

Special Educational Needs (SEND) information report

Bersted Green Primary School



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for, SEND, please read our SEND policy. You can find it on our website. www.berstedgreenprimary.co.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENDCO) and the SEND team.

Our SEND support team hold Qualified Teacher Status, are members of the Senior Leadership Team and have achieved the National Award in Special Educational Needs Co-ordination.

We have an Early Interventions Lead (INCo) who has responsibility for our younger children in Reception and Year 1 as well as supporting new children to the school. Our SENDCo is responsible for children Y2-Y6 and for LAC children. We also have another member of staff currently supporting SEND provision in Early Years.

Class teachers

All of our teachers receive in-house SEN training and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Our staff team are trained in the following areas:

- Speech and language.
- Makaton
- Team TEACH – behaviour support and interventions.

- Jump Ahead
- Supporting learners with English as an Additional Language (EAL)
- Accelerated reading.
- Read, Write Inc. and literacy and language support.
- First class at number.
- Attachment training.
- Communication Friendly Classroom.
- Intensive Interaction Therapy.
- Lego therapy
- Drawing and Talking
- ELSA (Emotional Literacy support)

As a school we can also provide support in several additional ways:

- In-class support linked to individual learning targets.
- Support with behaviour
- Pastoral support
- Becoming a member of the early morning club
- Well-being club
- Time to talk with an adult
- Therapy dog
- Chickens
- Responsibilities around school

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurse team
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Thought full (Mentally Healthy Schools Team)
- Learning, Behaviour Advisory Team (LBAT)
- Social Communication Team (ASCT)
- Early Years Specialist Advisory Teachers (EYSAT)
- CDC (Child Development Centre)
- Specialist Schools Outreach Support
- Physiotherapy
- Early help

Information concerning input from these services and any required support plans are held on file so that all staff working with the child are aware of the required support.

3. What should I do if I think my child has SEND?

Initially you should contact your child's class teacher, if you require further information regarding your child's special education needs then you can make an appointment to see our SENDCO – Miss C Hutt who is available for two days of the week, all day, or for early years' pupils our INCO Mrs. Kalpakiotis.

4. How will the school know if my child needs SEND support?

We have rigorous monitoring in place that tracks the progress our pupils make in all areas of the curriculum that is in line with the SEND code of practice 2014.

We are committed to early identification of children with SEND so appropriate provision is made. These may be identified by:

- A parent or carer expressing concern about their child.
- A child making limited progress.
- The child being admitted to the school with a known special educational need.
- There is a change in a child's behaviour or approach to learning.

If the teacher notices that a pupil is falling behind, they share where the pupil has any gaps in their learning. Where there is a gap, the pupil will be allocated support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO who will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are.

The SENDCO will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or the Learning Behaviour Advisory Team/Social Communication Team.

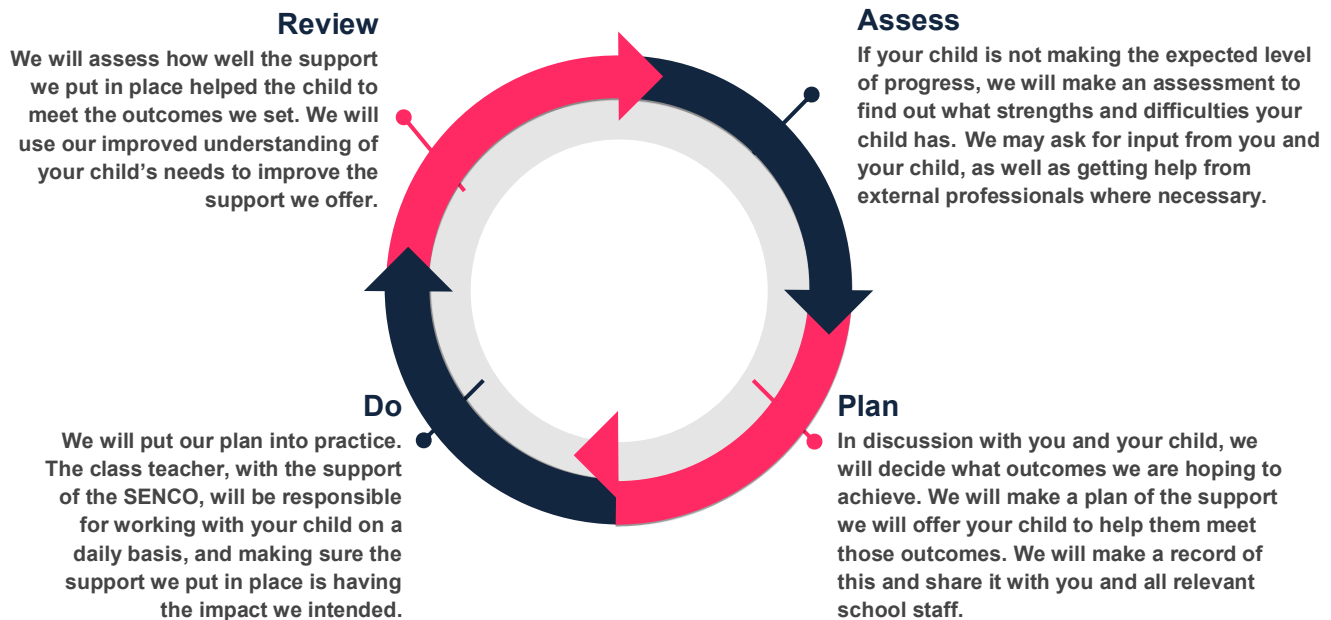
Based on all this information, the SENDCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will work with you to create an Individual Learning Plan for them, and this will be discussed with the SENDCO.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We believe that your child's education should be a partnership between parents and teachers. Therefore, it is important that teachers communicate regularly with parents, especially if your child has complex needs.

In addition to our regular parents' evenings twice a year, parents are welcome at any time to make an appointment to meet with either the class teacher after school, the SENDCO or the INCo by calling the office to make an appointment to discuss how your child is progressing. We can offer advice in ways you can help your child at home.

If your child is on the SEND register, they will have an Individual Learning Plan (ILP) which will have individual targets. These targets are created by discussions with parents, child and teacher and agreed together. These can be discussed as required particularly at parent's evenings.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, manipulatives etc.
- Teaching assistants will support pupils on a 1-to-1 basis as and when needed.
- Teaching assistants will support pupils in small groups.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Brain breaks/Movement breaks Bucket time Quiet workstation
	Speech and language difficulties	Speech and language therapy Intensive Interaction Therapy Neli (Nuffield Early Language Intervention) Speech Link programme
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Colour overlays Task cards Nessy program (Dyslexia program) Jump Ahead Speech to Text Word banks Pre-teaching

	Moderate learning difficulties	Speech to Text Word banks Pre-teaching Task Cards
	Severe learning difficulties	Bespoke curriculum to support learning.
Social, emotional and mental health	ADHD, ADD	Quiet workstation Brain breaks/Movement breaks Visual timetable
	Adverse childhood experiences and/or mental health issues	ELSA (Emotional Literacy Support) Thoughtful team (Mental Health Support – WSCC)
Sensory and/or physical	Hearing impairment	Strategies as advised by the audiologist.
	Visual impairment	Limiting classroom displays Adapted curriculum where necessary
	Multi-sensory impairment	Sensory audits – adapted classroom environments Sensory activities
	Physical impairment	Accessible school environment. Support as advised by other professionals Adapted curriculum where needed.

These interventions are part of our contribution to West Sussex County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires – 'What helps me learn'
- Monitoring by the SENDCO/INCo/SEND assistant
- Using provision maps to highlight the support a child might need
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

- We ensure that all children who have Special Educational Needs have these needs met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants (TA's) who deliver programmes designed to meet the needs of groups of children.
- The budget is allocated on a need's basis. The children who have the most complex needs are given the most support, which often involves additional support from a Teaching Assistant.

- We employ staff with second language skills to help across the school.
- Teachers work with small groups or individual children to give them extra support.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Where necessary the school may cover up to £6,000 of any needed costs. If funding is needed beyond this, we will endeavour to seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to participate fully in school activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed (if practicable) and we will ensure that this happens in a safe way. If necessary, parents will be consulted.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Bersted Green Primary School complies with the admission procedures as stipulated by West Sussex County Council. Please follow the link for further information:

<https://www.westsussex.gov.uk/education-childrenand-families/schools-and-colleges/school-places/school-admissions-criteria-and-policies>

13. How does the school support pupils with disabilities?

The school has been modified to be accessible to all. There is wheelchair access throughout and a disabled toilet and shower with changing facilities is available.

Further information can be found in the schools Accessibility Plan on the school's website.

www.berstedgreenprimary.co.uk

The school believes that all children regardless of gender, race, religion, disability or learning need/s is entitled to feel safe and happy at school. Any behaviour seen to not support these values is promptly dealt with in line with our behaviour policy which can be found on the school website.

The school has zero tolerance to bullying of any kind, any instances are dealt with promptly. The Anti Bullying policy can be found on the school website

14. How will the school support my child's mental health, and emotional and social development?

The school has a very supportive and strong ethos with a positive approach to behaviour management. Reward systems are promoted in a variety of ways within classes, using dojo rewards and House Points.

All pupils are supported with their social and emotional development through the curriculum, during circle times, Personal Social Health Citizen Lessons, Religious Education and during assembly times. The school has a dedicated ELSA (Emotional Literacy Support Assistant), and we work closely with WSCC Thought full team.

If there are specific behaviour issues, then a variety of measures may be put in place. These could include a behaviour plan for the child which would be shared with staff or a series of meetings held between the school and parents. This is called an Individual Behaviour Plan.

If further support is required, the class teacher liaises with the SENDCO or INCO for advice and support. This support may involve working alongside outside agencies.

As a school we encourage each child to express their views on all aspects of school life. This is usually carried out through the school council which has an opportunity for children to talk about any issues or viewpoints they would like to raise.

Medical needs are dealt with by our experienced first aid team and discussed regularly with parents and carers.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help prepare pupils with SEND for a new school year:

- The current teacher and the next year's teacher meet before the end of the summer term when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher during the summer term

We do recognise that some children require additional support.

This might include:

- Additional visits to new setting.
- Photographs of the new setting and the child's teachers.
- Additional meetings with staff at new/ previous settings.
- Additional meetings with parents.

Between schools

When your child is moving on from our school, all information we hold will be forwarded to your child's new setting.

Between phases (Secondary School)

Our SENDCO will meet with the secondary SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

16. What support is in place for looked-after and previously looked-after children with SEND?

SENDCo will work with teachers to make sure that they understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Should you have a complaint please see our Complaints Procedure which can be found on the school's website.

Complaints about SEN provision in our school should be made to the **SENDCO** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

West Sussex County Council offers mediation through 'Global Mediation' contact can be made via sen@globalmediation.co.uk

18. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Sussex County Council's local offer. WSCC publishes information about the local offer on their website:

www.westsussex.gov.uk/local-offer

19. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
 - **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
 - **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
 - **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
 - **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
 - **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
 - **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
 - **INCo** – Inclusion Co-Ordinator
 - **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
 - **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
 - **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
 - **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
 - **SENDCO** – the special educational needs co-ordinator
 - **SEN** – special educational needs
 - **SEND** – special educational needs and disabilities
 - **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
 - **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
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- **SEND support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages