



## SEN-D Information Report for Bluebell Primary School 2018-19

### Contributing to the Norfolk Local Offer for Learners with SEN

## **Introduction**

Welcome to our SEN-D Information Report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEN-D). All Governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs (SEN). This report is updated annually and is available on our school website and through the school office.

In line with our vision statement “**To give every child the skills and self-belief to succeed**” we provide a caring, nurturing environment which enables all children to develop their personalities, skills and abilities, intellectually, socially and academically. We teach in a challenging and enjoyable way in order to achieve this.

At Bluebell Primary School, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Please see our SEND policy on our website.

Bluebell Primary School’s contribution to the Local Offer (the explanation of all the service available within our school to support children who have a special educational need or disability) has been produced by members of the school community, including staff, pupils, parents/carers and Governors. We welcome any feedback on our provision for children with Special Educational Needs.

More information on the Local Authority’s Norfolk Local Offer can be found here.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

If you would like to contact us please do so via the school office (on 01603 452196 or email: [office@bluebell.norfolk.sch.uk](mailto:office@bluebell.norfolk.sch.uk))

The best people to contact are:

Ms. Lucy Roberts – Inclusion Lead / Special Educational Needs & Disabilities Co-Ordinator (SENDSCO)

Mrs. Trudi Sharred – Headteacher

Mr. Edward Dooley – Deputy Headteacher

Mrs. Yvonne Thompson – Link Governor for SEN

## **How we identify Special Educational Needs**

At different times throughout their schooling, many children and young people may be identified as having a special educational need. The definition of SEN as in the SEN Code Of Practice 2015 (the legal document that sets out the requirements for SEN) is:

*“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 s/he:*

- a) Has a significantly greater difficulty in learning than the majority of others of the same age: or*
- b) Has a disability which prevents or hinders her/him from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

Children’s learning can fall behind for a number of different reasons, such as absence from school; attending a number of different schools, and not having a consistent opportunity to learn. They may have English as a second language or there may be things happening in their lives that are distracting them from their learning. These children and young people do not necessarily have a special educational need but do need additional support to help them reach their potential.

At Bluebell Primary School, children with SEN have been identified as follows:

- Assessment and monitoring by the class teacher that identifies children performing below age related expectations and needing additional support in order to progress with their learning
- Concerns raised by a parent – either when the child enters our school or at any other stage within their child’s education
- Concerns raised by staff members regarding the child’s behaviour or self esteem that is affecting their learning
- Information from a previous school or Nursery where the child has attended
- Information from external agencies – for example our speech and language therapist
- Other diagnosis from health professionals such as a paediatrician.

## **The Special Educational Needs Bluebell Primary School make provision for**

The Special Educational Needs Code of Practice (2014) recognises four broad areas of need:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The primary areas of need in Bluebell Primary School

	Communication and interaction (including Speech and Language and Autistic Spectrum Disorders)	Learning and Cognition	Social, emotional and mental health	Physical/sensory
Number of pupils	16	11	1	3
EHCP's	12	0	1	0

## **How we teach learners with SEN**

At Bluebell Primary School we ensure that there is quality first teaching in every class. Education is inclusive and all learners are supported, including those with special educational needs. In order to promote quality learning we also offer a range of additional provision, which could be making a reasonable adjustment to teaching, the way the classroom is organised, or resources to support learning and the school environment.

There are children in every class who are identified as needing additional provision.

SEND Profile by Year Group September 2018

Year Group	Number in year group	SEN Support (number)	SEN Support (%)	EHCP's (Number)	EHCP's (%)	Total SEND (%)
Nursery	26	3	12%	0	0	12%
Reception	30	1	3%	0	0	3%
Year 1	28	3	11%	0	0	11%
Year 2	29	9	31%	1	3%	34%
Year 3	30	4	13%	3	10%	23%
Year 4	33	4	12%	2	6%	18%
Year 5	30	4	13%	3	10%	23%

Year 6	33	3	9%	4	12%	21%
Total	239	31	13%	13	5%	18%
National Average						

Gender of pupils on school's SEND register

Total number of boys	Total number of girls
35	9
9 EHCP's	4 EHCP

## **What we do to support our learners with Special Educational Needs at Bluebell Primary.**

All children at Bluebell Primary will receive quality first teaching in the classroom with targeted work focusing on any areas of their learning which need additional support. This is part of the National Teachers Standards 2012.

The school has a school development plan which includes identifying training needs for all staff to improve the teaching and learning of children, including those with SEND, and ensure consistency of the school's approach for children with SEND. This may include whole school training on SEND issues to disseminate knowledge, strategies and experience to support identified groups of learners, or individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

All of our learners have full access to all of the learning opportunities, including off site visits such as swimming and educational visits. We are committed to making reasonable adjustments to ensure participation for all (as detailed in the Equality Act 2010). A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety, and provide the necessary support for children who have an additional need to ensure this is successful. A variety of after school clubs are available for all children. Please see our Accessibility Plan on our school website.

Where your child is not making adequate progress, interventions will be put in place. This does not mean that your child has a special educational need, only those who require special educational provision will be identified as having special educational needs.

If your child is identified as having special educational needs we make provision that is 'additional to or different from' the normal differentiated curriculum and will support them in overcoming the barriers to their learning.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible. By planning and delivering a curriculum that takes into account the interests of all the children we can consult and involve them in their education.

Class teachers will use a range of strategies to adapt access to the curriculum and tailor the learning to the needs of your child. They may do this by using:

- Mind maps
- Visual aids e.g. visual timetable, feelings fans
- Social stories
- Feelings storyboard
- Alternative writing devices such as laptops, Ipads
- Sloping boards
- Positive reward system
- Resources such as pencil grips, visuals, word banks, fidget toys, wobble cushions
- Adult support and intervention which could be teaching assistant support at all levels, either small group or 1:1, inside or outside the classroom, support from our Behaviour, Nurture and Inclusion TA's and our learning mentor working around self esteem, behaviour, anger
- Speech and Language sessions
- ICT support in the form of Dynamo Maths, a maths programme to raise achievement in maths and Numbershark which teaches numbers in ways to add meaning and understanding to numbers.
- A dedicated Parent Support Officer who supports and advises parents, leads Family Support Processes, advises parents, attends medical appointments if requested.

These supports are used for different children at different times depending on their needs. A provision map showing the support and interventions we use can be found on our website. Our Intervention Provision is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

## **Measuring progress**

Your child's progress is continually monitored by his/her class teacher and reviewed and assessed every term. We have termly Pupil Progress meetings between each class teacher

and a senior staff member in the school to ensure your child is making good progress and identify those not making as much progress as expected. If your child is identified as not making progress the school will monitor this or set up an intervention group and inform you.

All children receiving additional support will be documented on a Provision Map. Those that need something that is different to others will have an individual provision map (formerly an Individual Education Plan (IEP)). These detail the area of difficulty and what will happen to support accelerated progress in this area. Provision maps are evaluated at least termly, often half termly, depending on the targets so that they meet the needs of your child as these can change over time.

The Inclusion Lead checks that your child is making good progress within any individual work. At the end of Early Years Foundation Stage (end of Reception year) and Key Stage 1 (at the end of Year 2) the government require all children to be assessed using the EYFS Profile (Reception) and Standard Assessment Tests (SATs) Year 2 and Year 6 with results published nationally.

The progress of children with an Educational Health Care Plan (EHCP) / Statement of SEN is formally reviewed at an Annual Review with all adults involved with your child's education. We keep you informed by termly parents' meetings where you will be consulted and can record your child's views about their progress, at additional meetings as required, reports, and letters.

Outcomes that are set may be informed by a range of assessment data that will help us to assess, plan and track steps of progress. The assessment use may vary on the need. Assessments used in Bluebell school are Salford reading and comprehension test, Sandwell Numeracy, Boxall Profile, Emotional Literacy, RWI Phonic Assessment, Catch Up reading assessments, BPVS, Dyslexia Screening Test, standardised assessments in English (PIRA) and Maths (PUMA)

In the event that the additional support which has been put in place is not having the desired impact on your child's progress, the Inclusion Lead will request additional external assessment from expert agencies and professionals to inform the future provision. This may come from our School Learning Support Teacher and an Educational Psychologist (EP). Termly planning meetings are held with these and it enables us to seek advice and support. We also seek advice and support from other external agencies such as:

- CEPP – The Child and Educational Psychology Practice to ensure the early intervention of children who have cognitive, emotional and behavioural difficulties.
- Speech and Language Therapy – provided by Lindsey Manoharan who we buy in one day a week through 'Communication Matters' to ensure early screening of children with speech and language difficulties are addressed.
- Sensory Support Service for children with visual or hearing needs
- Autism Anglia
- Access through Technology
- Starfish (The Learning Disability Child and Adolescent Service)
- School to School Support – support from Special Needs Schools
- Norfolk SEND Partnership Service

- Early Help to support families
- Local nursing community

If your child's needs cannot be met through the usual resources available within our school the school and parent/carer will request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process with the view of obtaining an Educational Health Care Plan (EHCP) and you can find more details about this in the Local Authority based Local Offer, on the Norfolk County Council web site:

<http://www.norfolk.gov.uk/SEND>

## **Funding for SEN**

As a Community School we receive funding directly to the school from the Local Authority to support the needs of our learners with SEN.

Our local Cluster of Schools, Norwich Community West, receives funding for the schools to use as 'top up' funding for learners who require extra support that exceeds that available to the school. This funding is used to support a child with an EHCP in our mainstream classes, as well as additional support in those classes with a higher number of children with SEN in order to provide the additional interventions that they require. This funding is now applied for and moderated through the cluster. The cluster schools work together to improve learning, the SENCOs have regular network meetings where they can share resources, training and provision for all of our SEN learners across our cluster.

## **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Bluebell Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners of SEND.

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to support the child, the Inclusion Lead, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline is recorded, which can be used to compare the impact of the provision.

Children, parents/carers alongside their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or can be a formal meeting to discuss progress and next steps.

The Inclusion Lead collates the impact data of the interventions, to ensure that we are only using effective interventions.

## **How do we support pupils' emotional and social development and wellbeing?**

At Bluebell Primary School, we believe that pupils achieve best when they are happy. We celebrate your child's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

Children are given opportunities to develop understanding of their feelings, and emotional and social well-being through circle time and Personal, Social and Health Education (PSHE) lessons using Jigsaw which is a recommended programme incorporating PSHE and Spiritual, Moral, Social and Cultural (SMSC) development. Staff across the school are readily accessible for your child to speak to and will work with your child to address their concerns.

We have a clear structure for teachers or parents to make a referral for your child to our pastoral team who support our children with emotional, behaviour, social and self-esteem difficulties.

Within our pastoral team two experienced teaching assistants and a learning mentor, under the direction of the Inclusion Lead, support children across the school struggling with a range of difficulties. Interventions are provided by the pastoral team around social, emotional and behavioural difficulties, emotional well-being and developing social skills.

For children who have social and emotional difficulties our pastoral team supervise a 'nurture room' at break and/or lunchtimes.

## **Specialist Provision at Bluebell Primary School**

Bluebell Primary School hosts a Key Stage Two Autistic Spectrum Disorder Specialist Resource Base (SRB), part of the Local Offer for children with SEND. Following a referral process from schools throughout the County, we can provide permanent provision to those children who have a diagnosis of Autistic Spectrum Disorder (ASD) and struggle to manage in a mainstream setting. The children are expected to be able to manage up to 50% of their time within the mainstream class.

## **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all.

All staff at Bluebell Primary School understand the responsibilities of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Children may therefore be covered by both SEND and disability legislation.

## **Transition: Preparing for the next step in our children's Learning,**

Transition is part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school. Here at Bluebell we are committed to working with parents/carers, children and other providers to ensure the transition for your child is as positive as possible.

Planning for transition is part of our provision for all of our children. When moving class within the school, 'handover' meetings are held where the staff discuss your child's needs before the end of the Summer term.

High school visits for our pupils in our ASD base are carefully planned in the Summer term to ensure successful transition.

For our children moving on to High School or another school at an earlier age, the Inclusion Lead or the teaching staff will discuss the specific needs of your child with SEND. Staff from the new schools will visit Bluebell Primary where possible and children with SEND have transitional visits to their new school. Year six children will have additional visits to those already planned in for the majority of the children

Change can be challenging for all children, particularly children with SEND. Therefore, at Bluebell Primary we have lots of procedures to support the transition of your child with SEND as they join our school, move to new classes within the school or transfer to new schools.

The school site is wheelchair accessible and all on one level, and all corridors and doors wide enough for wheelchair access. We ensure that equipment used is accessible to all children regardless of their needs. There is a disabled toilet large enough to accommodate changing, a shower and a rising changing mat/bed. A Hearing loop is installed in the main Hall for children with hearing difficulties.

To join Bluebell Primary School, please see our Admissions Policy on our website.

### **Joining our school:**

We work closely with preschool settings to support the successful transition of all children as they begin their school journey with us in Nursery and Reception. Our Nursery staff visit your child in their home. The Inclusion Lead meets key people who have been involved in the previous setting including SENCO, parent support worker and any other professionals that are supporting your child or family. This ensures that we are well informed about your child's additional needs and can plan appropriate provision for when your child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. All children begin on a part-time basis for the first few weeks in Reception and this can be extended for children with SEND. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.

If your child with SEND is joining Bluebell Primary School a meeting will be arranged with the Inclusion Lead to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support your child's transition to us.

If a child is looked after by the local authority and has SEN we review the child's needs before entering the school to ensure a smooth transition from their previous setting, and liaise with the allocated social worker to ensure all agencies are working collaboratively to develop an appropriate support package (SSP/EHCP/Statement) for each child. The Designated Governor for Looked after children (LAC) works to ensure provision is enabling LAC with SEND to make good progress and ensure Pupil Premium Plus is being used effectively to enable the child to meet their outcomes.

### **Moving classes:**

We have a structured transition programme to support your child as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about your child, including effective approaches and strategies for meeting the needs of your child with SEND. All children are given the opportunity to spend time with their new class teacher. Where necessary, your child with SEND can make extra visits to their new classroom and are supported by social stories to prepare them for the changes ahead.

### **Transferring to a new school:**

Moving on to secondary school can be an exciting but daunting time for all children so at Bluebell Primary, we ensure that the children are well-prepared for the transition. We have good links with the local High Schools including SRBs and special schools within the area. For children with Education, Health and Care Plans (EHCPs), the SENDCo from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives you the opportunity to find out how the school will be able to support your child through the transition and beyond. Our Inclusion Lead will meet the SENDCo at the high schools to provide information including strategies for your child with SEND. If your child is on 'SEN Support' but does not have an EHCP, you will be invited to attend a 'Transition meeting' with the SENCO from the secondary school during the summer term of their final year to find out more about the support available. Where necessary, additional support arrangements, such as extra visits and transition projects, can be put in place to support a successful transition to secondary education.

### **What can parents/carers do if they have a concern about the provision for their child with SEN?**

At Bluebell Primary School, we are committed to working in partnership with parents and carers to meet the needs of your child in our school.

If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher. Should you wish to discuss your concerns further, you could contact the Inclusion Lead or the Head Teacher.

In the unlikely event that your concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure.

### **Have your say**

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful links**

The Norfolk Local Offer is available at:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

Additional information can be found below;

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_\(SEN\)/SEND\\_changes/Local\\_offer/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/Local_offer/index.htm)

The Special Educational Needs and Disability Code of Practice:0-25 years

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/325875/SEND-Code\\_of\\_Practice-June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf)

As the parent of a child with SEND you will find the following link to Norfolk SEND Partnership will contain lots of useful advice and guidance

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

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