

SEN Information Report 2020

Toton Bispham Drive Junior School



Approved by: Andrea Goetzee

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Aims

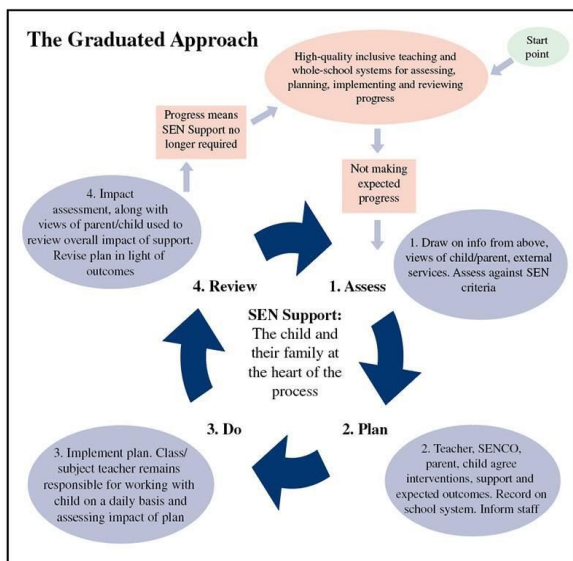
Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our aim at Bispham Drive is for everyone to work together in a safe, stimulating environment and to develop happy, well-rounded, independent, life-long learners who achieve their full potential.

Quality first teaching and a values based approach to learning are the principal methods for achieving this aim, supported by specific and additional interventions for those children requiring extra support, ensuring an effective and inclusive environment for all.

All teachers are responsible for every child in their care, including those with special educational needs, and like all schools we follow a “graduated approach cycle of assess, plan, do, review.” This coupled with excellent communication between staff, pupils and parents is essential in creating the most effective provision for our children and it enables us to refine support as the needs of the child evolves.



2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators' (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Andrew Henshaw.

Dedicated SEND time: half a day per week

Contact details: mr.henshaw@bisphamdrive.net

Tel: 0115 9137447

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor is Pauline Laing

They will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher is Andrea Goetzee

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for;

Our school currently provides additional support for a range of needs, including:

- **Communication and Interaction difficulties**, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties.

In addition to our quality first teaching, we will support these children through any one or more of the following:

- Autism Friendly Teaching strategies
- Schools and Families Support Services through the Local Authority
- Professional Speech and Language support through the Local Authority
- Autism Education Trust Progression Framework to monitor progress and set manageable targets.
- Boxall Profiles to monitor progress and set manageable targets
- Parent Support Group (Offload) providing a confidential, supportive and non-judgmental environment to discuss issues such as Autism and Behavioural difficulties.
- Sensory Audits

- **Cognition and learning difficulties**, for example, Dyslexia, Developmental Co-ordination Disorder.

In addition to our quality first teaching, we will support these children through any one or more of the following:

- Dyslexia friendly teaching strategies
- Schools and Families Support Services through the Local Authority
- B Squared products to help identify next steps and show progress the pupil has made

Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety difficulties and Attachment Disorder.

In addition to our quality first teaching, we will support these children through any one or more of the following:

- Use of Emotional Literacy Support Assistants (ELSA's) to provide one to one discussion regarding social and emotional difficulties.
- Support from Child and Adolescent Mental Health Services (CAMHS) through the Local Authority
- Support from the Personal, Social and Emotional Development Team through the Local Authority
- Boxall Profiles to monitor progress and set manageable targets
- Personalised timetables
- Values-Based education focusing on the key areas of honesty, hard work, engagement in learning, resilience and kindness.

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

In addition to our quality first teaching, we will support these children through any one or more of the following:

- Consultation with the Physical Disability Schools Services in order to provide appropriate resources and teaching methods.

Area of Need	Number of Children	% of children in school (233)	% of children with SEND (27)
Communication & Interaction	9	3.6	33
Cognition & Learning	10	4	37
Social, Emotional & Mental Health	5	2	19
Physical	3	1	11
Total	27	11	

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. Rising Star's PUMA and PIRA materials will be used to attain an age standardised score for each child in Maths and Reading Comprehension. In addition to this, we also check the childrens' spelling knowledge using a list of high frequency words.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to

determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the pupils' views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the

effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school, or other setting the pupil is moving to / from and we place great importance on ensuring the needs of our pupils are effectively communicated. The Senco will liaise, in partnership with other teachers, with the Senco from the other settings to ensure arrangements are made that support all children with SEN. Individual transition plans and parent meetings can be arranged if necessary and in addition to this, children with SEN receive extra visits to their new setting as and when necessary.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Bal-a-Viz
- Emotional Literacy
- Forest School
- Nesy.com
- Social Skills games & activities
- Social Stories
- Therapeutic Play*
- Visual Timetables
- * We use outside providers for these interventions.

5.7 Adaptations to the curriculum and learning environment

To view our Accessibility Plan please click [here](#).

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 4 teaching assistants who are trained to deliver a variety of interventions.

Teaching assistants will support pupils on a 1:1 basis only when there is a profound learning disability or extremely significant behaviour issue.

Teaching assistants will support pupils in small groups as often as possible bearing in mind the teaching assistant has to work across two classes in each year group.

We also work with the Local Authority who provide additional guidance for some pupils with more complex SEN.

5.9 Expertise and training of staff

Our SENCO has 2 years' experience in this role and has worked as a classroom teacher for 15 years.

They are allocated half a day a week to manage SEN provision.

We have a team of 4 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have completed the following training courses:

- Anxiety in children during Covid 19
- Interoception Training
- Introduction to adverse childhood experiences and early trauma
- Metacognition
- Pathological Demand Avoidance
- Seneca – Cognitive Science
- Seneca – Language Development
- Teaching students who have suffered complex trauma
- Trauma informed schools
- Understanding sensory processing in the autistic child
- 10 module training from Anti Bullying Alliance

Outside providers such as the Schools and Families Specialist Services (SFSS) and the School Behaviour Attendance Partnership (SBAP) are also able to provide further expertise, training and services for children with more complex needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term.

- Using pupil and parent questionnaires
- Using tracking documents & software (B Squared) to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) in Year 5 and 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Further information concerning the steps taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities provided to help disabled pupils access the school can be found by accessing the school's Accessibility Plan by clicking [here](#).

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We have a strictly enforced anti bullying policy
- We have anti bullying monitors to watch for potential issues in the playground
- We have 2 trained Emotional Literacy Support Assistants who help children learn to understand their emotions and respect the feelings of others.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Bispham Drive's Complaints Policy can be accessed in full by clicking [here](#).

5.16 Contact details of support services for parents of pupils with SEN

Name/Team	What they do	Contact
Zena Argent	Specialist teacher for Primary, Social and Emotional (PSED) Team.	zargent@georgespenner.notts.co.uk
Joanna Tilly	Educational Psychologist. Offers a range of interventions and works with teachers or parents/carers for children who are experiencing difficulties in school.	joanna.tilly@nottsc.gov.uk
Wendy Kosakis Schools & Family Specialist Services	Cognition and Learning, Communication and Interaction or the Sensory Team focus on providing support for students on the autistic spectrum or those who have other communication and interaction difficulties.	0115 854 6464 wendy.kosakis@nottsc.gov.uk
Small Steps Team	Small Steps is a service providing early support and evidence-based interventions to families of children displaying behaviours that cause concern or challenge.	not-tr.small.steps@nhs.net Small Steps Service Bull Farm Primary Care Centre Concorde Way Mansfield Notts NG19 7JZ 01623 672152

Healthy Family Team	An integrated service for children, young people and families which brings together care provided by health visitors and school nurses.	not-tr-BroxtoweSPOC@nhs.net
Educational Audiologists	Qualified teachers of the deaf employed by the education support services who provide guidance to schools.	bernadette.miller@notts.gov.uk
Keith Ball Fountaindale Physical Disability Specialist Service (FPDSS) –	Provide help and advice to school staff for students with physical difficulties.	kball@fountaindale.notts.sch.uk
Sue Denholm Virtual School for Looked After Children	Education team who liaise with schools to meet the needs of LAC children. Can be extended to adopted children with parents' permission.	sue.denholm@nottsc.gov.uk
CAMHS – Broxtowe Emotional Health and Well-Being Team – Part of Child Adolescent Mental Health Services (CAMHS).	Offer a range of interventions aimed at supporting children's mental and emotional health.	Single Point of Access Team (SPA) Pebble Bridge, Hopewood, Foster Drive, Nottingham NG5 3FL not-tr.CAMHSreferrals@nhs.net
SEN officer for EHCP	Educational Health Care Plan (EHCP) assessment and review team	0115 804 1275 icds.duty@nottsc.gov.uk

5.17 Contact details for raising concerns

All concerns regarding SEN should, in the first instance, be directed to the SENCo – Andrew Henshaw

mr.henshaw@bisphamdrive.net or 0115 9137447.

5.18 The local authority local offer

Our local authority's local offer is published [here](#).

6. Monitoring arrangements

This information report will be reviewed by **Andrew Henshaw (Senco)** every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy