

SEND REPORT 2019

Bury C of E Primary School has a clear and extensive Inclusion Policy, which can be accessed through the school's website. The Inclusion Policy states that all staff are responsible for SEND pupils. The named contact is our Inclusion Leader, who is supported and managed by the Headteacher and the Senior Leadership Team (SLT). Staff are regularly updated with changes to this policy. Training sessions are led by our Inclusion Leader to ensure that all staff are fully aware of the needs of these pupils, and equipped to deal with them. Our Behaviour Policy, Attendance Policy and Mental Health Policy work alongside our Inclusion Policy to support pupils and families.

The teaching needs of all pupils, particularly children with SEND, require:

- positive attitudes from staff;
- pupil partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible;
- an environment of support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure;
- an emphasis on records of achievement to promote self-assessment and to record the coverage of the National Curriculum;
- partnerships between home and school;
- extra support at times in order to access the National Curriculum, whether through the Inclusion Leader, SEND Specialist Services, occupational and physiotherapy services, speech therapists, medical agencies or mental health professionals.

Bury C of E Primary's SEND profile shows 22 pupils with identified needs. These include pupils with Moderate Learning Difficulties (MLD) characterised by low attainment across the curriculum; Specific Learning Difficulties (SpLD) where there are mismatches between the childrens' potential and their actual performances in specific skills areas (often such pupils demonstrate an erratic profile of strengths and weaknesses); Emotional or Mental Health Difficulties where learning is interrupted as a result of behavioural patterns; ADHD; Sensory Impairment including visual or hearing difficulties; Physical Disability including cerebral palsy, spina bifida, etc.; Motor Processing Difficulties/Dyspraxia; Autism; Pathological Demand Avoidance (PDA) and other medical problems. Some children may fall into more than one category.

The Inclusion Leader attends both of the half yearly parent consultations where formal meetings take place with parents/carers. Some families may have Early Help Assessments. Therefore regular meetings, which occur around every 6 weeks, are held to bring together families and all professionals involved. This ensures a plan is followed. Our Inclusion Leader also offers more informal arrangements to meet with parents. These arrangements are at the parents request or prompted by the staff as being beneficial to the pupil's progress. Parents are welcome to email directly or request a telephone discussion if they are unable to make face to face meetings.

All our identified SEND pupils have Pupil Passports. These are completed to gather background information/views to ensure our Assess/Plan/Do/Review process is clear to everyone. This process is required to monitor both Universal and Specialist Input to support our SEND pupils. They are updated half termly, with input from class teachers, parents and pupils.

The Inclusion Leader and staff ensure that intervention and support is effective. This provides our pupils with the opportunity to progress and develop their self-interest and motivation. Transition points, such as change of year groups or change of schools, are managed by additional meetings and support, (such as Social Stories), to enable those pupils to feel secure in their next step.

Additional Dyslexia training has been provided this year. Staff knowledge has been reinforced in connection with providing Dyslexic Friendly Classrooms and identifying and supporting pupils with specific needs. Learning Walks and observations by our Inclusion Leader help to inform SLT about any future training needs and support that individual staff may need to modify their teaching styles.

We have a team of 8 Teaching Assistants (TAs) who are managed by class teachers and supervised by our Inclusion Leader. They support SEND pupils within the classroom, adapting and differentiating work or providing specific focussed interventions which are either recommended by our Inclusion Leader or External Professionals. These TAs have extensive training which is regularly updated.

Advice from External Professionals is primarily secured by completing an Early Help Assessment. This is completed by parents and the Inclusion Leader to provide both information and a plan to support pupils and their families. Advice can also be gained through the Speech and Language

Service. Some parents access advice and support, through professionals, privately. Subject to parental consent, the school is very happy to share information with these professionals to ensure best pupil outcome.

Termly Pupil Progress Meetings are held with class teachers, SLT and the Inclusion Leader to evaluate the progress of all pupils. SEND pupils are regularly monitored to ensure the additional support has been effective. Our Inclusion Leader also monitors these pupils through the Assess/Plan/Do/Review process.

Bury C of E Primary has been developing its provision for pupils who have social, emotional and mental health needs. Liaison with the YMCA has enabled the school to access a Play Therapist. Additional pastoral support for those in need is also provided by class teachers and our Mental Health Champion. This includes Lego Therapy and one to one mentoring.

Our Headteacher encourages all pupils to raise any concerns through their class teachers initially. However, both the Headteacher and the Inclusion Leader may be contacted directly.

Budget projections are made annually by our Inclusion Leader to secure funding for specialist equipment and facilities to meet the SEND profile of the school. This is only a guide and is regularly reviewed and adapted according to needs and recommendations. All staff have a responsibility to suggest supportive equipment and adaptations, and will talk to the Inclusion Leader about their findings. Bury C of E Primary has a bank of equipment used to support many pupils at different times.

Admissions go through the Admissions Service. However, parents with SEND pupils are encouraged to come and meet the Headteacher and the Inclusion Leader to discuss what provision and support their child may require. Our Inclusion Leader will liaise with past placements and will, if necessary, attend Early Help Reviews or Education Health Care Plan Reviews to ensure the pupil's effective transition and preparation for admission.

Support Services are available from the Local Authorities. These contacts and those of the school are:

Headteacher of Bury C of E Primary School: Miss E Heanes
office@bury.cambs.sch.uk – 01487 813784

Inclusion Leader of Bury C of E Primary School: Mrs S Wyatt
swyatt@bury.cambs.sch.uk – 01487 813784

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

CHUMS – 03300581659

<http://chums.uk.com/cambs-pborough-services>

Emotional Wellbeing service - 0300 5555060

<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/emotional-health-and-wellbeing-services>