

Bures CEVC Primary School - Special Educational Needs Information Report 2022-2023

What is the SEND Information Report?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (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.

Suffolk's Local Offer can be found through the following link: www.suffolklocaloffer.org.uk

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision outlined within it. Schools refer to this as The Special Educational Needs Information Report.

Introduction

Bures CEVC Primary School is committed to being a happy, caring, inclusive school where children and adults are fully supported and challenged to reach their full potential. We work hard to know all children and their families and this enables us to individualise learning opportunities for all. This commitment is communicated through our Vision Statement:

Explore every opportunity we are given

Believe in ourselves and others

Do our very best to **Shine**

Through equality of opportunity, we aim to ensure that all pupils, including those with SEND are effectively supported to make the best possible progress in school.

What types of SEND do we provide for?

Children may have Special Educational Needs and/or a disability if they-

- have significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in Local Authority schools for children of a similar age.

Children and young people's Special Educational Needs and Disabilities are generally thought of in the following four broad areas of need and support. Bures CEVC Primary School is a mainstream primary school which makes provision for children in all of these areas.

Communication and Interaction	Autistic Spectrum Conditions Speech and Language Difficulties
Cognition and Learning	Moderate Learning Difficulties Specific Learning Difficulties – Dyslexia, dyspraxia, dyscalculia etc...

Explore. Believe. Shine.
"The Adventure Awaits..."

Sensory and / or Physical Needs	Hypermobility Visual Impairment Hearing Impairment Gross / Fine Motor Coordination Physical disability or illness
Social, Emotional and Mental Health Difficulties	Anxiety / Depression Challenging Behaviour Self-Harming ADHD

If a child has special educational needs or disabilities they will be recorded in one of two categories:

- SEND support
- Educational Health and Care Plan (EHCP)

How do we identify and assess pupils with SEND?

- Children may be identified as having SEND before starting school.
- Children may be identified as having SEND through parental concern or on transfer from other schools.
- Children with SEND may be identified within school, by the class teacher, SENDCO or other adults working with the child.
- Children with SEND may be identified at Pupil Progress Meetings, during which the learning progress of individual children is discussed.
- Children with SEND may be identified from the analysis of progress data.
- Additional assessments may be carried out by the SENDCO, relating to a specified area of concern.

Assessment of children's skills, knowledge and understanding is an ongoing process throughout school life. Accurate assessment allows us to identify children's individual needs and respond to them. All staff, including teachers and Learning Support Assistants, alongside parents and carers contribute to our assessments. Any child who is identified as making less than expected progress or working at a level significantly below that of their peers will receive targeted support through Quality First Teaching. After this provision, interventions may be used to help them to raise their attainment closer to that of an 'expected' level. If, despite intervention, insufficient progress is made, the possibility of placing the child on the SEND register will be discussed and agreed with parents and further support will be offered which may include seeking advice from outside agencies such as Speech and Language Therapy Service, Occupational Health, Dyslexia Outreach Service, SENDAT, SENDIASS or the County Inclusion Support service (CISS).

Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?

Our SENDCO is Mrs S Howson and she can be contacted via the school office (01787) 227446 or by emailing primary@bures.suffolk.sch.uk.

What is our approach to teaching pupils with SEND? How do we assess and review pupils' progress towards their outcomes?

All teachers are responsible for every child in their care, including those with special educational needs and/or disabilities. Quality First Teaching enables all pupils to learn and teachers will-

- Plan work at an appropriate level
- Ensure that support is available for all children
- Support children's learning through planned activities which may be additional to or different from their peers
- Plan exciting and motivating activities which inspire and engage all learners, including extensive use of enhanced curriculum activities (visits and visitors)
- Monitor individual progress and identify children who need additional or different support in order to make progress
- Ensure that all children can be included in tasks and activities
- Have due regard for equality of opportunity

All activities - both within the school curriculum and outside it (e.g. after school clubs) - are made accessible to all pupils. In this way, the needs of the majority of children will be met. However, where a child's needs are significant, additional individualised interventions may be arranged by the SENDCO.

Where a child has additional needs, the class teacher, SENDCO and HLTA (SEND) will plan the most appropriate support and/or adaptations to ensure that the learning is appropriate and accessible. Where additional or alternative activities need to be provided in order to enable a child to access the learning this will be done in a manner which is sensitive to the child's social and emotional needs.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: Children's needs are identified by their class teacher in consultation with Learning Support Assistants, SENDCO, and parents. Furthermore, pupils themselves may indicate that they are experiencing severe difficulties with some aspects of their work or behaviour.

Plan: A plan is made which addresses the child's most important needs. In addition, an individual provision map may outline additional regular and routine interventions which form part of that child's package of support. Teachers and pupils then co-produce a Pupil Passport that identifies intervention in place for that pupil, agreed targets, home support strategies and includes review sections.

Do: Support is provided by the class teacher, Learning Support Assistant, HLTA or additional professional (such as Speech and Language Therapist). This support and additional provision is shared with parents and carers in the form of a Pupil Passport with SMART targets (co-produced by the pupil and teacher) that are reviewed half termly.

Review: The effectiveness of the intervention / support, focusing on the progress pupils have made towards target outcomes, is assessed by the SENDCO, class teacher, Parent/Carer and the child themselves wherever possible.

Following review, we may continue the current provision and interventions, adjust them, discontinue them or use another approach. Following close consultation with parents/carers, we may also consider an application for an Education, Health and Care Plan. This flexible approach means that we remain sensitive and responsive to the needs of the individual child.

If parents are concerned that their child has Special Educational Needs and/or a Disability, they should speak to the class teacher in the first instance. Parents can also meet with the SENDCO to discuss issues of concern.

How do we adapt the curriculum and learning environment?

The school delivers the EYFS and National curriculum adapting it to meet the individual needs of all our pupils. All learners are targeted to achieve good or outstanding progress based on national expectations for learners whatever their starting points. We constantly track the progress of children through a range of formal and informal assessments. The impact of any additional support provided is carefully monitored to ensure that it is effective in supporting learning.

We also deliver a variety of interventions which aim to close gaps in learning. Where additional support is needed, outside the pupil's usual classroom, this is often done in smaller groups and is timetabled sensitively to, wherever possible, avoid the pupil missing input for mathematics and literacy learning. We have expertise in the school to make the following interventions available to identified groups of children as appropriate:

- National Tuition Programme – a 1:3 or 1:1 intervention to support struggling readers and mathematicians
- Beat Dyslexia – a multi-sensory programme to support pupils who may be struggling to acquire literacy skills
- Drawing and Talking - enables children to discuss their concerns in a safe environment they can talk about their drawings as a way of expressing their worries.
- Lego Therapy - children learn to take turns and develop social skills by co-operatively building a Lego model
- Pre and Post teaching – Adult support for pupils to enable them to access whole class teaching sessions more effectively by sharing vocabulary and concepts before a lesson or helping to reinforce learning following a lesson
- Speech and Language Support – many of our staff have undertaken ELKLAN speech and language training
- ELSA support-we have two Emotional Literacy Support Assistants in school who utilise a range of individual and group-based interventions to support the emotional and mental health of our pupils
- Family Support Practitioner-to work 1:1 with children and their families supporting behavioural needs and attendance difficulties

Most areas of the school are accessible to wheelchairs and we have an accessibility plan in place to continue to secure full accessibility for all. Pupils may be provided with specialist equipment where

possible - this can often be as simple as a pencil grip or a coloured page overlay but may be more extensive depending on pupil need.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

We are an inclusive school and as such pupils are taught primarily by their teacher within their own classroom alongside their peers.

How do we consult both parents of pupils with SEND and the pupils themselves and involve them in their child's education?

Involving parents and learners in the dialogue is central to our approach. Our aim is to build strong family foundations in order to maximise children's progress in school and beyond. We use a variety of approaches in order to develop a regular, productive dialogue, as well as encouraging informal information sharing, for example, at the end of the school day.

Action / Event	Who's Involved	Frequency
Parent consultations	All Parents/Carers	Autumn and Spring term
SEND parent consultations	Parents and SENDCO	Autumn, Spring and Summer term (also as requested)
One plan	Class teacher LSAs, pupils, SENDCO	Ongoing
One page profile	All pupils with SEND.	Once child is placed on SEND register- updated termly
Individualised communications such as in reading log, on Seesaw or in home school communication books	Children with one plans, additional SEND or behaviour needs, class teachers, LSAs, families.	As appropriate.
Pupil Passports, co-producing SMART targets with pupils and teaching staff, shared with parents with home support ideas.	Pupils, Teachers and Parents.	Passport targets reviewed half termly.
Learning Cafes	Parents and carers, Class teachers and pupils	As appropriate

How do we support pupils moving between different phases of education?

The SENDCO is a member of a local cluster group of SENDCOs who liaise regularly to discuss developments and share good practice.



Partnerships with local feeder playgroups are strong and the Nursery/Reception class teachers make visits to feeder settings to observe children and meet with staff.

Transition to partner Secondary Schools is tailored to individual children's needs. This may involve additional accompanied visits, use of a 'Pupil Passport', early sharing of individual learning programmes and additional parent meetings.

How do we support pupils with SEND to improve their emotional and social development?

At Bures School, all staff aim to know all children well. Procedures are in place- such as the welcome for children at the start of the school day- which involve all adults and all children. We have a strong network of support staff, and our ELSA trained LSAs run various interventions, to support children's social/emotional wellbeing. Our SEND HLTA has also attended training about supporting children who are dealing with bereavement. Further to this we have a Family Support Practitioner who works closely with the staff team to offer timely support to parents and their children with social and emotional needs.

We work with the Suffolk Specialist Education Service (SES) to support children with additional needs whose behaviour or social and emotional needs may become a barrier to learning.

The majority of staff members have basic first aid training, and several members of staff hold the Paediatric First Aid Qualification. The school nursing team are available to support families, this is accessed through a referral from school. Children in the early stages of developing self-help skills are supported sensitively, and with regard to their personal dignity.

At Bures CEVC Primary School, we aim to provide an exciting, first-hand approach to learning which inspires all learners. Many visits and visitors enrich the curriculum, and these learning opportunities are made accessible to all. All children are encouraged and supported to take part in all areas of school life. Membership of our clubs is tracked to ensure all pupils are encouraged to participate in exciting extra-curricular opportunities.

What expertise and training do our staff have to support pupils with SEND?

At Bures CEVC Primary School, we are committed to developing the ongoing expertise of our staff. Here are examples of just some of the expertise in our school, although all Teaching Assistants work with children with a variety of needs on a variety of programmes:

Member of staff	Area of expertise	
Mrs Howson	SEND CO	QTS, National Award for SEND co-ordination.

Mrs L Ray Higher Level Teaching Assistant (HLTA)	Speech and Language Therapy support Literacy support Maths support First Aid Dyslexia	ELKLAN Level 4. Catch-up Literacy Catch-up Maths First Aid Dyslexia SpLD Professional Development Qualification Dyscalculia Aware Training
Mrs S Manning LSA	Speech and Language Therapy support	ELKLAN Level 3.
Mrs A Markwood LSA	Speech and Language Therapy support	ELKLAN Level 3
Miss Laura Moore	Speech and Language Therapy support	ELKLAN Level 4
Miss K Pope (HLTA)	Literacy support Social, emotional and mental health support	Beat Dyslexia, First Aid, ELSA trained.
Mrs Haworth and Mrs Angier	Literacy Support	Teaching with the Lightning Squad
Mrs L Simpson	Social, emotional and mental health support	ELSA trained

How will we secure specialist expertise? How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

As a school, we work closely with a range of external specialist services and organisations which are relevant to our pupils' needs. These may include Speech and Language Therapists, Physiotherapists, Occupational Therapist, Social Workers, Paediatricians, Social Care, Dyslexia Outreach Service, SENDAT, SENDIASS, Primary Mental Health Workers, School Nurse, Educational Psychologists and Specialist Education Service Resource (Autism and Social and Emotional outreach).

How will we secure equipment and facilities to support pupils with SEND?

We support most children with SEND from our general school budget. However, if more extensive support is needed this requires additional core funding which we may apply for through the High Tariff Needs process established by Suffolk Local Authority. At this stage, an assessment for an Education, Health and Care Plan may also be undertaken by the Local Authority in collaboration with school staff, the child and the child's parents/carers. Children who have an EHCP have a 'One Plan' drawn up in consultation with the child, their parents/carers and professionals within school, education specialists and the health service.

How do we evaluate the effectiveness of our SEND provision?

- SENDCO reports to Governing Body
- SEND audit yearly SEND governor and SENDCO

- Governors' monitoring
- Lesson monitoring by Senior Leadership Team
- Termly Pupil Progress Meetings
- Analysis of Performance Data
- SENDCO working with class teachers to monitor the impact of interventions
- Regular feedback from pupils and families through SEND Committee meetings

How do we handle complaints from parents of children with SEND about provision made at the school?

We aim to work closely with children and their families at all times, and believe that an open, thoughtful and respectful dialogue promotes the best outcomes for children. However, should a parent have a complaint regarding the SEND provision at the school, they should initially arrange to meet the class teacher to discuss their concerns. If the matter remains unresolved, they should then arrange to see the SENDCO or Head teacher and if still not satisfied follow the school Complaints procedure (available on the school website)

Who can young people and parents contact if they have concerns?

Class teachers are always the first point of contact for children and parents who may have concerns. Appointments can be made via the school office or by calling in to see the teacher on their designated day at the end of the school day. The SENDCO is also happy to meet with parents and again can be contacted via the school office.

What support services are available to parents?

We aim to provide support for parents of children with SEND through developing a close working partnership and access to specialist support where possible. The Local Authority also offers a comprehensive support service for parents through SENDDIASS (Special Educational Needs and Disabilities Information Advice and Support Service).

They can be contacted via their website:

<https://www.suffolk.gov.uk/children-families-and-learning/SENDd-and-the-local-offer/SENDdiass/>

Where can the LA's local offer be found? How have we contributed to it?

Our School ISEND Provision makes up part of the LA local SEND offer. For more information about this local offer please visit:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

For parents residing in Essex support would be accessed through the Essex LA Local Offer please visit:

[Home - Essex Local Offer](#)