

Bicton CE Primary School and Nursery

The SEND Information Report



*I have come that they may have life, and
have it to the full.*

John 10:10

About this report

This Report outlines the support we offer to your child with special educational needs and/or disabilities (SEND) during their journey with us. This report also explains the strategies and assistance we provide to help children transition smoothly between phases of education. Throughout this report, we will signpost you to other useful services.

Our SEND mission

Bicton CE Primary School and Nursery is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). We expect every child with SEND to receive a full and enriching education to enable them to achieve their potential. This is so that they can make a successful and happy transition into adulthood, whether that is accessing employment, further education or training. We involve external experts whenever necessary to improve our offer and ensure that children's needs are identified and met as quickly as possible. We similarly ensure that staff have the relevant training and support to ensure that best practice is used with regard to SEND.

At every step of this process, we aim to involve parents and families to build trusting, nurturing partnerships between home and school. It is important that we work as a team with you to ensure best outcomes for your child.

This report will answer some of the most common questions you may have about how we support SEND children in our school. If more information is needed or if you have a specific query, you can access our SEND policy via our school website or request a meeting with the school SENDCo, Mr Patrick Harris, or Head of School, Mrs Eleanor Mavin. They can both be contacted via the school office, or send an email to admin@bicton.shropshire.sch.uk

The most recent SEN review (December 2011) 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.

Acronyms used are explained in the appendix at the end of this 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 (2015) 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.

The Shropshire SEND Local Offer

- The Shropshire SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.
- Parents of children with SEND to make themselves aware of the SEND Local Offer. More details can be found at <https://next.shropshire.gov.uk/the-send-local-offer/>

What does Special Educational Needs and Disability (SEND) mean?

A person has SEN and/or disability if they have a learning difficulty or disability which means they have a significantly greater difficulty in learning than the majority of others the same

age, requiring special education support. When considering special educational needs and disabilities, there are four broad categories:

1. **Communication and Interaction:** These are often difficulties linked to speech and understanding language, or with how a child interacts with others.
2. **Cognition and Learning:** In our classrooms, some children and young people can find elements of teaching and learning challenging. Terms such as dyslexia, dyscalculia, moderate learning difficulties, severe learning difficulties and even learning disabilities may be used to explain the learning need of a child.
3. **Social, Emotional and Mental Health:** Children with SEMH have difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. They can find it hard to build and maintain relationships with peers and adults. Children with SEMH will may often feel anxious, scared and misunderstood.
4. **Sensory / Physical:** This relates to general physical needs, visual impairment, hearing impairment, fine motor skills, gross motor skills, and sensory needs.

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

- Termly meetings (twice a term in Nursery) with parents / carers are held to discuss pupils' progress towards Pupil Learning Plan 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 children which are checked daily by class teachers and teaching assistants.
- Daily communication with parents when necessary.
- 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 Learning Plan targets each term and are encouraged to comment on them, sharing 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.
- The SENDCo will survey the views of children with SEND as part of the school's normal cycle of monitoring teaching and learning.
- 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 to 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 taster sessions in their new class. Typically these can be two mornings or a whole day. If a child has a specific need for more than these sessions, this is accommodated.
- 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:

- All children have at least one taster day at their chosen Secondary School. However, recently most schools typically arrange at least one other (often two) extra sessions for SEND pupils.
- Upper Key Stage 2 pupils attend Crucial Crew in Year 5 or 6 as part of the PSHE programme.
- Upper Key Stage 2 pupils 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.
- A transition support group at Bicton and/or The Corbet School with teaching assistant and colleagues from outside agencies can be established to support an individual child's transition when necessary.

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

- The class teacher provides differentiation of the curriculum to meet all children's abilities.
- Teaching Assistants may be allocated to work with your child on a one to one basis or as part of a small group.
- Parents and children are invited to contribute towards pupil learning plan targets to fill any gaps in learning, matching them to the child's needs and preferred way of learning.
- Intervention programmes are put in place where necessary.
- Advice from outside agencies is put in place when recommended.
- Children's progress is carefully tracked at all times.
- If needed, appropriate specialist equipment will be provided, for example, pencil grips, writing slopes, stability cushions etc.
- Quiet areas are available for pupils who need time out or need to work quietly.
- Disabled access, disabled toilet facilities etc.

Our Provision for pupils with SEND

Communication and Interaction - Speech, Language and Communication Needs

How we identify needs, assess and review progress.

- Children with speech, language and communication needs are identified early, either by discussion with pre-school settings to see if there are any concerns / involvement with the Community Speech and Language Service (SALT) or identified by the Reception teacher.
- Advice from the SENDCo will be taken if concerns persist.
- Referrals may be recommended, with parents' consent, to SALT.
- Advice from SALT implemented.
- A Pupil Learning Plan will be written to monitor progress.

How we adapt teaching to ensure access to the curriculum.

- Staff model the correct use of language.
- Children are 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 can be referred to SALT for support and advice.
- Regular feedback to and from parents via Tapestry / home-school link books / meetings.
- Speech, language and communication interventions that take place in school include: Talk Boost in all phases (EYFS, KS1 and KS2), Colourful Semantics, Contrastive Pairs, Nussy Reading and Spelling online, sessions with visiting specialists.
- In statutory assessment tests, children may be eligible for access arrangements e.g., additional time or a quiet space free of distraction.

Communication and Interaction - Autistic Spectrum Disorder / Condition

How we identify needs, assess and review progress.

- Initial identification of concerns by class teacher or parents shared with SENDCo.
- Discussions with outside agencies to identify and support children's needs.
- Assessments may be carried out by specialist outside agencies.
- Parents are involved in all meetings with outside agencies.
- If concerns persist, referrals may be made to Outreach / Educational Psychology Service / Learning Support Advisory Team (LSAT) / BeeU (formerly the Child and Adolescent Mental Health Service {CAMHS} for Shropshire).

How we adapt teaching to ensure access to the curriculum.

- We establish consistent rules and routines.
- Children learn to use visual timetables.
- Awareness of sensory distractions and adapt classroom if appropriate. Consider use of quiet areas 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.
- Social skills discussions in one to one work or small group work.
- Movement breaks.
- Use of Zones of Regulation to maintain positive emotional state for learning
- Lego therapy
- One to one sessions staff trained as Emotional Literacy Support Assistants (ELSA).

- 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 if necessary, a Pupil Learning Plan may be written.
- Parents informed of any intervention taking place and will take part in termly reviews of Pupil Learning Plans.

How we adapt teaching to ensure access to the curriculum.

- If necessary, work will be adapted or 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.

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.
- One to one Precision Teaching sessions on specific targets.

- 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, Dyspraxia etc.

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 or Outreach.
- A Pupil Learning Plan is written.
- Parent informed of any intervention taking place with termly reviews of Pupil Learning Plan.

How we adapt teaching to ensure access to the curriculum.

- Work carefully adapted 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 Reading and Spelling, 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.
- Precision teaching of specific reading or spelling skills using resources such as Toe-by-Toe or SNIP.
- For older children, use of laptop for written work, with dictation if necessary.
- Use of Screen Reader plugins in Chrome when using internet resources.
- Coloured overlays / reading rulers.
- Adult scribe where appropriate.
- Voice recorders
- Coloured handwriting paper to work on / exercise books with coloured paper.
- Worksheets / homework photocopied onto coloured paper / larger font.
- ICT programs e.g., Nessy Reading and Spelling.
- Cool Kids intervention to support gross motor skills / concentration.
- Ergonomic pens / pencil grips / ridged rulers
- Simplified resources e.g., sound mats.
- Provision of dyslexia reading books.
- Use of wedge cushions.
- Movement or focus 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.

- Initial identification of concerns by class teacher or parents shared with SENDCo. Clear understanding of next steps established for parents and school.
- 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 Outreach / Early Help or BeeU 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 with emotional regulation.
- Positive praise and encouragement.
- Circle time, one to one or small group work to support wellbeing.
- 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.
- Dedicated time to talk to staff trained as Emotional Literacy Support Assistants.

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 interactive whiteboards, iPads and other visual aids in teaching.
- Support from adults to ensure child understands activities.
- Repeating instructions.
- Pupil sat near teacher or support staff / 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. Families are encouraged to leave a pair at school.
- 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 at the front of the classroom
- Staff to have an awareness of health and safety issues.
- Advice taken from outside agency such as Sensory Inclusion.
- Training for staff.
- Use of screen readers on laptops.
- 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 the classroom: rulers, ergonomic pens, pencil grips etc.
- 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 and carers consult termly with teachers on progress against Pupil Learning Plan targets, and EHCP annual reviews.
- Parents are encouraged to speak with class teachers and the SENDCo at any time with any concerns.
- Parents are encouraged to use strategies at home to support learning on the advice of school to build a learning partnership in which the child can achieve their best outcomes.

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 Learning Plans are shared with pupils and their views recorded and taken note

of by their teachers.

- 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 Learning Plans each term to ensure targets are appropriate.
- Parents have copies of their child's Pupil Learning Plans 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 share pupil progress and the success of interventions with the SENDCo as part of the school's normal cycle of monitoring of teaching and learning.

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 the school's Accessibility Plan for more information. This can be obtained through the school office or send an email to admin@bicton.shropshire.sch.uk

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 musical instrument lessons include in Years 4,5 & 6 (DooD) , Y3 (Recorder) and Year 2 (penny whistle), and 'Mini Music' in Nursery and Reception
- Whole School Singing in Worship
- Swimming lessons in Key Stage 2.
- Den Day in the Summer Term, topic weeks and visits.
- Individual music tuition available.
- Welly Wednesday in Reception.
- Forest School in Nursery.
- Life of school activities such as Christmas plays, Nativities, Easter Services, team sports, Sports Day, or extra-curricular activity like Worship Committee, School Council or Eco-Club.

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

- Class teacher / TA / SENDCo support within school
- Multi-academy Trust SENDCo network.
- LSAT available for school to consult.
- Visiting Specialist Dyslexia Teacher
- Educational Psychologists
- Community Speech and Language Therapists.
- Outreach
- Community Occupational Therapy
- Community Speech and Language Therapy Service
- Health Visitors
- Spectra
- Pastoral support
- BeeU (formerly CAMHS)

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, Autism and Wellbeing
- Cool Kids
- Range of speech and language CPD including Early Talkboost, KS1 Talkboost, KS2 Talkboost, Contrastive Pairs, Colourful Semantics,
- Drawing and Talking therapy, No Worries and the WISH programme
- Trained Emotional Literacy Support Assistants.
- 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 2023-24 including, Autism and Wellbeing, Whole School SEND Speech and Language, NASENCO statutory training (ongoing), 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.
- The school has also built links with other SENDCos to share good practice.

- The SENDCo attends SEND Network meetings to keep in touch with current policy, research, and developments with the local authority's SEND provision.

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 Class Dojo, 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.
- An Anti-bullying policy is in place and there is regular review by teachers with children on what to do if they have concerns.
- Circle of Friends can be implemented to a greater or lesser extent if there are concerns about forming positive friendships.
- 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; SENDCo, Mr Patrick Harris; The Head of School, Mrs Eleanor Mavin; or the Executive Headteacher, Mrs Julie Ball, as appropriate.

Call the office on 01743 850212

Or send an email to admin@bicton.shropshire.sch.uk

Bicton CE Primary School and Nursery's Complaints Policy and the SEND Policy can be viewed at www.bictonschool.org.uk

- Parents can contact the SEND Governor (Mrs Marion Onowiye) or the Chair of Governors, Rev. Hannah Lins
- Parents can get advice from the Shropshire Information, Advice and Support Service (IASS) at <https://next.shropshire.gov.uk/the-send-local-offer/family-support/information-advice-and-support-service-iass/>
- Parents can also get advice from the independent Shropshire Parent and Carer Council at <http://www.paccshropshire.org.uk>

APPENDIX

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

- **BeeU – The new name for CAMHs (Children and Adolescent Mental Health Service) in Shropshire.**
- **EHCP – Education, Health and Care Plan**
- **ELSA – Emotional Literacy Support Assistant**
- **LSAT - Learning support advisory team**
- **OT - Occupational therapy**
- **COMPASS - Single point of contact for Shropshire Children's Services**
- **SALT - Speech and language therapy**
- **SEN - Special educational needs**
- **SEND - Special educational needs and disability**
- **SENDCo - Special educational needs and disabilities coordinator**