

SEND Information Report 2015-2016

Part of the Local Offer for Learners with Special Educational Needs and Disabilities (SEND)

Welcome to our SEND information report which is part of RBWM Local Offer for learners with Special Educational Needs (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy school have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations which can be found at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Introduction

At Burchetts Green CE Infant School we are committed to working together with all members of our school community. This local offer has been produced with governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. Named contacts are listed below:

- Headteacher: Mrs D Sheppard
- SENDCo: Mrs D Sheppard
- Deputy SENDCo: Mrs C Harrington / Mrs N Luxton
- SEND Governor: Mr B Wells / Mrs M Bains

If you have specific questions about the RBWM Local Offer please look here;

http://www.rbwm.gov.uk/web/children_idd_send_localoffer.htm

Alternatively if you think your child may have SEND, in the first instance please speak to their Class Teacher or contact the school Special Educational Needs and Disabilities Coordinator (SENDCo).

Our Approach to Teaching Learners with SEN

At Burchetts Green CE Infant School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we strive to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning opportunity which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess pupils to

ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“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 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.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for many reasons such as:

- Absence
- Attendance of different schools i.e. inconsistent opportunity to learn
- English as an Additional Language
- Social and Emotional concerns
- Medical Conditions

At Burchetts Green CE Infant School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2015-16 shows that we have 10.77% of children identified as having SEND, and 0% of those have an Education Health and Care Plan or Statement of Educational Need.

- 4.62% of children are identified as having SEND linked to Cognition and Learning
- 3.08% of children are identified as having SEND linked to Communication and Interaction
- 0% of children are identified as having SEND linked to Social, Emotional and Mental Health difficulties
- 3.08% of children are identified as having SEND linked to Physical and Sensory needs

Assessing SEND at Burchetts Green CE Infant School

Class Teachers, support staff, parents/carers and the learner themselves may be aware of a difficulty with learning. At Burchetts Green CE Infant School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The SENDCo will also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by RBWM, which are described on the Local Offer website.

Burchetts Green CE Infant School have also commissioned 2014-15 support from:

- Educational Psychologist
- Cognitive and Learning School Support Teacher
- Speech and Language therapists.

Burchetts Green CE Infant School employs 5 FTE Teaching Assistants who deliver the interventions coordinated by the class teacher, Head Teacher/SENDCo and Deputy SENDCo.

What we do to support learners with SEND at Burchetts Green Infant School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Burchetts Green CE Infant School are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems/Fun Friends/ELSA
- Rainbow Road
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map which describes the interventions and actions that we

will undertake for that child. We modify these provision maps regularly, to reflect the changing needs of the learners.

Our provision and the progress pupils make is shared with the school's Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEND

Burchetts Green CE Infant School receives funding, where applicable, directly to the school from our academy MAT (ODST), to support the needs of learners with SEND.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Burchetts Green CE Infant School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved. Before any additional provision is selected to help a child, the SENDCo, and class teacher agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children and their Teaching and Support Staff will be directly involved in reviewing progress. This review is built in to the intervention itself. If a learner has an Education Health and Care Plan (EHC), a termly review conversation takes place, as well as an annual formal review of the EHC plan.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Moderating both internally and externally ensures that our judgments stand up to scrutiny. Our school data is also monitored by the LA, ODST and OFSTED

Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Burchetts Green CE Infant School in 2014-15 we offer a range of additional clubs and activities. '

All staff at Burchetts Green CE Infant School observe the requirements as set out in 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 Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

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

Preparing for the next step

Transition is a part of life for all learners. This can be transition into Nursery, a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Burchetts Green CE Infant School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child in the summer term. Transition to junior schools will be discussed during the child's time during the summer term of Y1 and during Y2, to ensure time for planning and preparation.

Schools approach to Bullying

Bullying is anti-social behaviour and can affect anyone; At Burchetts Green it is unacceptable and will not be tolerated. The anti-bullying policy can be accessed on the website.

Have your say

Burchetts Green CE Infant School is our community's school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEN, 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 SEN.