

SEND REPORT POLICY



Owned and Written by	Amy Clark Inclusion Manager	Date Autumn 2021
Approved by	Full Governing Body	Date 29/11/2021
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.
<https://ico.org.uk/global/data-protection-and-coronavirus-information-hub/>

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Special Educational Needs & Disabilities [SEND] at Bushmead Primary School

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At Bushmead children are empowered to be active, confident learners where they are inspired to be creative and excel.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the Inclusion Manager, specialist teaching staff both within the school and external professionals to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by making reasonable adjustments to remove barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

Identification

We identify and organise support for pupils with special educational needs through:

- information received from pupils' previous schools
- information from feeder nurseries and schools
- transition meetings with previous schools or placements
- carrying out baseline assessments in our foundation stage or when concerns have been raised
- monitoring how pupils progress through the National Curriculum at the end of every half term
- working with outside agencies to ensure we remove barriers to learning
- parental concerns shared with the school particularly at the home visits and welcome meeting
- provision mapping
- specific assessments: e.g. BPVS, first language, ABC movement assessment and observations from outreach services, Local Authority and Learning Support Service.

Pupils may be referred by staff or families if there is some concern about their progress or development.

Concerns

If parents/carers have concerns about their child's difficulties, they can speak with the following members of staff:

- the class teacher
- the Family Workers
- Amy Clark (Inclusion Manager – inclusion@bushmeadprimaryschool.co.uk) and the Headteacher.

We have twice yearly consultation evenings and end of year report, but parents/carers can talk to teachers or Heads of Year at the end of the school day, speak to a member of staff on the telephone or ring to arrange a meeting at any other time.

Progress

Parents/ carers will be informed about their child's progress within school:

- at Parents's consultation evenings
- through Provision Plan reviews
- through pastoral support and attendance support review meetings
- at an Annual Review meeting for those children with an EHCP (educational, health & care plan)
- end of Year reports.

Some parents/carers may require more regular feedback about their child's progress in school and this will be done:

- by daily contact with the class teacher
- through home/school books
- at regular meetings.

Support for families

The team aim to support parents/carers by offering:

- support and advice from the Inclusion Team, Family Workers and our Welfare Assistant
- parent workshop sessions held in school
- information about local support groups such as FLAG [Families in Luton Autism Group], DADS [Autism Group for Dads], Luton SEND Information, Advice & Support Service [SENDIAS].
- support and advice in setting targets for children

Wellbeing

Ensure the wellbeing of pupils with special educational needs and disabilities in the following ways:

- pastoral support with key workers
- trained members of staff to administer medication
- using symbols to support communication and understanding
- social skills groups and friendship groups
- access to lunchtime clubs or activities
- listening to the views and wishes of our pupils
- teaching our pupils how to stay safe
- our Inclusion Team (Inclusion Manager, Family Workers, Behaviour team and members of the SEND or leadership team (SLT)) meet weekly to discuss vulnerable pupils and plan appropriate actions/support.

Our school has the following policies in place:

- SEND policy
- Safeguarding policy
- Anti-bullying policy
- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]
- Administration of medicines
- Ensuring a good education for children who cannot attend school because of health needs
- Intimate care Policy
- Use of force to control or restrain pupils

Teaching

Teaching will be adapted to support the pupil with special educational needs. We will:

- provide a relevant and differentiated curriculum
- organise and plan activities that will match a pupil's ability and build on previous learning targets
- involve pupils and parents/carers in the setting and reviewing of learning targets
- develop basic skills in order to help pupils become more independent learners
- plan small group interventions for pupils not on track
- organise, where appropriate, support in class
- staff who receive regular training to keep informed / abreast of new developments when meeting the Code of Practice – 2014, expectation that all staff are 'teachers of SEND'.

Support in school

There are different types of support available for pupils with special educational needs or a disability. Some pupils will benefit from:

- 1:1 or small group intervention work to further develop basic literacy and numeracy skills
- 1:1 or small group work to develop speech and language skills

- small group work or 1:1 coaching around developing social skills and friendships
- 1:1 pastoral support to help manage emotional difficulties
- specialist equipment organised after consultation with relevant outside professionals

Planned interventions may be carried out by the following members of staff:

- Teaching Assistants
- Teachers
- Inclusion Manager
- Family Workers
- Other staff deemed appropriate.

Amy Clark, the Inclusion Manager, has many years of experience working with children who have special educational needs. She has achieved the National Award for Special Educational Needs Co-ordination and the National Professional Qualification for Senior Leadership.

Playtimes, school clubs and trips

Pupils are supported in less structured times, such as lunchtimes and playtimes in a number of different ways:

- trained midday supervisors who help set up games and activities
- pupils who take on the role of social time buddies
- key staff who will support pupils and help to resolve any incidents during social times
- a range of play equipment provided
- a safe place provided for pupils who need somewhere to go for time out
- access for some pupils to alternative provision during social times.

We enable pupils to have access to after school clubs and school trips by:

- consulting parents about their child's needs
- carrying out risk assessments and planning appropriate support
- adapting planned activities
- providing necessary resources and equipment
- visiting and/or liaising with the places pupils are visiting and making suitable arrangements
- encouraging pupils' participation.

Making decisions

We involve our pupils in decisions that affect them in the following ways:

- seeking the pupil's views before Annual Review meetings
- giving pupils the opportunity to be at meetings which involve them
- sharing target setting with pupils and involving them in reviewing their progress
- Involving SEND pupils in trialling new programmes and resources for school
- making sure pupils with special educational needs or disabilities are represented on the school council.

Resources

We have a wide range of resources to support pupils in school:

- the school receives funding from the Local Authority for pupils with special educational needs, and extra funding is received linked to Education Health Care Plans
- a team of SEND Teaching Assistants are deployed throughout the school
- Specialist SEND staff plan and implement targeted intervention for children with provision plans
- pupils with an Education Health Care Plans are a priority for adult support
- the impact of SEND interventions is evaluated by the Inclusion Manager and Senior Leadership Team
- the area of SEND is also allocated an annual budget linked to the SEND Action Plan – from this funding we are able to purchase resources to support access to learning, such as IT resources, fine motor skill resources, Numicon etc.
- if appropriate, specialist equipment is hired or purchased when recommended by outside agencies such as Occupational Therapists, the Hearing Impairment Provision etc.

Outside services

The school benefits from the support and advice from a wide range of external services:

- speech and language therapists
- occupational therapists and physiotherapists
- Local Authority Advisory Teachers [Learning Support]
- Educational Psychology Service
- Behaviour Support Service
- The Autism Spectrum Disorder Team [ASD Team]
- The Speech, Language and Communication Needs Team [SLCN Team]
- The Social and Communication Difficulties Team [SCD team]
- Child and Adolescent Mental Health Service [CAMHS]
- the Edwin Lobo Child Development Centre
- specialist nurses and the school nursing team
- outreach workers from the Luton Visual Impairment Provision [based at Chantry Primary], the Hearing Impairment Provision [based at Icknield Primary School] & Lady Zia Wernher School [special needs school in Luton]
- our local alternative learning provision based at St Matthews School which is called Next Steps.

With parents' permission, pupils causing concern are discussed at School Liaison Meetings, where the Inclusion Manager meets with a representative from the Learning Support Service, the Behaviour Support Service and the Educational Psychology Service. If pupils meet the threshold for support and advice from an external agency, then a referral is made by the school. Parents are kept fully involved and receive written reports following any observations or assessments.

Staff training

In the school are supported to work with pupils with special education needs:

- staff have access to a range of on-line training
- whole staff training is provided in school by the Inclusion Manager
- external Advisory Teachers also provide staff with training when requested, as part of traded services with the Local Authority
- staff receive training from health care specialists in order to meet pupils' physical and medical needs
- staff receive training from the speech and language therapist service, physiotherapy and occupational therapy service to meet pupils' individual needs.

Moving on

Supporting pupils to move on to the next key stage in their education by:

- attending transition meetings with the SEND Coordinators at High Schools
- putting careful transition plans in place
- arranging and accompanying vulnerable pupils on extra transition visits
- passing on SEND information and paperwork
- completing pupil passports.

Access

How accessible is our school?

- People using wheelchairs can access most of our school building, apart from upstairs classrooms
- Pupils with physical disabilities, who cannot manage stairs, are placed in downstairs classrooms (year groups are moved)
- We have three disabled toilets, one with a shower facility
- We use picture communication systems for pupils with communication and language difficulties
- We have members of staff who are happy to translate for parents/carers if English is not their first language

Our school has the following policies in place:

- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]
- Policy for Equal Opportunities

Contact details

Parents/carers can contact the following people for further information at our school:

- Class Teachers

- the Inclusion Manager, Amy Clark
- the Family Workers
- Office Staff.

Parents/Carers should contact the following people if they are considering an application for their child at our school:

- the Local Authority Admissions Team
http://www.luton.gov.uk/Education_and_learning/Schools_and_colleges/School%20admissions/Pages/default.aspx?utm_source=education_and_learning&utm_medium=carousel&utm_campaign=school_admissions
- the Special Educational Needs Assessment Team [SENAT]
http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/SENDassessmentandstatement/Pages/Special%20Educational%20Needs%20Assessment.aspx

Parents can find the Luton Authority's Local Offer for SEND by visiting the Luton Borough Council website and clicking on the link to Luton Local Offer.

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

Complaints Procedure:

If a parent is unhappy with the school's provision to meet their child's special needs they may follow the arrangements set out below:

- In the first instance any problem should be discussed with the Class Teacher, Head of Year and/or the Inclusion Manager.
- If the problem is unresolved the matter should be discussed with the Headteacher.
- If the problem remains unresolved the parent should contact the Governor with the responsibility for Special Needs.
- In the unlikely event that the matter is not dealt with satisfactorily, the parent may contact an officer from the Local Education Authority.