



Bowbrook
Primary School

Our Annual Special Education Needs & Disability Information Report

Policy Date-March 2023

Review Date-September 2024

Overview

Under legislation The Pupil and Families Act 2014, local authorities and schools are required to provide information on the provision for pupil and young people with special educational needs so that parents, children and young people are clear about what is available for them. This information is set out in The Special Educational Needs and Disability Regulations 2014. Bowbrook School's Special Educational Needs Policy and Information Report aims to set out a clear pathway of how our school approaches the identification of Special Educational Needs and Disabilities (SEND) and the provision that the school makes for pupils.

This Special Educational Needs & Disability Information Report should be read in conjunction with the school's SEND Policy and Accessibility Plan which is in line with the Equality Act 2010 and the Equality Information and Objectives Policy.

Bowbrook Primary School is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all pupils to achieve their full potential, including pupils with SEND.

This document aims to provide a package of information to support parents, carers and young people's understanding of SEND Provision at Bowbrook Primary School. If your particular question is not answered here, please contact the school office to speak to **Mrs. S Howson, the school's SENDCo (Special Educational Needs & Disabilities Co-ordinator)** who will happily discuss any issues further.

What is a Special Educational Need or Disability (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is **different from, or in addition to**, that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Pupils SEND in four broad areas of need:

1. Communication and Interaction.

This could include:

- Speech, Language and Communication needs (SLCN) - pupil may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Disorders (Asperger's, Autism) - may have difficulties with social interaction, language, communication and theory of mind (deleted problems with imagination) .

2. Cognition and Learning.

This could include:

- General or Moderate Learning difficulties—pupils find significant difficulty with learning in many areas of the curriculum.
- Severe Learning Difficulties (SLD) where a pupil is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a pupil will have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (Spld) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties.

This could include:

- Social and emotional difficulties which may result in a pupil becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g. anxiety, depression, self-harm or eating disorders.
- Attention Deficit Disorder.
- Attention Deficit Hyperactive Disorder.
- Attachment disorder

4. Health, Sensory and/or Physical Needs.

This could include:

- A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These pupils are likely to need special equipment to access their learning. Physical disability - some pupils may need additional ongoing support and equipment to access all opportunities available to other pupil.

If a pupil has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

What is our policy for identification of pupil with SEND?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. Through our Quality First Teaching (QFT) and learning, rigorous monitoring and assessments, pupils of all abilities can be identified and their learning needs met. With that in mind, at Bowbrook Primary School, we recognise that pupils make progress at different rates and not always in a steady linear pattern. Therefore, the early identification systems we have in place are essential as they allow pupils to reach their potential. At Bowbrook Primary School, we identify pupils as having addition/special educational needs and disability (SEND) through a variety of ways, including the following:

- Liaisons with the full range of pre-school or previous school settings.
- Regular assessment and monitoring of pupils to see if they are making expected levels of progress
- Prompt follow up on any concerns raised by parents, teachers, TA and support staff
- Regular discussions with parent/carers throughout the school year
- Termly meetings with all staff to discuss concerns raised, for example, concerns about behaviour or self-esteem and how this might be affecting performance
- Observations in a range of contexts.
- Liaisons with external agencies
- Strong links with Health and Social Care professionals.
- Information/diagnosis from an outside agency e.g. paediatrician.
- Following discussions with outside agencies such as Spectra, Woodlands or an Educational Psychologist visit.

Who do I go to if I am concerned about my child?

If you have any concerns about your child, the first point of contact is their class teacher, however you can also arrange an appointment with the SENDCo (Special Educational Needs Coordinator) or the Headteacher.

What we do:

- Mr S Aiston, our Head Teacher and **Mrs S Howson, our SENDCo** oversee all support and progress of any pupil requiring additional support across the school.
- The class teachers will oversee, plan and work with each pupil with SEND in the class to ensure that progress in every area is made.
- There may be a teaching assistant (TA) or a member of the PCT working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The frequency of these sessions will be explained to parents when the support starts.

Our Governors (their involvement and responsibility):

- The Quality of Education Link Governor Group is responsible for SEND. They ensure that pupils receive the support they need in order to make progress and be integrated into school life.

What are the different types of support available for my child?

Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all work in each class is pitched at an appropriate level so that all pupils are able to access, according to their specific needs.
- Typically, this might mean that in a lesson there would be several different levels of work set for the class, this can also be individually differentiated. The benefit of this type of differentiation is that all pupils can access a lesson and learn at their level.
- In addition, there are TAs available to each class during parts of the day where support is provided for groups or individual pupils who have been identified, this can be timetabled support or support that is needed based on the teacher's daily assessment of all pupils.
- Interactive displays, learning walls are in all classrooms and school resources are accessible to all pupils. Specialist equipment/work stations to give better access to learning. All areas of the school are also accessible to all pupil.
- Specific strategies (which may be suggested by the SENDCo or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on progress and will have decided that there is a gap in their understanding/learning and that some extra support will be needed to help them make the best possible progress.

All pupils in school should be getting this as a part of excellent classroom practice when needed.

How do you assess and identify pupils with SEND?

As a school we measure pupil's progress in learning against National and Age Related Expectations (ARE). The class teacher continually assesses each pupil and notes areas where they are improving and where the gaps in understanding/learning are and if further support is needed. As a school, we track pupil's progress from entry at Reception through to Year 6, using a variety of different methods.

Pupils who are not making expected progress are picked up through regular Pupil Progress Meetings with all staff in that phase and phase leader. In this meeting a discussion takes place concerning why individual pupils are experiencing difficulty (what their gaps are) and what further support can be given to aid their progression. If your child is discussed at one of these meetings parent/carers will be informed.

Our Graduated Approach to pupils who have been identified as having a specific gap in their understanding/learning of a subject and need extra support.

- Pupils will engage in 1:1 and/or group sessions with specific targets to help them to make progress.
- A class teacher or TA will run these small group sessions using the teacher's plan within the classroom during normal lesson times or during times of the day that do not interrupt a pupil's access to a broad and balanced curriculum.

What happens to pupils if the gap in their learning/understanding of a subject continues to widen?

If your child is not making progress, more detailed assessments and/or testing takes place.

During Pupil Progress meetings, results are discussed and an intervention is agreed.

For your child this will mean:

- A time-limited, targeted small group intervention is introduced, under the supervision of the class teacher.
- There is a test prior to and after the intervention takes place to assess progress.
- That a TA (who has had training to run these groups) or class teacher will run these groups outside of normal lesson time e.g. assembly time.
- The impact of these interventions is very closely monitored and adapted if necessary.

What happens if the gap continues to widen still?

If it is thought that a pupil could have a recognised Special Educational Need or Disability (SEND), it will be necessary to carry out a more in-depth assessment. This assessment may be carried out by a specialist from an outside agency.

The class teacher and SENDCo will gather information from a variety of sources, including parents, the pupil, teachers, TAs and other professionals and will set targets and determine a programme of intervention.

For your child this will mean:

- A programme of intensive intervention that can be delivered within a small group or on a 1:1 basis.
- The programme is usually delivered away from the classroom, and runs alongside specific strategies used within the classroom.

What happens if all of the above doesn't work?

For the small number of pupils who continue not to make progress as expected following the three above steps, we, together with parents, may agree that a multi-agency assessment is necessary. This may result in additional resources which the school is unable to offer being provided by the local authority. Additionally, it may also lead to a special educational need and disability being identified or diagnosed, however, this is not always the case.

How will the school let me know if they have any concerns about my child?

Once a gap in a pupil's understanding/learning has been identified, parent/carers are consulted. This usually takes place after assessments and reviews are formally completed, once a term. During the Parent's Evening the pupil's progress is discussed with parents/carers.

If any further information is needed, the class teacher, SENDCo and the Headteacher are always available to discuss the needs, support and progress of the pupil.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that parents are able to do the same with us.

Additional termly review meetings are offered to parents of pupils with SEND in order to review targets and to discuss next steps. However, we offer an open door policy where parents are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how their child is getting on. We also offer advice and practical ways that you can help pupils at home via our dedicated PCT.

How is my child involved in the process?

Once pupils have been identified as having a gap in their understanding/learning the pupil is consulted at an informal All About Me meeting.

During the All About Me meeting the pupil and class teacher will discuss the pupil's strengths and their barriers in learning, working on suggestions and ideas of how best to support the pupil in future learning. The meeting also involves the writing of a One Page Profile (OPP) which is a child friendly document to share their hopes, wishes and ways to support them.

After this, an **Assess, Plan, Do, Review (PDR)** document is drafted by the teacher which details the SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets proposed; these are targets with the expectation that the pupil will achieve the target by the time it is reviewed. After this, the first meeting with parents will happen to share suggested targets and gather thoughts and ideas from the parents to contribute to this document. It is important that this is done collaboratively so that the pupil remains at the centre of all targets which need to be agreed by both school and parents.

During follow up meetings, pupils are invited to review previous targets before suggesting new targets which will then be confirmed with parents.

How is my child supported at times of transition?

Prior to starting school, all Reception pupils and their parent/carers will take part in a school induction to familiarise themselves with the environment, staff and routines.

Similarly, we encourage all new pupils to visit the school prior to starting where they will meet their class teacher and be shown around the school. For pupils with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

When pupils are preparing to leave us for a new school, typically to go to Secondary Education, we arrange additional visits. At our 'feeder' Secondary Schools, they will usually run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff and SENDCos when receiving and transferring pupils to different schools ensuring all relevant paperwork is securely processed and transferred by the SENDCo and all needs are discussed and understood.

If your child has complex needs, then an Education Health and Care Plan (EHCP) review will be used at a transition meeting during which we will invite staff from both schools to attend.

How do you assess and evaluate the effectiveness of SEND provision and how do you involve parents and pupils in this process?

The pupils are assessed at the start and end of an intervention to measure the effectiveness of the provision; this will appear on their PDR document. This is communicated to the parents during the parents evening and discussed further during the pupil progress meetings and All About Me SEND meetings. During the pupil progress meeting, the phase leader and class teacher with the support of the SENDCo review the provisions and their effectiveness and plan next steps.

In addition, all pupils are assessed each term and their progress discussed during the parents evening and pupil progress meeting. Here, staff review the pupil's progress against their targets including pupils with an OPP and PDR to ensure they have been met.

If the pupil is making progress academically against national/age expected levels, and the gap is narrowing, they are catching up to their peers or expected age levels and next steps are planned. For pupils who have made sufficient progress that they have closed any gaps, a discussion would be held with parents to propose they be moved off the SEND register.

However, if progress has not been made and the gap is widening alternative next steps are made; this may mean the involvement of outside agencies as mentioned above.

How do you ensure access to the facilities for all of your pupils?

The school site is being built in 2023 and is therefore compliant with all accessibility standards. There is wheelchair accessible throughout school and a disabled toilet large enough to accommodate changing; The building has been designed to suit those who are visually impaired. New building work is completed under consultation regarding accessibility and the school has an accessibility plan which is available on the website.

What activities are available for children who have been identified with SEND, in addition to the curriculum?

All pupils are included in all parts of the school curriculum as well as extra-curricular activities and we aim for all pupils to be included on school trips and clubs. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out for off-site activities to ensure that everyone's Health & Safety is not compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?

Our SENDCo is fully qualified and accredited. We have members of staff who are trained in delivering intervention programmes, as well as staff who are trained in prevention to endangerment. Further Professional Development and Training for staff is arranged in line with current needs and the School's Development Plan focus. We also have close links to the surrounding schools and the schools within the Trust that support us through their expertise and staff.

How do you obtain the services, provision and equipment required by our children with Special Educational Needs?

If pupils with SEND are not making sufficient progress and all means and resources are exhausted at school, additional help may be sought through a referral to an external agency such as The Educational Psychologist Service, SALT or Spectra.

In addition to this, as a school we work closely with any external agencies that we feel are relevant to individual pupil's needs, including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, pediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

We have nurture spaces in school which is a calming, sensory environment for pupils who need to access this. Class teachers will assess pupil's work stations and access to learning and purchase any necessary modifications or specialist equipment and aids.

How do you support the emotional and social development of children with SEND?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that pupils having high self-esteem is crucial to their well-being. We have a caring and understanding team looking after your children.

The class teacher has overall responsibility for the pastoral, medical and social care of every pupil in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo and/or the Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

What are your arrangements for supporting pupils who are Looked After by the Local Authority?

Looked after pupils (or previously Looked After Pupils) have a right to expect the outcomes we want for every pupil – that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for looked after pupils, we as a school demonstrate the strongest commitment to helping every pupil to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education.

Who can I speak to if I have any further questions, concerns, complaints or compliments about the provision for pupils with Special Educational Needs and Disability?

Any concerns or complaints regarding SEND should be raised following the school's Concerns & Complaints Policy which is available on our website.

The first point of contact would be your child's class teacher; they will be happy for you to share any concerns you may have.

The next point of contact should be the Headteacher. or the SENDCo, Mrs. S Howson.

All appointments can be made via the school office.

Bowbrook Primary School Policy

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<http://www.bowbrookprimary.co.uk/>

In addition, you can access all Local Authority's information, provision and details via Shropshire's Local Offer Website:

<https://shropshire.gov.uk/the-send-local-offer/>

Compliments can be emailed to the school admin address above.

