

# SEN information report

## Bradfield Dungworth Primary School



**Approved by:** Helen Adams

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## Introduction

At Bradfield Dungworth Primary School, we welcome everyone into our community. The staff, Governors, pupils and parents work together to make our school a happy inclusive place to learn. We believe in equality of opportunity and the value differences in others. The school provides a broad and balanced curriculum for all children at Bradfield Dungworth Primary School. In planning teachers set suitable learning challenges and respond to children's diverse learning needs. Teachers are responsible for the teaching and learning of all pupils, and so take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. We are committed to narrowing gaps between different pupil groups including pupils with SEND. This may involve short or long term interventions but our tracking and assessment systems enable us to personalise learning.

Our SEN information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO is [Miss Claire Dawson, c.dawson@bradfielddungworth.sheffield.sch.uk](mailto:c.dawson@bradfielddungworth.sheffield.sch.uk)

This information report will be reviewed by **the SENDco 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.

## Contact details for raising concerns

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's teacher. This then may result in a referral to the school SENCO.

Parents may also contact the SENCO or Headteacher directly if they feel this is more appropriate.

Mrs Helen Adams – [headteacher@bradfielddungworth.sheffield.sch.uk](mailto:headteacher@bradfielddungworth.sheffield.sch.uk)

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## Definition of Special Educational Needs

Children have special educational needs if they have a learning or behaviour difficulty, which calls for special educational provision to be made for them. All children may have special needs at some point in their lives. Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- They are under compulsory school age and fall within the definitions above.
- Their emotional difficulties/behaviour affects their ability to take part in learning safely and effectively.

## The kinds of SEN that are provided for

- Communication and Interaction– which can include children on the autism spectrum.
- Cognition and Learning – which includes moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia & dyscalculia.
- Social, Emotional and Mental Health -such as anxiety, disruptive behaviour, being withdrawn, and includes ADHD/ADD/attachment disorder.
- Sensory and/or physical needs, which includes hearing and visual impairments (HI & VI), multisensory or physical disabilities.

However, it is important to recognise that a child's needs may fall into more than one category, and may change over time.

## Educational Inclusion and Access to the curriculum

At Bradfield Dungworth Primary School we aim to enable all our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different education and behavioural needs.
- Require different strategies for learning.
- Learn at different rates.
- Need a range of different teaching approaches and experiences

We also consider aspects which are NOT SEN but may impact on progress and attainment, such as;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings are schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a child of Serviceman/woman

### Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy including Makaton both signed speech and symbols.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping individuals to manage their emotions and to take part in learning.

## Early Years Foundation Stage

We endeavour to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this. We endeavour to enable all children to join in activities so far as is reasonably practical and compatible with meeting the needs of all the children in the Early Years Foundation Stage.

We recognise that parents play a key role, hold key information and have knowledge and experience to contribute to the shared view of the child's need and the best way of supporting them.

The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates, and by the end of this stage most children may be working towards the goals. Individual children's progress is monitored carefully throughout the Foundation Stage. Those children not attaining the Early Learning Goals will be assessed against Ages and Stages. Ongoing difficulties may indicate the need for help which is additional to or different from that which is normally needed for children in the Foundation Stage. We will involve outside agencies such as Speech and Language therapists and Early Years Inclusion teachers when we and parents realise that children's needs are beyond the day-to-day expertise within our schools.

Each child's current level of attainment is assessed on entry in order to ensure that they are able to build the pattern of learning and experience which may already be established during the child's preschool years. If the child already has an identified special educational need, this information will be transferred and acted upon. We strongly believe in early intervention.

## Identifying pupils with SEN and assessing their needs

Identification, Assessment and Provision Identification, assessment and provision for children with special educational needs is a matter for the whole school. This cycle is referred to as 'Assess, Plan, Do, Review' in the CoP (2014). The governing board, the Headteacher, the SENDCo and all members of staff have important day-to-day responsibilities.

All teachers are teachers of special needs. Teaching such children is therefore a whole school responsibility. The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose attainment falls significantly outside the expected range may have special education needs.

They may:

- Have made little or no progress.
- Show signs of difficulty in developing literacy or mathematical skills, which are resulting in poor attainment in other curriculum areas.
- Present persistent emotional or behavioural difficulties, which are not managed or alleviated by the school's behaviour management techniques.
- Have sensory or physical problems, which are affecting their progress.
- Have communication and/or interaction difficulties, which are affecting their progress

## Evaluating the effectiveness of SEND provision

The effectiveness of the SEND provision at Bradfield Dungworth Primary School is analysed and reflected upon as part of the school monitoring and evaluation cycle by the Head teacher and Senior Leadership Team, which includes the school's SENDCo.

We use a variety of indicators to measure the progress that children make including teacher assessment, evidence in books, standardised assessments such as National Tests, and also for children with SEND progress against provision map or other individual targets. The progress of children will be regularly shared with parents through informal discussions, parents' evenings and school reports.

Interventions are aimed at being short term to allow a child to 'catch up'. Interventions are closely monitored by the SENDCo and the Senior Leadership Team under the direction of the Head teacher to ensure these interventions are appropriately delivered and this will also identify any further training required. Interventions are assessed and monitored for their effectiveness and impact on the child. The person running the intervention will keep a running record of progress which will identify specific targets within an intervention and the progress of individuals linked to these specific targets.

The SENDco will have the responsibility of ensuring the intervention is able to be carried out as timetabled. She will collect data and evidence to determine impact on individuals which will then be shared in an annual report on SEND provision and impact across the whole school. The effectiveness of SEND provision, together with statistical analysis of SEND will be published in an end of academic year annual report and shared with Governors. This is in line with the requirement of The Children and Families Act 2014. Changes will be updated annually and any changes occurring during the year will be updated as soon as possible.

## Assessing and reviewing pupils' progress towards outcomes

Bradfield Dungworth Primary School has a graduated approach. Initial concerns may be expressed by staff and/or parents. These concerns are carefully monitored and reviewed. Teachers and /or the SENDCO should discuss the concern with parents and keep a written record of any initial concern. Teachers and the SENDCO will discuss what classroom support is appropriate to meet the needs of the child. Concerns can be identified by teachers and families. Concerns are also discussed at Pupil Progress meeting each term, where achievement and progress are looked at in depth.

Children with English as an Additional Language (EAL), and/or are New To English (NTE) need their progress to be monitored across all aspects of learning very carefully. This careful monitoring will show whether difficulties are as a result of learning English as an additional language or if they are as a result of SEN or disability. Difficulties related solely to learning English as an additional language are not SEN. If concerns continue and progress is still felt to be slow then further action needs to be taken. Assessments may show that the child is achieving below an age appropriate level or not progressing at the expected rate. Persistent emotional and/or behavioural difficulties may need to be addressed. The class teacher will seek advice and provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. All support given to children who do not have statements of special educational needs or Education and Health Care Plans but have outside agency support is called School Support.

## Our approach to teaching pupils with SEND

Quality First Teaching is our Wave 1 approach. Teachers undergo observations and regular CPD to further improve teaching skills.

- The class teacher will liaise closely with parents and review progress at least once a term. Both children and parents are made aware of targets set and are an important part of the review process this is achieved through interim reports being sent home and discussed at parents' evenings.
- Through our Wave 2 approach, the class teacher will record the strategies used to support the child. This may be through individual, supported group work in class, pre teaching, additional time for processing, a named intervention programme. A pupil progress review will take place each term. Class teachers endeavour to meet with parents to discuss progress.

Teaching assistants are an invaluable support in the process of support and intervention. If reviews and assessments show that a child is still not making progress, it may be decided by the class teacher, parent and SENDCO to seek further assessments and advice from outside agencies. This level of support is referred to as School Support. School Support is our Wave 3 approach.

Despite receiving individualised support the child may still:

- Continue working at levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing basic literacy and numeracy skills.
- Have emotional, social or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the class or group.
- Have sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service.
- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **At School Support:**

- The class teacher will continue to make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, support staff and the pastoral team, as well as using advice and/or resources supplied by outside agencies.
- The class teacher and SENDCO will continue to liaise closely with parents and review progress at least once a term. Whether or not this is possible a copy of the child's Support Plan is sent home termly for parents to support their children at home and respond with their comments.
- The individual targets continue to be set and outcomes reviewed. The targets set are discussed fully between class teacher, SENCO, outside agencies, Learning Support Service, parents and children.

#### **If the child continues to demonstrate significant cause for concern the following will happen:**

- Advice can be sought from the Educational Psychologist (EP).
- The child will be assessed by the Learning Support Service and/ or specialist staff.
- A My Plan may be written, with parents and input from all agencies and reports written by professionals. My Plans will be reviewed termly or more frequently if required.
- Following on from these assessments, and the needs of the child and family, a request can be made to the LA for an Education and Health Care Plan. This is for children who have High Incidence Needs (eg severe language/communication/cognitive difficulties). In exceptional circumstances, an EHC plan may be sought for a child with social, emotional and mental health difficulties, which may manifest themselves through behavioural difficulties. Children with learning needs are classed as low incidence needs and funding is already devolved into school budgets to address these needs.

The provision of special needs support at School Support may be through:

- Appropriate learning materials or special equipment.
- Group support.
- Individual support.
- Extra adult time to plan, deliver and monitor an intervention.
- Staff development and training to introduce more effective strategies.
- Access to LA support services.

## **Adaptations to the curriculum and learning environment**

The provision of special needs support at School Support may be through:

- Appropriate learning materials or special equipment.
- Group support.
- Individual support.
- Extra adult time to plan, deliver and monitor an intervention.
- Staff development and training to introduce more effective strategies.
- Access to LA support services.
- Where appropriate, physical adaptations will be made including providing pupils with their own work stations, headphones, screens, cushions etc
- The class teacher will make use of all available classroom and school resources. This may include books, apparatus such as coloured overlays, visual timetables, use of electronic aids including ipads, laptops, Clicker 7.
- The learning environment is carefully designed to provide support for pupils to facilitate independence through the use of learning walls and display

## **Additional support for learning**

We have 5 teaching assistants who are trained to deliver interventions such as:

- **Vocabulary Improvement Programme**

- Narrative Improvement Programme
- 1<sup>st</sup> Class@Number 1
- 1stclass@Number 2
- Success@Arithmetic
- Pirate writing Crew
- Accelerate/Acceleratewrite
- Write from the Start
- Speed Up
- Fisher family Trust Wave 3 Literacy intervention
- IDL Dyslexia (Indirect Dyslexia Learning)

## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We encourage all our pupils to take part in extra-curricular activities such as:

- Musical Theatre
- Sports Clubs
- Ukelele, Keyboard and guitar club/lessons
- Mandarin Club

We do this by working closely with individual students, their teachers and carers to ensure all the pupils' needs are met.

We encourage an environment of inclusion across the school by celebrating all pupils' achievements and through a carefully planned programme of assemblies and through an inclusive curriculum. The school is fully accessible to pupils with a disability.

Further details are available in our accessibility plan. See the school website for further details

## Support for improving emotional and social development

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

- PSHE and circletime lessons weekly
- Special Friends PSHE programme
- Lego therapy
- Peer Mediators and Conflict resolution training
- Chill out time with a Teaching Assistant at the beginning or end of the day
- 5 point scales used in every classroom to allow children
- Worry boxes in every classroom for pupils to share their concerns with staff confidentially
- Friendship buddies for pupils who need support
- Circle of Friends
- Friendship club
- Lunchtime Clubs to support targeted pupils

We have a strict anti-bullying policy. Please see school website.

## Expertise and training of staff

Our SENCO has 2 years' experience in this role and has worked as a class teacher for over 15 years

They are allocated 2.5 hours a week to manage SEN provision.

We have a team of 5 teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in NIP (Narrative Vocabulary Improvement) and VIP (Vocabulary Improvement Programme). They have also received Tier 1 Autism Awareness Training and 4 staff have participated in Tier 2 Autism Training. All staff have also received training in support for pupils who have experienced bereavement, Active Listening and pupils with Attachment issues.

## Partnership with Parents

We try to ensure an active partnership with parents when supporting children with special educational needs. Information about special educational needs provision is included in the school prospectus, on the website, at initial meetings with parents when children start at school. We hold regular review meetings with parents to share progress being made by their child. If the parent is unable to attend, it may be discussed over the phone and a copy of the review can then be sent home. An opportunity is given for the parents to add their comments/feelings.

We endeavour to keep them informed of any outside interventions and involve them in and share the outcomes of decision making by providing clear information relating to their children. Staff will endeavour to be available to parents whenever they need arises. Parents are actively encouraged to share in the setting of Support Plan targets and contribute to One Page Profiles

## Consulting and involving pupils

Children with SEND are encourage to participate fully in the life of the school including the school council. The school council contributes ideas and suggestions for school improvement.

The views of pupils with SEN can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

We encourage children to take responsibility and to make decisions. Throughout the school we recognise the importance of developing social as well as educational skills. Children are involved at an appropriate level in reviews and in setting targets in their Support Plans. They are encouraged to make judgements about their own performance and attitude and approach as part of this process. They play an active role in developing EHC plans.

## Complaints about SEN provision

It is the aim of the school to provide a professional and caring service within the scope of the resources available. Occasionally parents have concerns about situations that may arise. Any parent who has cause for concern should firstly discuss this with the staff member involved and/or the Headteacher. Should the above not bring about resolution then complaints should be forwarded to the Governing Board in line with the Complaints Policy. Details of this procedure can be obtained from the Headteacher.

If outside support is required parents/carers will be invited to use SENDIAS (Sheffield SEN and Disability Information and Support) formally Sheffield Partnership Service. We ask parents to support us by helping their children to achieve their targets and encouraging them as they make progress.

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

## Working with other agencies

At Bradfield Dungworth, the SENDco and other staff work with a variety of other agencies

- Educational Psychologist
- Child and Adolescent Mental Health (CAMHS)
- Speech and Language Therapy
- Occupational and Physiotherapy
- Hearing and Visual Impairment Support
- Learning Support Service
- Autism Team
- Ryegate and Sheffield Children's Hospital
- School Nurse and Specialist Nurses
- MAST (Multi-Agency Support Team)

## Supporting pupils moving between phases and preparing for adulthood

We recognise that the smooth transition between the Foundation Stage, Key Stage 1 and Key Stage 2 has an important part to play in maintaining continuity of progress for children with special educational needs. The SENDCO plays an important part in ensuring smooth transition between the Foundation Stage, Key Stage 1 and Key Stage 2 by liaising with parents, class teachers, support staff, and outside agencies ensuring that all relevant information is passed on.

Particular care and effort is made by all staff involved to ensure smooth transition from KS2 to KS3. Teaching Staff, and support staff meet with representatives from the receiving secondary schools and all special educational needs records are transferred. The SENDCO liaises with the Secondary SENDCOs where required to discuss relevant issues and where appropriate, additional accompanied visits are made by the pupil and sometimes family members in order to help facilitate a smooth transition. Other professionals, such as the EP are involved in the transition of pupils with greater needs, particularly those with EHCPs. If a child transfers to another school all records are sent or taken to the receiving school. The SENDCO and/or class teacher will fully discuss the child's needs and provision with the SENDCO at the receiving school.

## The local authority local offer

Sheffield's Local Offer can be obtained from the Sheffield City Council website. A summary of our offer is also found on our website.

Our local authority's local offer is published here [Sheffield Directory – Local Offer \(SEND\)](#)