

Bede Burn Primary School

SEN Information Report

2017 - 2018

www.doodle.cc

At Bede Burn...

We strive to make sure that everyone is
 happy,  safe and  valued.

We believe in all of our pupils and
 celebrate their success. 

We aim for every child to feel that
 anything is within reach. 

We  nurture and  inspire children
and we value  individuality. 

We encourage  integrity, tolerance,
 compassion, respect, kindness 
and  positivity. 

We are  passionate about learning.

We hope you will find our pupils
 to be friendly, enthusiastic, engaged, 
 tenacious and motivated. 

 We think big 
 we dream big 
 we go for it. 

We are proud to be a part of Bede Burn.



Our school is an inclusive school where every child matters; we aim to address children's need and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our school's philosophy in relation to SEND.

What types of SEN do we provide for?

A child is identified as having Special Educational Needs if they:

- have significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning
- have a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/ or physical conditions.

How do we identify and assess pupils with SEN?

The school has a system for regularly observing, assessing and recording the progress of all children, which is then used to identify children who are not making progress and who may have additional needs. The school's system includes reference to information provided by:

- On entry assessment using EYFS profile.
- Progress measured against the objectives in Literacy and Maths.
- Independent work produced by the pupil.
- Standardised screening and assessment tools.
- Observations of emotional and social development.
- An existing Education, Health Care Plan or Early Help Plan.
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another school or LEA which has identified or has provided for additional needs.

Where pupil's progress is identified as significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it **may** be that they have SEND.

There can be many reasons for learners 'falling behind', including absences, worries that distract them from learning and difficulties due to medical conditions. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

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

Miss Amanda Lenney is the Special Educational Needs and Disability Coordinator [SENDCO].

The SENDCO is required to have specialist training in Special Educational Needs [National Award in Special Educational Needs Co-ordination]

Miss Lenney will embark on this training in the school year 2017 – 18 at the University of Sunderland.

Miss Lenney can be contacted via the school office either in person or by phone 0191 489 7376 or by email info@bedeburnprimary.co.uk marked FAO of Miss Lenney or SENDCO

The Link Governor for SEN is Mr Mark Overton

What is our approach to teaching pupils with SEN?

At Bede Burn Primary School we believe that all children should be able to fulfil their unique potential. We aim to create effective learning environments, to motivate learners and provide equality of opportunity, all of our teachers are teachers of children with SEND.

The broad and balanced curriculum is differentiated to enable all children to access learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and aim to remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes, where a cycle of planning, teaching and assessments creates an environment where children learn and progress. Children with SEND will receive support that is appropriate to their needs, this may be in class support where a teaching assistant may be deployed to ensure extra support is given, either by the TA or the class teacher, use of small group interventions or provision of equipment and extra resources above that given to the majority of the class. Teachers are responsible and accountable for the progress and development of the pupils in their class.

How do we adapt the curriculum and learning environment?

The staff of Bede Burn School recognise the importance of advice given by external agencies and acts on them accordingly, including use of recommended aids, seating children within the classroom and use of visual timetables. Children identified as having SEND are taught with their peers in mainstream classes, depending on their needs they may be in a smaller group to access work with a teaching assistant or the class teacher available for support.

To maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted intervention activities planned to meet particular needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The location of these interventions may be in a smaller teaching space with a quieter atmosphere to aid concentration and allow for children who find noise and the "business" of the school environment.

Classes are beginning to develop "quiet" areas which children who would benefit from the space and opportunity to have time away from the main body of the class.

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

When providing support that is 'additional to' or 'different from' the approaches and learning arrangements normally provided we engage in a four stage- process: Assess, Plan, Do and Review

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Pupil Progress meeting report and used to produce an Intervention Plan and will form the basis for termly review meetings, held as part of Parent/Teacher Consultations and further Pupil Progress meetings.

Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made.

While the majority of learners with SEND will have their needs met in this way, some may require an Education and Health Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

At Bede Burn Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

How do we consult parents of pupils with SEN and involve them in their child's education?

There are two Parents' Evenings throughout the year, where all parents are invited to discuss their children's progress and needs. The children's achievements are measured against their specific year group's learning objectives are shared with parents. In addition to these planned meetings, staff will also meet with parents if a child gives cause for concern at an early stage, discussions with address any interventions the teacher will put in place and may include advice to parents if appropriate.

The school has an "open door" policy, and the SENDCO is easily contactable via the school office. Parents may be invited into school to discuss their child's progress at any time and additional meetings are arranged as required or requested by both parents and the school. We believe that in sharing information provides the best opportunity to support the child.

Progress will also be discussed during meetings with the Educational Psychologist where appropriate.

How do we consult pupils with SEN and involve them in their education?

Children at Bede Burn School are consulted about their views of the school and the education they receive, those children identified with SEND are supported to complete this consultation as needed.

Self-evaluation and an awareness of progress and the areas for development is encouraged throughout school. This is communicated to children through marking, setting of targets for the next lesson [green comments] and discussion with staff, both teaching and support.

How do we assess and review pupils' progress towards their outcomes?

The school has a system for regularly observing, assessing and recording the progress of all children, which is then used to identify children who are not making progress and who may have additional needs.

The school's system includes reference to information provided by:

- On entry assessment using EYFS profile.
- Progress measured against the objectives in Literacy and Maths.
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- Standardised screening and assessment tools.
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Where pupil's progress is identified as significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that they have SEND.

There can be many reasons for learners 'falling behind', including absences, worries that distract them from learning and difficulties due to medical conditions. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

How do we support pupils moving between different phases of education and ultimately preparing for adulthood?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place in the Summer Term; arrangements for transition to Secondary School for pupils with SEN will be planned according to individual need. This will include the Year 6 teacher meeting with the staff from the secondary schools to share information, where appropriate, the SENDCO will be involved in these discussions. Visits may be arranged with the Transition mentor or identified teacher from the secondary schools to ensure that child is happy and confident about their transition to the next stage of their education.

All staff in Bede Burn School model respect, tolerance and caring to all members of our community, by doing this we believe that we prepare our children for adulthood where these characteristics are vital.

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

We recognise the need to help all pupils to improve their emotional and social development, however we realise that the needs of those pupils with SEN may require extra support. To support this, we provide the following:

- Lunchtime club
- Yoga
- Quiet areas in class
- Identified adult as first point of contact for identified pupils
- Use of Onelife in PSHE lessons

- Opportunities to share views using questionnaires
- We also work with The Place and facilitate Theraplay Sessions

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

We have a rolling programme of training and support for staff, based on the needs of pupils within school. Training undertaken by school staff include

ELSA – to support children with becoming confident in social interaction.

Working with children with Autism

Working with children who display attributes of Dyslexia

Theraplay training is being undertaken by an HLTA this academic year

How will we secure specialist expertise?

We work closely with outside agencies to access specialist expertise. This includes Educational Psychologists, The Place and the School Nurses. We have also worked with agencies from other authorities when appropriate.

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

Where equipment is identified as being beneficial to our children, school will endeavour to provide this, e.g. fidget “toys”, swivel seats. We also work with other agencies such as The Place and follow advice about providing support for pupils with SEND.

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

Regular meetings are undertaken with the Educational Psychologist and, where appropriate, Social Care and The Place to address and review the needs of our children. These meetings are used to move our provision forward and evaluate the effectiveness of our provision.

How do we evaluate the effectiveness of our SEND provision?

We evaluate the effectiveness of our provision by holding termly Pupil Progress meetings where class teachers, middle and senior leaders look at the progress of individual children as well as looking at the progress of different groups, including SEND. The termly visit of the School Improvement Advisor also looks at the progress of SEND children as part of their review of the school.

Regular meetings with outside services are also used to review and evaluate the effectiveness of our provision.

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

At Bede Burn Primary School it is our aim that complaints should be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The initial complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, - the complaint is dealt with by the SENDCO or by a member of the Senior Leadership Team.
- If there is still no resolution - the Head teacher will become actively involved - if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors - the Governing Body will deal with the matter through their agreed complaint resolution procedures.

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

Bede Burn Primary School will help, advise and support to parents and carers of children and young people with special educational needs. This includes providing links and access to: -

- The Information, Advice and Support Services Network (IASS Network) - previously the Parent Partnership Service - provides training and support to local Information Advice and Support (IAS) Services across England.
- South Tyneside's local Information, Advice and Support Service is [SENDIASS](#).
- Gillian Harte
Special Educational Needs and Disability - Information, Advice and Support service (SENDIASS)
Primrose Children's Centre
Primrose Village
Lambton Tce
Jarrow
NE32 5QY

Email:

Gillian.Harte@southtyneside.gov.uk

Telephone: 0191 424 6345

What support services are available to parents?

Information about support services can be found at the following location:

<https://www.southtyneside.gov.uk/article/37991/Search-for-SEND-services>

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

The LA's local offer can be found at the following location:

<https://www.southtyneside.gov.uk/article/37973/Local-Offer>

Accessibility

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If you need any of the Local Offer information in a different format, please contact:

Gillian Harte
Special Educational Needs and Disability - Information, Advice and Support service
(SENDIASS)

Primrose Children's Centre

Primrose Village

Lambton Tce

Jarrow

NE32 5QY

Email:

Gillian.Harte@southtyneside.gov.uk

Telephone: 0191 424 6345