

Bearnes SEND Profile

Bearnes Voluntary Primary School, is a mainstream setting with 92 pupils from Pre-School to Year 6. We are passionate about inclusion and seek to take a holistic view of underachievement and the support of vulnerable pupils in accordance with the requirements of the 2014 SEND Code of Practice. We are part of The Link Academy Trust who have an 'Inclusion and Improvement Hub' (IHH) with specialists able to offer support and advice on all matters of SEND. Further information can be found at: <http://www.inclusionhub.thelink.academy/web>

The number of children at Bearnes on the SEND register this year is: **28/92, 30%**

The number of children at Bearnes with an education, health and care plan (EHCP) this year is: **6**

The number of pupils we have working within the provision map system this year is shown in the table below:

	Number	%
Acorns (P)	0/3	0%
Oaks (R)	4/6	67%
Chestnuts (1/2)	15/28	54%
Sycamores (3/4)	21/29	72%
Redwoods (5/6)	21/26	81%
Total	61/92	66%

If you want to know more about SEND at Bearnes, please contact Becky Hawling, SEND Co-Ordinator or Dan Turner, Academy Head.

1. The kinds of special educational needs for which provision is made at the school

Communicating and interaction

For example, where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning

For example, where children and young people learn at a slower pace than others their age; have difficulty in understanding parts of the curriculum; have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Math.

Social, emotional and mental health difficulties

For example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs

For example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

The Academy Head (Dan Turner), SENDCO (Becky Hawling) and SEND Governor (Lynda Cooper) are responsible for the creation and oversight of the school's policies and procedures around SEND. The Academy Head and SENDCO oversee the day-to-day running of support for SEND and other vulnerable groups within the school.

Pupil progress is tracked using our assessment SEND and monitoring cycle, which is tied to the new curriculum. This data allows staff to identify where additional support may be needed. The earlier that SEND are identified, the better the child's chances of reaching his or her full potential. We expect our teachers to identify SEND early so that a plan can be made to support a child's development from the start.

Your child's teacher will work with you, your child, a SENCO and other professionals where necessary to develop a support plan. At Bearnese these are known as provision maps and these will be tailored to reflect the individual needs of the child. They are established at the start of the year or from point of identification (when quality first teaching is not enough) and they set out the bespoke and specific approach we will use to support any child that has special requirements.

Provision maps are shared with staff across the whole school and are reviewed at the end of each term and the approach evaluated. Parents are informed if there is a need at this point. Further action may also be identified.

There are 3 levels used for the identification and assessment of special educational needs:

1. Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work and interventions which may be run in the classroom or outside, or run by a teacher or a Teaching Assistant (TA)

2. Provision Map identification. Specialist groups run by outside agencies or specialist support in place for the child. E.g. Speech and Language Therapy - as per the SEN Code of Practice 2014

- Sometimes, children are identified by the SENDCO as needing some extra specialist support in school from a professional outside the school. This support may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), or from outside agencies such as the Education Psychology Service (EPS) and School Counselling service.

What could happen if your child is identified for this type of support?

- You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the way your child is given support.

3. Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
- Your child will also need specialist support in school from a professional outside the school. This may be from: The Inclusion & Improvement Hub or Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), Outside agencies such as the Speech and Language Therapy (SALT) Service. For your child this would mean that the school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made, a Panel of Professionals (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will issue an Education Health Care Plan (EHCP).
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

If you think your child may need SEND Support, please speak to their teacher in the first instance, who may then make a referral to the SENDCO.

3. Information about the school's policies for making provision for pupils with special educational needs, whether pupils have EHC Plans or not

a) How the school evaluates the effectiveness of its provision for such pupils

All teachers are the key leaders of their children's learning, whether they have SEND or not. Progress and attainment of all pupils is monitored through termly pupil progress meetings. Where pupils have SEND, regular meetings are held with the child, parents, class teacher and SENDCO to review provision maps.

b) The school's arrangements for assessing and reviewing the progress of pupils with SEND

Where relevant, the children's attainment and progress are assessed against the same criteria as the other pupils. Judgements are made termly against year-end expectations for that year group, as to whether children are emerging, developing or secure in relation to those expectations. Information on the above is communicated to parents through parents' evenings and written formative reports. Where a child has SEND, more time is typically given at parents' evening in order to engage parents with their child's support at home and in school, while the SENDCO is available at other times as needed.

c) The school's approach to teaching pupils with special educational needs

Bearnes Primary School places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND. Most pupils with SEND typically spend the vast majority of their time supported by the teacher in the classroom. We also place a significant emphasis on independence in learning and support our SEND pupils to make their own choices about their learning wherever possible.

d) How the school adapts the curriculum and learning environment for pupils with SEND

At Bearnas Primary School we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. For example, we use now, next, then boards, and ensure that all classrooms have appropriate displays and visual cues. We act swiftly on the advice of external agencies to ensure the learning environment is safe and conducive to learning.

e) Additional support for learning that is available to pupils with SEND

Our Teaching Assistants (TA) supervise and support all learners for specific interventions across the school as required and where additional TAs are deployed to support pupils with SEND, this is in proportion to the children's need and focused on building their independence and resilience to manage their learning at other times. Deployment of TAs within QFT is at the discretion of the class teacher, who will sometimes direct TAs to support most pupils while he/she works with the least able. A few pupils in the school are withdrawn from class each week for short times for enhanced/targeted provision (e.g. Speech Therapy, Precision Teaching, Lego Therapy), and in rare circumstances a personalised timetable is drawn up for pupils with specific needs. This TA deployment is supervised by the Academy Head in partnership with the SENDCO.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

All trips and wider educational activities are risk assessed, and reasonable adaptations are made to ensure all pupils can safely access these experiences. For example, to ensure pupils presenting challenging behaviour aren't discriminated against, this may require higher adult/pupil ratios on some trips, additional transport, or individually-tailored trips if these are more appropriate to the needs of the pupils. Parental engagement is sought in the decision-making process, and in the past parents have volunteered to provide direct support on trips. At present all pupils engage fully with PE without the need for significant adaptations. Our PE coach can run a FunFit gross motor programme to support targeted groups to develop key motor skills alongside their universal provision

g) Support that is available for improving the emotional, mental and social development of pupils with SEND

Pastoral care is provided by the teachers in the first instance, but where needs are more acute (e.g. bereavement) this can be offered by a referral to our School Counsellor, who is available once a week. We work closely with outside agencies, including Social Care, Family Support Workers, Play Therapists, Behaviour Support and the Devon Inclusion Officer (where needed), often exploring creative ways to ensure a continuity of provision for the pupils' wellbeing.

If you have questions about your child's support, or suggestions about meeting their needs more effectively, please speak to your child's teacher in the first instance, or contact the SENDCO.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator

Becky Hawling is our school's SENDCO. Becky Hawling can be contacted on: 01626 353980 or by email: becky.hawling@thelink.academy

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Becky Hawling is the SENDCO at Bearnas, and she has held this post since February 2019. She is supported by Becky Humphreys who is the Inclusion and Improvement Hub Manager. Becky

Humphreys is currently undertaking the SENCO award. All the teaching staff are up to date on changes in SEND legislation and practice nationally and locally.

We have access to a trained Counsellor, an art therapist, the Inclusion and Improvement Hub, staff trained in Attachment Based Mentoring, staff trained in Precision Teaching, staff trained in Lego Therapy and a variety of external agency support.

Bearnes works consistently with the Improvement and Inclusion Hub (IIH) to identify the needs of all our pupils. Planning and review meetings are held annually with Becky Humphreys (IIH Lead) and Jon Couch (PLP Educational Psychologist) to pinpoint where support is required and plans are put in place. These are evaluated regularly to ensure ongoing success.

Specific staff have been given training on Passive Intervention and Prevention Strategies (PIPs), which gives a framework for dealing with challenging behaviour. All staff have completed Level 2 Safeguarding updates in September 2020 and receive monthly updates. TAs are developed through coaching and attending training sessions with The Link.

Where other specialist services are required on a needs-led basis, this is usually through the traded hours with our partners at Babcock LDP and the Plymouth Learning Partnership – this includes Educational Psychology, Behaviour Support and Communication and Interaction.

Through the DGR process we work closely with School Nurses, SALT, Social Care and CAMHS. All these agencies have access thresholds and waiting lists, and sometimes a multi-agency referral is preferable, and in the past we have in made referrals to the Integrated Children's Services Hub.

If you require more information about referrals to outside agencies, you will need to speak to the SENDCO or, in some instances, your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

An accessibility audit is completed and reviewed annually. In the school several pupils have had access to learning aids, such as writing slopes, ergonomic pens, and wedge-cushions. Other pupils have been enabled using iPads to communicate and record their learning and success. As needed, staff have previously worn microphone packs to support hearing-impaired children to access their learning, and those required to provide intimate care have done so under the direction of the School Nurse.

If you think you or your child requires additional adaptation to equipment or facilities, please let the SENDCO know, as we do not want this to be a barrier to learning.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child

From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. In addition to daily opportunities for contact at the classroom door, our universal offer includes two parents' evenings and a yearly summative report.

Typically, the Academy Head will also host a termly parents' forum, where issues related to school improvement can be discussed. Annual questionnaires are used to take parents' views into account. A link to the Ofsted Parent View survey can be found on our website.

Where an annual review of an EHC plan is required, this is conducted using the EHC hub and all stakeholders' views are gathered.

If you want to get more involved in your child's education and support, speak to their teacher in the first instance.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

Pupil voice is very important to us, and we have a school council which gives pupils a direct input into matters that affect their learning and development. Two representatives from each class are voted onto this team each year.

Where pupils have SEND, we aim to involve them in every part of their goal-setting. Every opportunity is given for them to complete a 'This is Me' profile and this is used to inform any planning.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The school operates a complaints policy which is freely available to parents. Concerns about SEND should be addressed via the child's teacher in the first instance, or to the SENDCO and/or Academy Head, and typically these situations can be resolved through dialogue and the formation of robust partnerships. Transparent working relationships and proactive information-sharing, such as this document, helps to offset potential misunderstanding. The SENDCO Governor makes regular visits to school to run through a set of Ofsted type questions.

The complaints policy is available from the school office and on The Link Academy Trust website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing body delegates responsibility for multi-agency working to the SENDCO, who works within the DGR format and is held to account for the impact of traded services. Health, education or care referrals are made to single agencies or the multi-agency Integrated Children's Services on a strategic case-by-case basis, using the Local Authority's Threshold Tool for guidance.

For parents whose children have SEND, we act as a signpost to other services, such as Devon Information Advice and Support (DIAS).

To find out more about Devon Information Advice and Support (DIAS), who are there to support parents whose children have SEND, call 01392 383080 or email devonias@devon.gov.uk

<https://www.devonias.org.uk/>

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32

There is a useful source of information on the Devon Services website, which signposts other services available to parents:

<http://www.devonservices.org.uk/>

Or you can contact the Inclusion and Improvement Hub (IHH)

<http://www.inclusionhub.thelink.academy/web>

and the SENDCO.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

When pupils transfer into the school, every effort is made to share information with previous settings and build relationships with parents, who are often anxious about how the child's needs will be met. Where possible, time is set aside for tours and discussions well in advance of the pupils starting at Bearnas Primary School.

In July, every child will spend several sessions with their next teacher to facilitate a smooth transition, and all relevant documentation is discussed and passed on. At the other end of their learning journey, operates a strong but flexible transition programme with local secondary schools, including face to face contact with receiving SENDCOs. Where appropriate these SENDCOs are invited to TAF (Team Around the Family) meetings to ensure continuity of understanding and support.

At each transition point, we can facilitate an enhanced transition package for individual pupils who require this.

To discuss how we may tailor our transition arrangements to meet your child's needs, please contact the SENDCO.

13. Information on where the local authority's local offer is published

Our school offer is built around the 2014 SEND Code of Practice and, the Devon Local offer, which can be found at:

www.devon.gov.uk/send