

Bluebell Primary School

SEND Information Report



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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). We welcome any feedback on our provision for pupils 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)

The best people to contact are:

Mrs Susanna Eastick – Special Educational Needs & Disabilities Coordinator (SENDSCO)

Mrs. Helen Plowman – Headteacher

Mr. Edward Dooley – Deputy Headteacher

Mrs. Yvonne Thompson – Link Governor for SEND

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

1.1 The kinds of SEN that are provided for:

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- 1. Communication and Interaction**, for example autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- 2. Cognition and Learning**, for example dyslexia, dyspraxia
- 3. Social, emotional and mental health difficulties**, for example attention deficit hyperactivity disorder (ADHD)
- 4. Sensory and/or physical**, for example visual impairments, hearing impairments, processing difficulties, epilepsy

1.2 Identifying pupils with SEN and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Children's learning can fall behind for a number of different reasons, such as absence from school. They may have English as a second language or there may have been things happening in their lives that are distracting them from 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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a pupil is considered to have SEND they will be added to the school's SEND register and an individual Assess, Plan, Do, Review Plan (ADPR) will be written for them.

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive specialist SEN support.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.5 Supporting pupils moving between phases and preparing for adulthood:

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. At Bluebell primary School we are committed to working with parents/carers, pupils and other providers to ensure the transition for your child is as smooth as possible.

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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

If your child is joining us from another school/pre-school:

- The SENCo will, if appropriate, visit pre-schools/schools with the class teacher and attend Family Support Plan meetings and annual reviews for children before they start at Bluebell Primary School.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit the school before they start.
- Parents / carers will be invited to attend an information meeting.
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to Bluebell Primary School.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes within the school:

- We have a structured transition programme to support your child as they move between classes within the school.
- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. ADPRs will be shared with the next teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCo and class teacher will discuss the specific transition needs of your child with the SENDCo of your child's secondary school. Where appropriate, a transition review meeting will be held, to which you will be invited will take place with the SENDCo from the new school.
- 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 at Bluebell Primary School.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

1.6 Our approach to teaching pupils with SEN**A Graduated Approach to SEND Support**

We use the graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2015) under the Education Act (1993) as adopted by Norfolk Local Authority. This is an outline of those graduated response steps:

- Quality First Teaching within the classroom, including normal differentiation and universal services.
- SEND support
- Statutory Assessment
- Education, Health, Care Plan (EHCP)

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

For pupils this would mean:

- That the teacher has the highest possible expectations for all pupils in their class.

- That all teaching builds on what pupils already knows, can do and can understand.
- That different ways of teaching are in place, so that all pupils are fully involved in learning in class. This may involve things like using more practical resources to support learning.
- That specific strategies are identified for in-class support are in place to support pupils to learn (which may be suggested by the SENDCo) are in place to support pupils to learn.
- Teachers will monitor pupils' progress and identify gaps in pupil's understanding/learning in order to provide additional support to help them make the best possible progress.
- Teachers will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- Using the Assess-Plan-Do Review cycle, we will monitor all children's progress. If over time, pupils do not make expected progress, we will contact parents to inform and share information about the additional provision/s.
- If a class teacher has any concerns about pupils' progress over time, they monitor the outcomes of the additional support put in place before gaining further advice from the SENDCo.

SEND Support

If the initial and appropriate differentiation has not led to adequate progress then the graduated response may include:

- The SENDCo advising the class teacher, who remains responsible for planning and recording within the classroom setting regarding an appropriate intervention or strategies that will support pupils' learning. See the school's Provision Map.
- An ADPR plan will be written for the pupil:

Assess – This involves taking into consideration all the information from: discussion with parent(s) or carer(s), the child, their school SEND records, the teacher's observations, any SEND observations/concern forms and assessments.

Plan – Every pupil with SEND will have an individual APDR, where we will set SMART, and small step targets to address the most urgent gaps in a child's progress/attainment. Barriers to learning and intended outcomes will be considered when detailing how the pupil will be supported to meet their targets.

Do – Providing the support – extra assistance for learning and details of any equipment or adjustments that are required within the learning environment will be highlighted on a pupil's APDR.

Review – All ADPRs will be reviewed regularly, with parent(s)/carer(s), class teacher and pupil. Next steps will be informed by this review.

- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of pupils.
- The SENDCo may draw on the advice/assessment of outside specialists if pupils' needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources. A Family Support Plan (FSP) Assessment may be jointly completed with parents as part of the referral process to document a holistic picture of individual pupils. We will only share this information with outside agencies that parents have given permission for. As a result of this, there may be an additional support plan written individual pupils that will be reviewed in regular FSP meetings.
- The SENDCo may involve outside specialists in the review process of in class strategies and interventions however, the embedding of these remains the responsibility of the class teacher.
- Care Plans will be devised for individual children who have multiple medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENDCo will consider whether a pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

This will be considered if the child has not made sufficient progress with responded with provision, as outlined above. The Local Authority (LA) will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care Plan (EHC)

The LA panel will consider the need for an EHC Plan. If appropriate, an ECH Plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice guidelines.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have a team of Teaching Assistants who are trained to deliver interventions – please refer to the Provision Map for a full list of interventions.

Teaching Assistants will support pupils according to their needs and as directed by class teachers and the SENDCo, as per the graduated responses above.

We also have a Behaviour, Nurture, Inclusion (BNI) teaching assistant and a Learning Mentor.

We employ a Speech and Language therapist from Communication Matters for a day a week to ensure early screening and support for pupils with speech and language difficulties

We work with the following agencies to provide support for pupils with SEN: SALT (NHS and Communication Matters), The Child and Educational Psychology Practice (CEPP), Occupational Therapy, paediatricians, Sensory Support, School 2 School Support, Early Help, etc

1.9 Expertise and training of staff

At Bluebell Primary School we have a school development plan which includes identifying training needs for all staff to improve the teaching and learning of all pupils including those with SEND.

In the last academic year, staff have received a range of in-house and external training to provide them with the relevant skills needed to deliver provision including phonics training, Boxall profile training, ELSA training.

1.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding. In addition to EHC plans, the school provides through its own budget:

- Resources to support children with SEN (e.g. sensory objects, wobble cushions, fidget toys, magnification resources for children with visual impairment, ear defenders and other resources according to needs).
- A sensory room
- Work stations and a range of chairs/ tables of different heights
- Necessary adaptations to toilet facilities
- High door handles where necessary

1.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets at least once a term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires as appropriate
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and afterschool clubs.

All pupils are encouraged to go on our residential trip in Year 6

All pupils are encouraged to take part in sports day/school plays/special workshops and activity days etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Any necessary pre-admission arrangements for disabled pupils are discussed and put into place (i.e. plans for administering medicines).

Our behaviour policy ensures that all pupils are treated with respect and fairness.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. As a modern school building our school is fully accessible.

1.13 Support for improving emotional and social development

At Bluebell Primary School, we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills, both indirectly and through direct teaching.

We provide support for pupils to improve their emotional and social development in the following ways:

- We use PSHE lessons to deliver appropriate lessons to promote inclusion and diversity
- We provide pupils with emotional support through a range of appropriate interventions delivered mainly by our BNI and Learning Mentor. For pupils with the most need for help in this area, we may also provide an Early Help referral.
- Our Parent Support Advisor is available to support pupils and families
- Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying – please refer to our Anti-Bullying policy on the website

1.14 Working with other agencies

We work closely with our link practitioner in accessing the local offer. In addition to this, we work closely with external agencies as outlined in Section 1.8. This is to ensure that we provide all pupils and families with SEN, the correct level of support and we make reasonable adjustments for pupils to access the curriculum as well as any extra-curricular provision.

1.15 Specialist provision at Bluebell Primary School

Bluebell primary hosts a Key Stage Two Autistic Spectrum Disorder Specialist Resource Base (SRB), part of the Local Offer for pupils with SEND. Following a referral process from schools throughout the county, we can provide permanent provision to those children with a diagnosis of Autistic Spectrum Disorder (ASD) who 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.

1.16 Complaints about SEN provision

Pupils, staff and parents / carers are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance, make an appointment to speak with your child's class teacher and seek to resolve any concerns. If you believe that your concern has not been resolved to your satisfaction or if it is of a more serious or sensitive nature, an appointment should be made to see the SENDCo or Head teacher, who will look into the concerns. Where an issue is not satisfactorily resolved, you should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.17 Contact details of support services for parents of pupils with SEN

All parents are sign-posted to the local offer and are made aware of SENDIASS support

1.18 Contact details for raising concerns

Parents/ carers are sign-posted to the Complaints Policy on our website.

1.19 The local authority local offer

Our local authority's local offer is published here:

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

2. Monitoring Arrangements

This information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

3. Links with other documents and policies

This information report links to our policies on:

- SEND and Inclusion Policy
- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Supporting pupils with medical conditions

5. Further information and support services

The Norfolk SEN Local offer:

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

The Norfolk Early Help Service:

<https://www.norfolk.gov.uk/children-and-families/early-help>

NHS Speech and Language services in Norfolk:

<https://www.ecch.org>

The Norfolk SEND partnership:

www.norfolksendpartnershiass.org.uk

The 2015 SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to25>

Children and Adolescent Mental Health Services:

<https://www.norfolk.gov.uk/care-support-and-health-andwellbeing/childrenshealth-and-wellbeing/mental-health>