



Bowness-on-Solway Primary School

SEND Information Report 2019/20



This report is written in conjunction with the school's SEND Policy, Equality Policy and Looked After Children's Policy.

At Bowness-on-Solway Primary School, we endeavour to provide for children with SEND and are committed to integrating them into our school. Any application for entry from a parent or carer, where a child has SEND, will be assessed and, wherever practical, arrangements will be made to accept the child.

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to all pupils of the same age.' (DfE SEND Code of Practice July 2014, section 6.15)

The Special Educational Needs Co-ordinator (SENCo) is Mrs. Kimberley Thompson. (Please visit or call school on 016973 51384 to make an appointment).

How does the school identify children with SEN?

On entry into the school, all children are assessed using information from the parent or carer and from any previous settings, together with initial teacher observations. Where a special need is identified, procedures will be put in place to support that child.

Teachers and support staff monitor all children's progress throughout the year by doing both formative and summative assessments. If a child appears to be making little or no progress through high quality teaching, including normal differentiation, other suitable interventions will be explored to support the child. This will be done in consultation with the SENCo.

If these approaches are not allowing the child to make progress, then advice from relevant professionals will be sought in consultation with the parent or carer. These may include Educational Psychologists, Speech and Language Therapists and/or Occupational Therapists or Specialist Advisory Teachers. This will enable the school to provide more specialised support for the child.

Arrangements for consulting parents of children with SEND and involving them in their child's education:

Parents or carers are encouraged to communicate any concerns they may have about their child's progress. In the first instance, this should be discussed with their teacher, either in the termly parents' meeting or earlier through a separate appointment.



Should the teacher have identified possible areas where progress is not being made at a rate comparable with their age, they will consult the parents/ carers at the termly meeting or by requesting an earlier appointment with them.

At the meeting, an overall picture of the child's development can be discussed and decisions made on how best to intervene. Depending on the needs of the child, the SENCo may also be present and this can be requested by the parents/ carers. Both staff and parents/ carers can ask for additional advice to be sought from external professionals.

All children receive an annual written report on their achievements in different subjects. Parents or carers are encouraged to respond to these reports.

Arrangements for consulting young people with SEND and involving them in their education:

In our school we ask all children about their opinions on their education via an annual pupil survey and pupils with SEND are included in this. We also hold regular 1 to 1 meetings between teachers and children to discuss their successes and where they feel they may need more help. The children self and peer assess their work on a regular basis, both when working as a whole class and in small group and one to one activities and this is differentiated for children with SEND.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

High quality teaching provides all our pupils with opportunities to learn. However, sometimes this does not lead to all children making the expected progress.

At this point, if a child has not made the expected progress, they may need to be referred on to the graduated approach of Assess, Plan, Do and Review as required by the DfE SEND Code of Practice (2014).

Assess

Both formative and summative assessments that have been collated for a child will be used to identify any gaps in learning or understanding and levels of progress will be gauged. This will form the basis of planned support. Both parents or carers and the child will be given the opportunity to express their opinions and concerns in a meeting with the class teacher (and SENCo when required or requested).



Plan

Using the assessment, the suitable interventions and other support will be planned for within the classroom using resources from the school. These may include targeted short term programs to allow the child to then work effectively alongside their peers. The use of small group work within the classroom may be appropriate. These decisions will be made on an individual basis.

Do

The planned actions will be carried out within the time-frame that has been decided.

Review

During and after the interventions are in place, the impact they are having on the child's learning and understanding will be reviewed. At the end of the intervention or after a given time period, the overall outcomes will be assessed and a joint decision made with both staff, parents/ carers and pupils as to how to proceed will be made. Adjustments can be made to the plans as required if they are proving not to be having the desired impact.

This process may be repeated using different or extended provisions to enable to the child to make significant progress.

All children in the school are involved in setting and reviewing their targets. Should a child be assessed as having SEND, there may be an Individual Education Plan (which we call the Pupil Passport) put in place for them. In our school, this takes the form of a child friendly plan with the roles and responsibilities of staff, parents/carers and children clearly set out. All of these people are encouraged to be part of the target setting process, making contributions to show the progress of the child and the reviewing of them once a term in a parent/ pupil and staff structured review meeting. These can take place more frequently where required.

When the Pupil Passport is drafted the child is present and, where appropriate, takes part in formulating their own targets and records them on an individual target sheet. The teacher discusses with them their achievements and the elements they would like to improve. These may cover different areas of need depending on the pupil.

Should the support and interventions put in place be seen not to have an impact and it is thought that the child requires further help, the advice of outside professionals may be asked for. This can be requested both by parents or carers and staff, although the parent/ carer's consent must be sought before this proceeds and they will be required to have input on an Early Help Assessment form. Outside agencies may not carry out observations and assessments on pupils without the parents/ carers written consent.



If, after the school has taken every relevant and purposeful action to support the child and the expected progress has not been made, an Education, Health and Care Plan (EHCP) needs assessment may be requested from the Local Authority (LA). School staff and parents will need to look carefully at the level of need experienced by the child which is outlined in the Local Authority SEND handbook. .

After the request has been made to the LA, they will decide whether they think the child's needs (as described in the paperwork provided) require an EHCP. If the LA agree that the child meets the criteria for an EHCP, they will compile an EHCP which will clearly outline the support the pupil should receive, and what strategies must be put in place, in line with the child's desired outcomes. If they do not think the child would benefit from an EHCP, they will ask the school to continue with the current support.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood:

When moving into different classes, all children are given the opportunity to spend additional time in their new environment before the end of the academic year. For some children with SEND, this may need to be extended and this will be done on an individual or small group basis. It may involve spending short periods of time in the new classroom with a member of staff that they are most comfortable with. Key staff from Bowness-on-Solway will complete home visits for Reception children as well as visit their nursery setting as applicable.

All pupils leaving our school are encouraged to make use of visit days provided by the secondary schools or other settings. It may be necessary for children with SEND to make extra visits to give them time to orientate themselves both with the new building and also to become familiar with the resources available there. The SENCo and class teacher will liaise with the staff from the new setting in order to provide a smooth transition. Information regarding the needs of the child will be discussed prior to changing schools so that suitable provision is in place when the pupil moves to their secondary setting.

The approach to teaching children and young people with SEND:

High quality teaching with ambitious expectations are integral for all our children to make significant progress and we ensure this for all pupils, regardless of their abilities. Teaching is built on what a child already knows, can do and can understand, being differentiated for all abilities. The teaching staff carefully check on progress and will decide on any gaps in pupils understanding/learning which will need addressing. Specific strategies may be put in place where



appropriate. Small group work and/or one to one activities either within the classroom or withdrawal may be used.

If an EHCP is in place, the specific provisions outlined in the plan will be put in place for your child. Any additional adult assistance may be used to support the child with whole class learning, run individual programs or teach small groups including the child with SEND to allow for social interaction with their peers. The funding may also be used to source additional educational resources to aid the pupil's learning.

Children with SEND are encouraged to take part in all aspects of school life, including extra-curricular activities such as sport and educational visits.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

All children have access to a broad and balanced curriculum that is appropriate to their age and abilities. Activities are differentiated and resources are provided to allow all children to take part. If specialist equipment is required, the school will endeavour to provide this where possible. Support staff are deployed depending on their expertise and this may mean that a child works with a variety of adults. However, each child on our school SEN register will have a key adult who works specifically with that child.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

Annually, teachers and support staff's development needs are identified and they are encouraged to attend LA or nationally recognised courses and conferences to enhance and update their knowledge. Should a particular need arise, staff are able to access appropriate training additional to this.

As well as training taking place away from the setting, LA advisory services, such as educational psychologists, teachers from the Specialist Advisory Teaching Service or other special needs practitioners, may give in house support to staff to meet specific needs.

Both the school's SENCo, Mrs. Kimberley Thompson, and the Head teacher hold the National Award for Special Educational Needs Co-ordinators (NASC), which is a statutory qualification as set out in the SEND Code of Practice (2014).

Three members of staff (Susan Davies, Diane Misselbrook and Elaine Turnbull) have accessed professional development in Nurture groups while Mrs Misselbrook has also



accessed training on Lego Based Therapy, which she cascaded to staff. On a Monday afternoon, Elaine holds nurture group and Lego based Therapy sessions for those children we have identified as likely to benefit. Mrs. Misselbrook and Mrs Turnbull have also completed Kidsafe UK training. We are a Kidsafe school. These training sessions are delivered on a Tuesday afternoon to all classes throughout the school, teaching children strategies to enable them to be safe.

All children in school are encouraged to talk to any adult if they have a problem, but specifically know that they can approach their 'Trusted Grown Ups' as identified in Kidsafe training.

All members of staff at our school have completed Level 1 safeguarding training with several members of staff trained up to level 2 and level 3.

Evaluating the effectiveness of the provision made for children and young people with SEND:

As already stated in this report, the effectiveness of provision is continually evaluated and either continued, where appropriate, or changed. This is done in consultation with parents or carers and, where required, with other professionals. We want all children to be able to make progress and achieve to the best of their abilities.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

As and when needs arise, the school can ask for advice and interventions from outside agencies. We have a good working relationship with educational psychology service, various therapist services and other health and social care services. The requirement for these services will be assessed on an individual basis and they will then be contacted, in consultation with the parents or carers.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

The first point of contact should be the class teacher, to discuss any concerns. The SENCo may be asked to attend this meeting, or asked for their advice, so that the matter can be resolved promptly. If it is not dealt with satisfactorily, complaints about the special educational provision should be directed to the head teacher. Should the issue remain



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unresolved after discussion with the head teacher, the governing body will respond to any written complaint within ten working days.

Cumbria LA have compiled a Local Offer, which is designed to signpost parents or carers to the appropriate services for their child or young person. This report highlights our contribution to this. Please see the Cumbria County Council website for information about the Cumbria Local Offer.