

# Bicton CE Primary School and Nursery

## The SEND Information Report



Reviewed May 2023

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

### **What is the SEN Information Report?**

From September 2014 all local authorities and schools have to set out a 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 SEN 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 of E Primary School and Nursery is a rural school with 136 pupils. There are currently 5 classes within our school, the majority of which are mixed year, ranging from 4-11 years.

We currently have 29 children who are receiving SEN support within school and from outside agencies.

The most recent SEN 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 SEN provision.

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

- Termly meetings with parents / carers are held to discuss pupils' progress towards Pupil Profile targets and to set new targets if appropriate.
- Parents are encouraged to speak to staff about any concerns and, likewise, staff inform parents quickly if they have concerns. Home-school link books may be used with younger children which are 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.
- Worry boxes may be used in older classes for pupils to share concerns.
- School Council pupils may talk to pupils to encourage them to share their views.
- For any children with an EHCP, we will follow the person-centred approach for annual reviews.

## **How we support our pupils at times of transition**

### **From Nursery to Reception:**

- Discussions with nursery / pre-school staff in other settings take place so that information about each child can be passed on. The Reception teacher visits the other setting to meet the child and talk to staff in person. For children already attending Bicton Nursery, staff in the 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.
- New parents are invited to a meeting where they have the opportunity to ask questions.

### **From class to class within school:**

- Children 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 have at least one taster day at their chosen Secondary School.
- UKS2 attend Crucial Crew in Year 5 or 6 as part of the PSHE programme.
- UKS2 can attend Science, Maths and Languages Days at The Corbet School.
- Sporting events held at The Corbet School support familiarisation with the 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 and Headteacher 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 pupils with SEND.
- 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**

- 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.
- Adaptation / differentiation of targets and tasks as appropriate.
- Children's progress is 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 pre-school settings to see if there are any concerns / involvement with SALT or identified by the Reception teacher.
- Advice from the SENDCo will be taken if concerns persist.
- Referral made, with parents' 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 Tapestry / home-school link books / meetings.
- Communication interventions in school e.g. Early Talkboost, Colourful Semantics, Contrastive Pairs.
- 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.
- Discussions with outside agencies to identify and support children's needs.
- Assessments by specialist outside agencies.
- Parents involved in all meetings with outside agencies.
- If concerns persist, referral to Woodlands / Educational Psychology Service.

#### **How we adapt teaching to ensure access to the curriculum.**

- Consistent rules and routines.
- Use of visual timetables.
- Awareness of sensory distractions and adapt classroom if appropriate. Consider use of quiet area for 'time away.'
- Use any resources specific to the child's needs e.g., ear defenders.
- TA support as required.

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

- Referrals to Woodlands Outreach Service / Educational Psychology Service.
- Regular discussions with parents / carers.
- Support for child during unstructured times at school.
- Circle time / PSHE / friendship groups to support children in the school day.
- Movement breaks.
- Lego therapy
- 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.

## **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 adapted / carefully differentiated as appropriate by the Class Teacher.
- Use of resources to support learning such as word banks, phoneme mats, number lines, manipulatives, 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 software, e.g., IDL / Nessy.

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

- Use of resources such as Toe by Toe, extra phonics / spelling sessions – RWI Fast Track or Fresh Start - additional intervention sessions with a TA, extra reading sessions with an adult.
- Regular discussions with parents.
- Small group support for maths 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 Charlotte Kay).
- 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.
- Specific interventions put in place.
- 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.
- Use of ICT programs to support such as Nessy / IDL, touch typing programs.
- TA support where needed.
- Teacher and TA 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.
- Scribe where appropriate.
- Worksheets / homework photocopied onto coloured paper / larger font.
- ICT programs e.g., Nessy/ IDL.
- 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.
- Movement breaks.
- In statutory assessment tests, children may be eligible for access arrangements.

## **Social, Emotional and Mental Health**

### **How we identify needs, assess and review progress.**

- Parents may refer child by visiting their GP.
- Observations made by staff at lunch and 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 to raise self-esteem e.g., sticker charts.
- Circle time.
- Clear and consistent expectations, rules and routines.

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

- Good home—school links developed.
- Advice taken from outside agencies.
- Use of quiet areas.
- Lego therapy.
- Social Stories.
- Playground buddies.
- No Worries intervention.
- Drawing and Talking therapy.
- Provide time to talk to designated adult/s.

## **Sensory and / or Physical**

### **Hearing impaired**

#### **How we identify needs, assess and review progress.**

- Reception children have a hearing test in school.
- Parents / carers / pre-school setting 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 to GP for a further hearing test.

#### **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.
- Repeating instructions.
- 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 vision test in school.
- Parents / carers / pre-school setting may mention concerns.
- Observations made of possible difficulties by teachers / teaching assistants.
- Parents contacted if there is a concern to take child to opticians for a vision test.

#### **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 at front of class.
- Use of coloured overlays / paper / enlarged font.

### **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 / pre-school setting 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, Forest School, 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 / wobble cushion.
- Cool Kids intervention.

### **How we involve parents and carers in the Assess, Plan, Do, Review process**

- Parents are kept informed at every stage of the assess, plan, do, review process.
- We explain any concerns to parents and what action we would like to take.
- Outside agencies are involved with consent 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, Plan, Do, Review process**

- Pupils are encouraged to be involved in the 'assess, plan, do, review' process at Bicton C.E Primary School.
- 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 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 progress data.
- The SENDCo monitors Pupil Profiles each term to ensure targets are appropriate.
- Parents have copies of their child's Pupil Profile and attend any meetings with outside agencies regarding their child.
- The SEND Governor meets with the SENDCo each term.
- LA Monitoring visits are made.
- Ofsted monitor pupils with SEND when they visit and inspect the provision.
- 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.

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

- Bicton is a modern single-storey building 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 Accessibility Plan

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

- After school clubs include performing arts, computing, art and craft, film, book, multi-sports, football, tennis, French and Wildlife Watch
- Residential visits to Arthog in Year 5 and 6.
- Whole class music lessons include Brass in Years 5 & 6, Recorder in Year 2, Ocarina in Year 1 and 'Mini Music' in Nursery and Reception.
- Swimming lessons in Key Stage 2.

- Den day, topic weeks and visits.
- Individual music tuition available.
- Welly Wednesday in Reception.
- Forest School in Nursery.

### **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
- ICT
- OT
- Pastoral support

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

- Safeguarding training
- Training on working with children with Autism e.g., AET 1 and 2
- Cool Kids
- Range of speech and language CPD including Early Talkboost and KS1 Talkboost, Contrastive Pairs, Colourful Semantics
- Drawing and Talking therapy, No Worries and the WISH programme
- Training on handwriting, dyslexia, Year 7 transition
- Regular subject updates for subject leaders.
- Behaviour Hub CPD focused on SEND.
- The SENDCo has attended a range of CPD during 2022-23 including Boxall Profile, Future In Mind events.

## **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 weekly reward assemblies, and 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 and worry boxes in classes.
- Anti-bullying policy.
- 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 / Head teacher, Mrs Natalie Johnson, as they feel appropriate.
- Parents can contact the Deputy headteacher Mrs Eleanor Mavin.
- Parents can get advice from Parent Partnership or PACC.
- Parents can contact the SEND Governor, Mrs Shirley Ansell or the Chair of Governors Mrs Juliette Freeman.

## **APPENDIX**

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

- **SEN - 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 disabilities coordinator**
- **CAMHs - Children and adult mental health services**
- **EHCP – Education, Health and Care Plan**