Buddy system - older children support younger children at playtimes/ lunchtimes.
- Designated staff who provide nurture support.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs?

- Parents are encouraged to discuss concerns or questions with the class teacher or SENDCo, Miss Olivia Moran, as they feel appropriate.
- Parents can contact the Head Teacher Mrs Natalie Johnson.
- Parents can get advice from Parent Partnership or PACC.
- Parents can contact the Chair of Governors/the SEND Governor, Mrs Shirley Ansell.

APPENDIX

Below is a list of acronyms/ terms which may be found in this document:

- **SEND - Special educational needs**
- **SEND - Special educational needs and disability**
- **LSAT - Learning support advisory team**
- **SALT - Speech and language therapy**
- **OT - Occupational therapy**
- **COMPASS - Single point of contact for Shropshire Children's Services**
- **SENDCo - Special educational needs and disability coordinator**
- **CAMHs - Children and adult mental health services**
- **EHCP – Education, Health and Care Plan**
- **GSP – Graduated Support Pathway**

(Report reviewed November 2019)