

Bierton CE Combined School Annual SEN Report- September 2019

At Bierton CE School, we celebrate the fact that every child is different and, consequently, the educational need of every child is different; this is certainly the case for children with Special Educational Needs or Disabilities (SEND). Below are a set of questions and answers that we feel cover what Bierton CE School does to support children and their families with SEND.

How does the school identify pupils with SEN?

The SEN code of practice states:

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

At Bierton CE Combined School, if a child has SEN then we aim to identify those needs as early as possible. Under the SEN Code of Practice, there are four primary areas of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Only pupils with a learning difficulty that requires special educational provision will be identified as having SEN. We use a variety of different methods to identify whether a child has SEN.

- Meetings and concerns from parents
- Pupils who are making limited or no progress
- Comments made from teachers and teaching assistants
- Liaison with external agencies and other professionals

How many children in the school have SEN?

| Year Group | No SEN | SEN Support | EHCP | Total |
|------------|--------|-------------|------|-------|
| Reception | 40 | 1 | 0 | 41 |
| Year 1 | 35 | 4 | 1 | 40 |
| Year 2 | 36 | 3 | 0 | 39 |
| Year 3 | 37 | 3 | 1 | 41 |
| Year 4 | 36 | 3 | 2 | 41 |
| Year 5 | 32 | 8 | 0 | 40 |
| Year 6 | 36 | 5 | 2 | 43 |
| Total | 253 | 27 | 6 | 285 |

What support is available at Berton CE School?

At Berton CE Combined School, we provide support for pupils with a broad range of SEN. These are formed from the Code of practice and include:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Initially the support available is via excellent targeted classroom teaching (quality first teaching). For your child this would mean that the teacher has the highest possible expectations for your child and all pupils in their class. The emphasis is that all teaching is built on what your child already knows, can do and can understand and that 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 and ensuring that specific strategies (which may be suggested by the SENCo) are in place to support your child to learn. Your child's teacher will check 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. Your child may then be the focus of specific group work as identified on their individual support plan. This could include 1:1 reading, spelling support, maths booster, comprehension booster, phonics booster, social skills groups, fine / gross motor skills, behaviour management programmes and Lego therapy. These interventions may be run in the classroom or a group room and may be run by a teacher, the SENCo, or a learning support assistant (LSA). Alternatively your child may be the focus of specialist groups or 1:1 sessions run by outside agencies, e.g. Speech and Language Therapy or Occupational Therapy.

How are pupils with SEN ensured access to the curriculum?

At Berton CE Combined School, we follow the Graduated approach, to ensure our pupils with SEN are supported appropriately.

The graduated approach follows a cycle of 'assess, plan, do, review'.

Assess:

Where formative and/or summative assessment raises a concern, the teacher will in the first instance move to 'plan'. If there is an existing initial concern then this is referred to, to identify any further concerns. An appropriate discussion may be held with the child to establish where they think they struggle and parents may also be consulted. A profile is developed taking all the above into account and this may trigger the next step.

Plan:

When a child is identified as having a 'barrier to learning' and their progress is not in line with their peers or age/stage expectations, 'quality first teaching' (i.e. teaching by the class

teacher in the classroom) with differentiated teaching/tasks for the individual child, is the first step in responding to the SEN. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Do:

Teachers implement the plan. Teachers are responsible and accountable for the progress and development of the children in their class. This includes where a child accesses support (e.g. from teaching assistants or specialist staff). The teacher will decide if support is in a group, paired or 1:1 and will take place within or away from the classroom. Whatever the decision, the teacher is responsible for linking all support to the classroom curriculum content, as appropriate.

Review:

The school regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children. At this stage the effectiveness of quality first teaching is reviewed. If the teacher concludes that the child's needs are not being met by quality first teaching, the teacher and SENCo will consider all of the information gathered from within the school about the child's progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials, alongside national data and expectations of progress. The graduated response of assess, plan, do, review will continue in this way, referring to external professionals if necessary.

What are the targets and outcomes for children with SEN?

All children who have been identified as SEN will have an SEN Support Plan. This is a document that is written in consultation with the child's parents and it is reviewed every 6 weeks. Each child has their own specific targets, linked to their own areas of need.

How is their progress monitored?

SEN Support Plans are reviewed every 6 weeks, after a programme of interventions. The teachers meet with the parents to review this and then the plans are adapted if needed.

Our children with SEN are also assessed against the National Curriculum objectives in the same way as the other children in our school. This is working towards their year group expectations, working at the expected level within their year group or working at greater depth within their year group. Data is tracked rigorously by the SENCo and members of SLT so that any children who are not making enough progress can be identified early.

Half-termly pupil progress meetings are held between teachers to ensure that interventions are being put in place to support the progress of our children.

How are school resources deployed?

The school receives funding from the local authority. These funds include money to support the learning of pupils with SEN and/or disabilities. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated and the school will apply for top up funding.

Teaching assistants and support staff are in place to support the children with SEN in our school.

Who is responsible for SEN at Bierton CE Combined School?

We all are! As educators, we all have a duty of care and responsibility to all our pupils.

Class Teacher

First and foremost your child's class teacher is responsible for delivering 'quality first teaching' for all pupils within their class. This means that teachers are responsible for delivering high quality lessons every day which inspire and motivate the pupils to learn whilst also meeting the needs of all individual learners. Your child's class teacher is responsible for monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted interventions or additional support) and letting the SENCo know as necessary. Your child's class teacher and the SENCo together are responsible for setting targets for your child and sharing and reviewing these with you as a parent. This will be shared with you 6 times a year (each half term). Your child's class teacher will ensure your child receives personalised teaching and additional support as identified on their individual support plan. Your child's class teacher is also responsible for ensuring that the school's Special Educational Needs Policy is followed in their classroom and during their lessons for all the pupils they teach.

SENCo: Mrs G Bramley

The SENCo is responsible for developing and reviewing the school's SEND policy in conjunction with stakeholders (parents, children with SEND, Headteacher, Governors, staff, and partners from outside agencies). The SENCo is also responsible for overseeing and coordinating all of the support for children with special educational needs or disabilities (SEND) at Bierton School. She also ensures that you as parents are involved in supporting your child's learning; and kept informed about the support your child is getting and involved in reviewing how they are doing. The SENCo is also responsible for liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy. She will ensure that you receive the necessary paperwork such as consent forms and reports. The SENCo is responsible for updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept and maintained. The SENCo also provides specialist support for

teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Ms J Martin:

The Headteacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Headteacher gives responsibility to the SENCo and class teachers, but still has overall responsibility for ensuring that your child's needs are met. The Headteacher and the SENCo together ensure that the governing board is kept up to date about issues relating to SEND.

The SEND Governor: Mrs L Fisher:

The SEND Governor is responsible for monitoring the school's SEND provision on behalf of the governing board to make sure that the school provides the necessary support for every child with SEND who attends the school. She works closely with the SENCo to ensure the governing board understands the way the school meets the needs of children with SEND and to provide challenge and support to the school on its SEND practices and procedures to secure the very best education for all children with SEND at Bierton School and to raise standards.

Who should I contact if I have concerns about my child?

The initial point of contact to discuss any concern you may have with regards to your child's learning will be your child's class teacher. In turn they will raise any issues with the Special Education Needs and Disabilities Coordinator (SENCo) by completing a concern form. The SENCo will observe your child within the school environment and assess what support strategies may need to be put in place. The SENCo at Bierton CE Combined School is Georgina Bramley, who holds the National SENCo Award.

Describe the progress on any parts of the SDP relating to SEN?

Our school development plan (SDP) at Bierton has a specific area related to pupil progress. This includes the progress that particular groups of people (i.e. SEN) make. Data on pupil progress is analysed half-termly and then followed up with teachers during pupil progress meetings, to ensure that our pupils with SEN are making the required progress from their starting points.

Is there a policy for SEN at Bierton?

The SEN Policy was reviewed in September 2019 by the SENCo. This can be found on our school website:

<https://www.biertoncombined.co.uk/>

What training have staff at Bierton had related to SEN?

The SENCo holds the National Award for Special Educational Needs Coordination (NASENCo) with Oxford Brookes University. The SENCo also regularly attends other training from the LA and attends the SENCo network meetings.

We regularly review our training and CPD on offer for staff at Bierton CE Combined School. Teaching staff have received shape coding training this year, from an external provider. In addition, PALS training, Lego Therapy and training related to Young Carers has been received. The SENCo has provided training to staff on a number of areas including:

- INSET in September relating to expectations of SEN.
- Behaviour management training.
- Social story training.
- Attachment training.

Four of our LSA's deliver interventions across the school. One delivers speech and language support, one delivers occupational therapy support, one delivers handwriting and spelling support and one delivers social and emotional support. These staff have received some training already and will continue to receive specific training as the year progresses.

Which external agencies and support agencies are the school working with?

At Bierton CE Combined School, we work with a wide range of agencies to ensure all pupils with SEN receive the most effective support. We currently work with:

- Speech and Language
- Occupational Therapist
- Physiotherapy service
- CAMHS
- Educational Psychology
- School Nurses
- Community Paediatrics
- Social care
- Family resilience
- Visual impairment team
- Hearing impairment team
- Counsellors
- Education and welfare team
- Pupil Referral Unit
- County SEN team

How does the school consider parent/pupil views?

All of the parents of our children on SEN Support Plans meet half-termly with their child's class teacher to review their SEN Support Plan. Furthermore, the SENCo holds half-termly

drop ins for the parents whose children have SEN. A parental questionnaire is also sent out annually to consider parent's views and to ensure we are providing enough support to our parents. Moreover, a children's questionnaire is completed annually, to gain the views of our children.

Children with an EHCP have an Annual Review, where the parents and child are encouraged to share their views.

Pupils with an EHC plan are given priority admission, where our school is the named school, according to our admissions criteria. Our admissions policy is available on our school website.

Achievements

This year, our achievements include:

- Good communication between parents and teachers relating to SEN.
- More detailed SEN Support Plans to better track children's interventions and the progress they are making.
- Well attended SEN drop ins for parents.
- Lots of liaison and communication between external agencies and school staff.
- Held the first 'Inclusion Day' in the school.

Developments

Our areas for further development include:

- Ensuring that our children with SEN make more rapid progress from their starting points.

How will you ensure my child's social and emotional needs are met?

At Bierton School, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes have a weekly well-being session included on their timetable. Other additional support includes anger management sessions, Lego therapy, social story support, anxiety support and a social skills group. Some children struggle with friendship groups and these challenges are addressed as and when they occur. If your child still needs extra support, with your permission, extra support may be accessed through outside agencies such as a CAHMS referral.

Key Contacts

The school's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer

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