

## SEND Information Requirements

At Bury School we follow the following fundamental principles of the SEND Code of Practice, which are:

- a child with SEND should have their needs met;
- the SEND of children will normally be met in mainstream schools or early education setting;
- the views of the child and their parents will be sought and taken into account;
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

The 2014 Code of Practice states that:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

These principles in the Code of Practice are designed to support:

- the participation of children, their parents and young people in decision- making ;
- the early identification of children and young people's needs and early intervention to support them;
- greater choice and control for young people and parents over support;
- collaboration between education, health and social care services to provide support ;
- high quality provision to meet the needs of children and young people with SEN;
- a focus on inclusive practice and removing barriers to learning.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- they must not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- they must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

### **1. How does the school know if pupils need extra help?**

We closely monitor the work and progress of all pupils and are determined to meet the educational needs of all our children. Individual targets are set and reviewed for each child on a regular basis and all teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. We are committed to ensuring equality of education and opportunity for all our pupils including those with special educational needs and disability. We will make reasonable adjustments to ensure that the curriculum, environment and all information is as accessible as possible. We offer a range of strategies to support children with special educational needs and disabilities. Whatever the difficulty or need we endeavour to enable your child to achieve their educational potential by identifying and providing the most appropriate support available. This support may be offered as individual or small group support on a daily, weekly or other basis. This will be decided on each individual's merits and will take into consideration the individual's needs, classroom situation and personal targets.

All class teachers are responsible for the initial identification and assessment of SEND; they also have responsibility for its provision within the classroom.

Generally speaking, pupils with SEND may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a pupil may exhibit:

- MLD Moderate Learning Difficulties, characterised by low attainment across the curriculum
- SpLD Specific Learning Difficulties, where there is a mismatch between the child's potential and their actual performance in specific skills areas - often such pupils demonstrate an erratic profile of strengths and weaknesses
- Behavioural/Adjustmental Difficulties where learning is interrupted as a result of behavioural patterns
- ADHD
- Sensory impairment
- Physical disability including cerebral palsy, spina bifida, etc
- Dyspraxia
- Autism/Asperser's
- Other medical problems

Some children will fall into more than one category of SEND. Some children's needs may be severe enough to warrant a Statement. Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the special educational needs provision offered at Bury School.

### **2. What should I do if I think my child has SEN?**

If you have concerns about your child's progress you should speak to your child's class teacher initially. There are a number of things that your child's class teacher will be able to do to support your child within class, working with you and your child to ensure appropriate support is provided. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher who is also the school SENCo.

### **3. How will I know that the school will support my child?**

When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be informed by the class teacher and if appropriate invited to a meeting at the school with the SENCO to draw up a plan of support.

The SENCO will support the class teachers and teaching assistants to meet the needs of an individual learner.

An individual provision plan may be implemented to outline the provision that will be in place, what outcome is expected, who is providing it and for how long. The length of time for each provision tends to be between 10 and 12 weeks.

Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress.

We will monitor the progress of all children receiving additional support to ensure the provision we have put in place is having the impact we are expecting. If changes need to be made then changes will be put in place – the key is personalised learning matching the needs of the child.

Governors monitor the effectiveness of the provision in place for pupils identified with SEND and they will receive regular reports from the SENCO on the progress of pupils with SEND.

**4. How will the curriculum be matched to meet my child's needs?**

- Classrooms may have visual timetables informing the children of the day's activities.
- Learning is differentiated to meet the needs of the child.
- Questions are targeted to the needs of the child.
- Teachers are provided with information about the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary and put in place any interventions and recommendations.
- Visual prompts are used to support short term memory.
- Information is chunked to support short term memory.
- Extra time is allocated for poor working memory.

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

- Parents/carers will be invited to termly meetings in with the class teacher and/or SENCO to discuss progress.
- Written reports are sent home by the class teacher at the end of the academic year.
- Parents/carers have the opportunity to book appointments directly with the class teacher if required.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Any short term targets that have been set will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

**7. What support will there be to support my child's overall well-being?**

- All pupils are supported with their social and emotional development.
- The school may run a Social Skills group.
- The school has access to outside agencies such as: Specialist Teaching Team (STT), CAMHs, Educational Psychologist (EP), Speech and Language Therapy (SALT), Occupational Therapy (OT), health agencies and bereavement counselling.

**8. What specialist services or expertise are available at or accessed by the school?**

- The school has access to outside agencies such as: Specialist Teaching Team (STT), CAMHs, Educational Psychologist (EP), Speech and Language Therapy (SALT), Occupational Therapy (OT), health agencies and bereavement counselling.
- The school has good support staff who have experience of working with pupils with difficulties such as ASD, ADHD and learning difficulties.

**9. What training have staff supporting pupils with SEND had or receiving?**

- We feel it is important to develop staff skills through Continual Professional Development (CPD)
- The SENCO's role is to support the class teachers in planning for children with SEND.

- The school identifies training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties when appropriate.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

**10. How will my child be included in activities outside of the classroom?**

- The school has an Educational Visits Coordinator.
- Risk assessments are carried out for all trips which identify individual needs
- Risk assessments ensure all activities are accessible to all learners.
- Some pupils are supported through 1:1 support during the visit.
- Staff ensure activities are differentiated to meet the needs of the learner
- Social stories can be written and read two weeks before any visit as required to prepare children.

**11. How accessible is the school environment?**

- The school has an Accessibility Policy/Plan which is reviewed regularly.
- Our policies and practice adheres to the Equality Act 2010.
- Tables and chairs are at pupils' levels.
- Foot stools, cushions and sloping tables can be made available if required.
- Trays are labelled to develop independence in finding resources.
- Classrooms have access to an Interactive Whiteboards/Clevertouch screens.
- Computers are available to support learning across the curriculum and to teach ICT skills.
- Each classroom is set up to be 'dyslexia friendly'.

**12. How will the school support my child in starting school and moving on?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- The school has good links with local schools and understands the importance of a smooth transition to both this setting and the next.
- Extra visits are arranged to schools to support transition. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
- Transition booklets identifying strengths and areas of development can be completed with Year 6 pupils.
- Clear and specific programmes are in place for pupils with a statement/Education Health Care Plan (EHCP).
- If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school information will be passed on to the new class teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

**13. How are the schools resources allocated and matched to pupil's SENs?**

- The Equality Act 2010 is evident through the Accessibility Policy and SEND Policy ensuring all pupils can access the curriculum.
- Classrooms have furniture to match the needs of the learner under advice from Occupational Therapy (OT).
- Lessons are differentiated to meet the learners' needs.
- Resources are allocated to the needs of the child.
- The SENCO regularly monitors the effectiveness of provision.

**14. How are decisions made about how much support my child will receive?**

- Staff and parents work closely to meet the needs of the learner.
- Outside agencies, such as Educational Psychologist (EP) and Speech and Language Therapists (SALT) work closely with the school.
- Allocated support for the learner is identified in the statement/Education Health Care Plan (EHCP).

- Interventions and support is allocated through these discussions.
- Interventions are mapped on a provision map showing area of need and how the need can be met.
- Part of the SEN budget is spent on additional resources to meet the needs of the child.
- Interventions are monitored by the SENCO to ensure they are conducted to a high standard.
- The SLT monitor provision and make decision with class teachers.

**15. How will I be involved in discussions about and planning for my child's education?**

- Parents play a vital role in the education of their child and are welcomed into the school where their advice and support is welcomed.
- Formally and informally, parents are invited to meetings with the class teacher and SENCO to discuss learner's progress.
- Parents are informed and invited to meet with all outside agencies if possible.

**16. Who can parents contact for further information?**

- Parents are encouraged to contact the school if they have any concerns however small they may think it is.
- Staff will endeavour to respond to any telephone calls or letters within 3 working days.
- The first port of call should be the class teacher who teaches the learner, then the SENCO who is responsible for:
  - Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
  - Ensuring that you are involved in supporting your child's learning;
  - kept informed about the support your child is getting;
  - involved in reviewing how they are doing;
  - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
  - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

**What is the difference between an EHC Plan and a Statement of SEN?**

Both the EHC Plan and Statement have protection in law. The education provision set out in both the EHC Plan and the Statement has to be provided.

The table below compares EHC Plans and Statements:

<b>EHC Plan</b>	<b>Statements</b>
The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives.	Resources are provided to school to make the required provision.
A Personal Budget may be available to families to choose how to support the child or young person	There are no personal budgets attached to statements
Parents/carers or the young person can express a preference for a particular school	The Same
The time taken to produce an EHC Plan is 20 weeks.	The time taken to produce a Statement is 26 weeks.