



# Bury Primary School

## SEND Information Report - November 2020

### Date of Review: November 2021

#### Special Educational Needs Information

At Bury Primary School we strive to support all children to achieve their full potential at school. In order to do this, many steps are taken to support our pupils through their learning.

Good quality first teaching is vital; however for some children there are occasions when further additional support may be needed in order to help make regular and consistent progress.

**The Special Educational Needs Coordinator/Inclusion Lead is Mrs Rachel Seymour.  
The Head teacher is Mr Thomas Moore.**

#### Roles and Responsibilities of the Special Educational Needs Coordinator/Inclusion Leader

Our Inclusion Lead is responsible for the operation of the Special Needs policy and co-ordination of specific provision to support individual children with Special Educational Needs (SEN)

Staff liaise together to monitor pupil progress and plan further interventions and support programmes where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialist advice when required.

If you have any concerns regarding SEND matters, do not hesitate to contact Mrs Seymour via her email [sendco@bury.school](mailto:sendco@bury.school)

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

Acronym	Full title
ADD	Attention Deficit Disorder
ADHD	Attention Hyperactivity Disorder
ASD	Autistic Spectrum Disorder(s)
SEMH	Social, emotional and Mental Health
EHP	Early Help Plan
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Centre
CLA	Child Looked After
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impaired
OT	Occupational Therapist
PBP	Personal Behaviour Plan
PLP	Personal Learning Plan
PSP	Pastoral Support Plan
SALT	Speech and Language Therapy

SENCO	Special Educational Needs Co-ordinator
TAF	Team Around the Family
VI	Visually Impaired

**1. How does Bury CE Primary school know if children need extra help? What provision do we offer?**

We are an inclusive school and celebrate the achievements of all our learners as unique individuals. Some of our pupils may need extra help with their learning. We know pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour, progress or achievement

Discussions with pre-schools let us know if children joining us in Reception may need extra help or have been receiving support in their Nursery settings.

**What should I do if my child may have Special Educational Needs?**

- Please speak to your child's class teacher first if you have any concerns about your child's progress in school. Class teachers meet regularly with our Inclusion Lead to talk about any pupils who might need extra support.
- If you have any concerns, then our Inclusion Lead can also be contacted via her email or through the school office.

**2. How will Bury CE Primary school support my child?**

- Each pupil's education programme will be planned by the class teacher. It will be supported/scaffolded accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or teaching assistant in class.
- All pupils are assessed regularly by the class teacher. If the class teacher is concerned about a pupil's progress, then a more formal assessment such as a literacy screen or speech sounds check may be completed to identify areas where the pupil may need extra help.
- If a pupil has needs related to a specific area of their learning, then the pupil may be placed in a small focus group. This could be run by the class teacher or teaching assistant. The length of time of this intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning.
- If you have any questions regarding the range of interventions we run, please contact the class teacher or Inclusion Lead.
- Regular pupil progress meetings are held with the Head teacher, Inclusion Lead and class teacher. The academic progress of the children in each class is discussed. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more specialised support from an outside agency, such as a Speech Therapist or an Occupational Therapist. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a possible series of assessments, observations and discussions a programme of support or further advice is usually provided for the school and parents/carers.
- An SEN support register is kept by the school which details the children who are currently receiving the various types of support. This helps to highlight their additional need to the staff working with the child.

- The Inclusion Lead reports to the Governors, via the Head teacher and SEN Governor every term to inform them about the progress of children with SEND. The Governors agree the priorities for spending with the SEND budget with the overall aim that all children receive the support they need in order to make progress.

### **3. How will the curriculum be matched to my child's needs?**

When a pupil has been identified with additional needs, their work will be supported/scaffolded by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil or a small focus group to target more specific needs. If a child has been identified as having more specific needs, they will be given a Personal Learning Plan (PLP) and placed on the school's SEN register. Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the Inclusion Lead termly. PLP reviews will be set up with parents on a termly basis and a copy will be emailed once it has been discussed. During the PLP review parents can ask for advice to be able to support their child at home and these will be noted on the PLP.

### **4. How will I know how my child is doing?**

As a parent you can arranged a meeting with your class teacher or Inclusion Lead at any point in the school year to discuss progress and attainment. You will also be given formal occasions to discuss your child's progress, for example Parent's Evenings and after receiving the full annual report.

#### **How will you help me to support my child's learning?**

We believe that your child's education should be a partnership between parents and staff at school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. The class teacher may suggest ways of how you can support your child at home. We try to seek parental views wherever possible. We believe it is vital for parents to be consulted and involved in decision making as far as possible.

If outside agencies or the Educational Psychologist (EP) have been involved, then reports and programmes of study may be provided that can be used at home and at school.

### **5. What support will there be for my child's overall wellbeing?**

Our school has a caring ethos and all our pupils are part of the 'Bury family'. We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, skilled and understanding team supporting our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parent's first point of contact. If further support is required, the class teacher liaises with the Inclusion Lead for further advice and support.
- The school also has trained Teaching Assistants who run small groups to offer support in social skills, self-esteem and emotional well-being.
- At Bury we believe being out in nature and actively using it as our learning environment is key to children's well-being so the children have weekly Bury Rangers sessions led by a HLTA who has previous outdoor experience.

#### **How does Bury CE Primary school manage the administration of medicines and providing personal care?**

If a pupil has a medical need then a detailed medical plan is compiled, sometimes with the support of the school nurse and in consultation with parents/carers. These are discussed with staff who are involved with the pupil.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please contact the office in the first instance to make these arrangements where required.

We have trained First Aiders in school.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

As a school, we have a very positive and supportive approach to all types of behaviour, with clear reward systems. A copy of our behaviour policy is on the school website. If there are any specific behaviour issues then a variety of measures may be put in place. These could include a behaviour plan or Behaviour Risk Assessment for the child which would be shared with staff and a series of meetings held between school and parents. This is called a Pastoral Support Programme (PSP).

Our school places a strong emphasis and value on good attendance. Attendance of every child is monitored on a daily basis by the Office. Lateness and absences are recorded and regular checks made. If there is a medical need preventing regular school attendance, the school nurse can be involved to offer support to the family. If there are other reasons for poor attendance an Early Help Plan (EHP) could be set up to offer support to families either through telephone discussions or face-to-face meetings.

### **How will my child be able to contribute their views?**

We are a school which values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through class discussions. Children are also consulted for their views on what might help them if referred to a service such as Speech and Language Therapy (SALT) for extra support. Children on the SEN register will also complete a Pupil Passport in the Autumn term.

## **6. What specialist services and expertise are available at or accessed by Bury CE Primary school?**

At times it may be necessary to consult with outside agencies to receive more specialised expertise. Some of the agencies that we work with are as follows:

- Educational Psychologists
- CAMHS (child and Adolescent Mental Health Service)
- Speech and Language Therapists
- School Nurse
- Family Support Workers
- Social Care
- Occupational Therapists
- Play Therapist
- Alternative Provision College
- Learning and Behaviour Advisory Teachers (LBAT)
- Social Communication and Autism Advisory Teachers (Soc Comm)
- CDC (Child Development Clinic)

## **7. What training have the staff supporting children with SEN and disabilities had or are having?**

The Inclusion Lead is in the process of gaining the National Sendco Award, which is a recognised qualification set by the government that all SENDCOs must pass within 3 years of being appointed. It is a University course.

Many members of staff have received training related to SEND. These have included sessions on:

- Dyslexia
- Autism
- ADHD
- Attachment
- Well-being and emotional resilience
- Trauma in childhood
- Speech and language
- Physical and co-ordination needs
- De-escalating challenging behaviour

## **8. How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of school curriculum and we aim for every child to be included on school trips. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out and procedures are put in place to ensure all children can participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

## **9. How accessible is the school environment?**

As a school, we are happy to discuss individual access requirements. We give careful consideration to access when allocating classrooms for pupils and staff. Our school has no stairs and many of the classrooms can be accessed directly from either the playground behind the school or through the learning garden at the front of the school. We give consideration to the sensory needs of pupils and can make adjustments to the learning environment for pupils with hearing or visual impairment.

We have access to disabled toilet facilities.

## **How does Bury CE Primary school communicate with parents and carers whose first language is not English?**

We have access to EMTAS (Ethnic Minority and Traveller Achievement Team), who would assist us in supporting our children and their families with English as an additional language. We welcome pupils who have English as an Additional Language (EAL). We currently employ a German speaking TA. Occasionally, we may complete assessments with children in their first language, by buying in the services of a translator.

## **10. How will Bury CE Primary school prepare and support my child when joining the school or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between previous or receiving schools prior to the pupil leaving/joining
- Visits to Nursery schools by staff to ensure smooth transitions.
- Meetings to set up medical plans with the School Nurse.
- All new Early Years pupils are invited to attend a series of transition sessions where they spend time with their new class teacher.
- Planned programme of visits for pupils joining and leaving our school, leading up to transfer day.
- The Inclusion Lead is always willing to meet parents and carers prior to children joining the school or prior to their transfer to Secondary school.
- The Inclusion Lead and the class teachers liaise with the Inclusion Lead and class teachers from the next schools to pass on information about the pupils, including detailed information about SEND.
- Social stories could be used if transition is potentially going to be difficult in order to support them.
- Extra visits to the new school for pupils with SEND.

## **11. How are the school's resources allocated and matched to children's special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support and resources.

Resources may include deployment of staff depending on individual needs. As a small, rural school the class sizes are already smaller than national average and TA support is high considering this. The majority of our funding is assigned to staffing as we believe having the best possible staff is what will make the biggest impact on your child's learning.

We also sometimes buy particular resources to support additional needs such as adapted scissors, or a special cushion to sit on.

## **12. How is the decision made about what type and how much support my child will receive? What if I'm not happy with the provision in school for my child?**

The class teacher, alongside the Inclusion Lead and Head teacher will discuss the child's needs and what support would be deemed appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. During a child's school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged. Interventions and strategies used within school will be discussed with parents and carers at appropriate times.

School will assess at the end of an intervention if it has had a beneficial impact on the child's learning, by assessing whether a child is beginning to make academic progress using STAR assessments

If the school continues to have concerns about a child's progress following interventions within school, then the Inclusion Lead will seek advice and support from outside agencies such as SALT or the Learning and Behaviour Advisory teachers to ensure your child is receiving the best support and care in school to enable them to progress. Parental consent will always be sought before making any such referral.

If you are not happy with the arrangements in place for your child, please speak to your child's class teacher first. You can also make an appointment to speak to the Inclusion Lead. We aim to

work in partnership with parents and carers. Any support for your child works best if you are involved. You are the expert on your child.

### **13. How will I be involved in discussions about the planning for my child's education?**

All parents and carers are encouraged to actively contribute to their child's education. This may be through:

- Discussions with the class teacher.
- Attending parent's evenings, PLP reviews, transition meetings etc
- Discussions with Inclusion Lead or other outside agency professionals.

### **14. Who can I contact for further information?**

The first point of contact would always be the class teacher. We are proud of the strong relationships that we build with the whole family, and particularly with the parents of children with additional needs, whatever they may be. We have an 'open door' policy and welcome parents into school for both formal and informal occasions.

With regards to discussing your child's additional needs, you can make an appointment with Mrs Seymour via her email or the school office. West Sussex have their Local Offer website which tells you about services, support and resources you can access locally.

SENDIAS is an organisation that can also be approached to support you. Details can be found on their website.

We hope that this information has answered any queries that you may have, but do not hesitate to contact the school if you have any further questions.