

St Mary's Bucknell CE (VA) Primary School

If you would like to discuss anything regarding special educational needs and disability (SEND), please feel free to contact our SENDCO Sally-Anne Jones at sendco@bhf.shropshire.sch.uk or by calling 01547 530264.

Please read this report in conjunction with the information in our SEND policy, The SEND Local Offer and Shropshire LA's Local Offer on our website: <https://bhf.shropshire.sch.uk> following the 'Key Information' tab.

At **St Mary's Bucknell CE (VA) Primary School**, we value the contributions made by all children, professionals, and parents to help develop our inclusive school community.

In assessing the success of our SEND policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The **SEND Link Governor is: Mrs A Gledhill**

The **SENDCo is: Mrs Sally-Anne Jones**

The school has a SEND policy that defines our aims and objectives, and this is available on the school's website. The policy has been updated in line with the new Special Educational Needs and Disability Code of Practice 2015, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

What should I do if I think my child has special educational needs?

If you think your child might have SEN, the first person you should tell is your child's teacher. To arrange a meeting with your child's Teacher, please discuss a suitable time with them in person or over the telephone. They will pass the message on to our SENCO, Sally-Anne Jones, who will be in touch to discuss your concerns. You can also contact the SENCO directly.

sendco@bhf.shropshire.sch.uk. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide

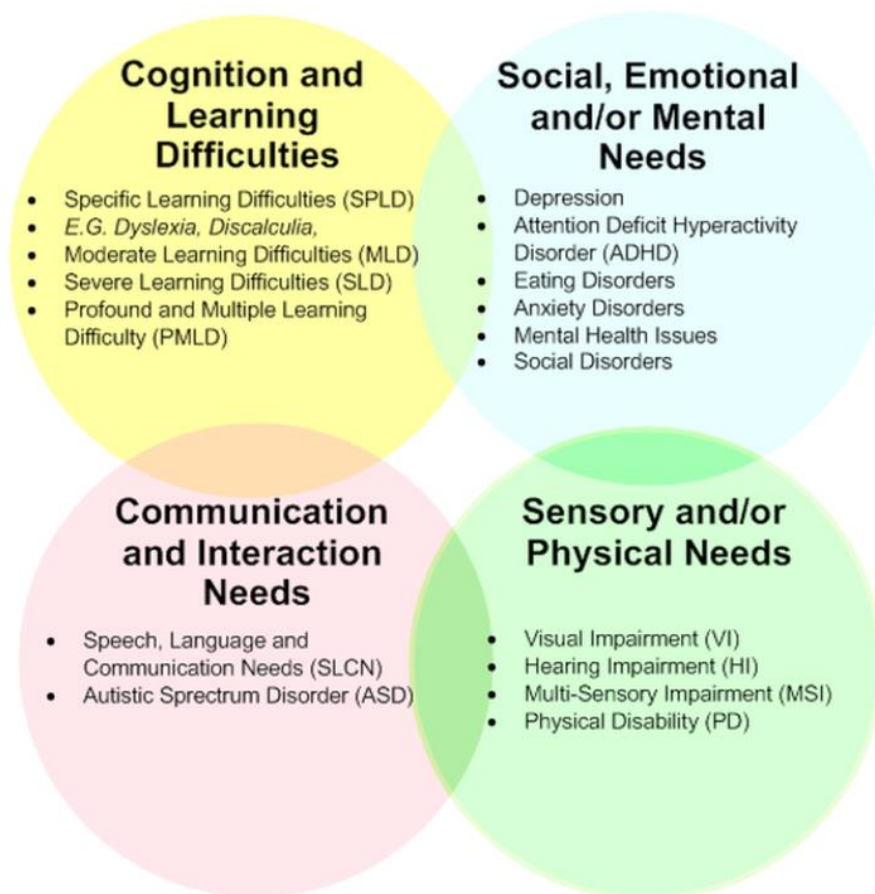
what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include challenges or delays in Reading, Writing, Maths or other areas of their school life. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN 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, and will contact you to discuss the possibility that your child has SEN. The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They 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 will 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 a paediatrician. Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with you to create an Individual Pupil Plan (IPP) for them.

Special Educational Needs

Children with Special Educational Needs are looked at within the four quadrants of need. Children may have more than one quadrant of need. The diagram below details some examples of what these might be in each quadrant.



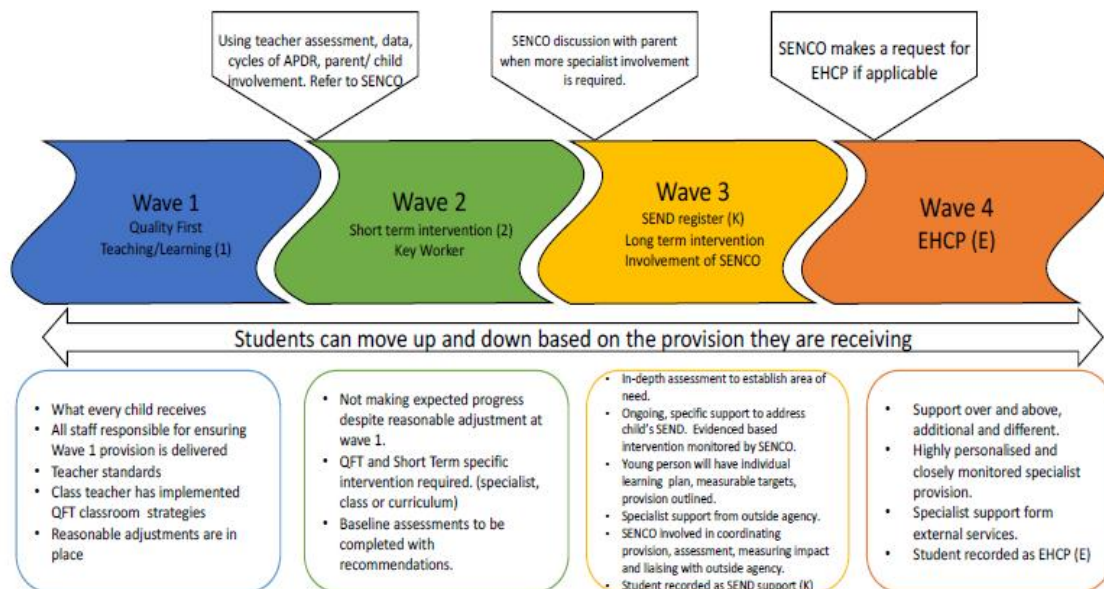
The Graduated Approach to Identifying and Meeting the Needs of SEND and Keeping Parents Informed.

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle. There are regular meetings with the SENDCo to identify children who may need extra help. During the meetings they will look for children who: -

- Are making slower progress than other children who started at the same point.
- Have changed their rate of progress, i.e., if their progress has suddenly slowed down.
- Do not catch up with their peers.
- Are falling further and further behind their classmates.

Early identification assessment and intervention are recognised as the key to meeting the needs of individual children.

The method of identification and provision for children with special needs follows a **graduated approach**. The graduated approach follows either half-termly or termly cycles and is illustrated in the following diagram with further details below:



- **WAVE 1:** describes **universal high-quality inclusive teaching** which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

What is Universal High-Quality Inclusive Teaching?

- As per the SEND Code of Practice, **all** Teachers are responsible and accountable for the progress and
- development of all the pupils in their class.
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- High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for
- individual pupils.
- For pupils this would mean:

That the teacher has the highest possible expectations for all pupils in their class.

That all teaching builds on what pupils already know, can do and can understand.

That different ways of teaching are in place, so that all pupils are fully involved in learning in class. This may involve using more practical and visual resources to support learning.

That specific strategies are in place to support pupils to learn (e.g., advice from the SENDCo; in-class support strategies).

Teachers will monitor pupils' progress and identify gaps in pupil's understanding/learning to provide additional support to help them make the best possible progress from their starting point.

Teachers will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.

Using the Assess, Plan, Do, Review (APDR) cycle, we will monitor all children's progress. If over time, pupils do not make expected progress, we will contact parents to inform and share information about the additional provision/s that could be provided. All additional provision is recorded on the school's provision map, which is coordinated by the SENDCo.

If a class teacher has any concerns about pupils' progress over time, they monitor the outcomes of the additional support put in place by using the Assess, Plan, Do, Review (APDR) before gaining further advice from the School's SENDCo.

- **WAVE 2:** When concerns that the universal high-quality inclusive teaching are not meeting the needs of a child. The class teacher and/or parent will discuss their concerns with the SENDCo. The class teacher and SENDCo will put in place additional support to address the child's specific needs and continually assess the impact of this provision. This provision will be detailed on the school's provision map. Support may be through making reasonable adjustments within the classroom, small group or 1:1 intervention.
- **WAVE 3:** If it is felt that a child requires targeted intervention and possibly additional support from an external agency, the child would be moved onto Wave 3 level of support. This means they would be entered onto the school's SEND register. Parents would be informed of this process and be involved with the process. As part of this, the child will have a carefully written Individual Pupil Plan (IPP). This will have been carefully written by the class teacher with additional support from the SENDCo. It will reflect the **SMART**

(specific, measurable, achievable, relevant and time measured) targets that the child is working upon within the classroom but also respect the child's voice and parents'/carers' viewpoints. The SENDCo will carefully monitor the child and ensure parents/carers have a copy of these plans.

- **WAVE 4: A very small number of children** (Wave 4) will have exceptional long term and complex needs and will require an Education, Health Care Plan (EHCP). The SENDCo will consider whether a pupil meets the criteria to justify an application for Statutory Assessment, using evidence gathered through the graduated response process. In order to receive a plan a request for an education, health and care needs assessment must be made.

Education, Health and Care Needs Assessment (EHCNA) for children who reside in England.

This will be considered if the child has not made sufficient progress using the graduated response process, as outlined above. Shropshire Local Authority (LA) will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care (EHC) plan (children who reside in England)

Shropshire LA panel will consider the need for an EHC plan. If appropriate, an EHC plan will be drawn up and the provision will be monitored and reviewed regularly as per the SEND Code of Practice guidelines.

Additional Learning Needs Assessment (ELNA) for children who reside in Wales.

This will be considered if the child has not made sufficient progress using the graduated response process, as outlined above. Powys Local Authority (LA) will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Individual Development Plan (IDP) (children who reside in Wales)

Shropshire LA panel will consider the need for an IDP. If appropriate, an IDP will be drawn up and the provision will be monitored and reviewed regularly as per the SEND Code of Practice guidelines.

External Agencies School Works with as Part of Wave 3

As part of Wave 3, the school may work with external agencies including:

Learning Support Advisory Team: an established and well-respected specialist educational service who provide us with individual assessments, intervention ideas and support for teachers.

Shropshire LA Educational Psychologists: Educational psychologists have extensive training in psychology and knowledge of child development. They assess barriers children may experience to their learning.

NHS: Occupational Therapy, Speech and Language, The School Nurse, Child and adolescent mental health services (BeeU) They also provide neurodevelopmental assessments for Children (5-18)

Sensory Inclusion Service (SIS): The Sensory Inclusion Service (SIS) is a joint service between Shropshire Council, Telford & Wrekin Council and health.

Early Help: Early help family practitioners offer targeted early help support to families, children and young people aged 0-19, or up to 25 if the young person has special educational needs and/or disabilities (SEND).

Support from **Early Help** maybe considered, and an Early Help Assessment (EHA) may be jointly completed with parents to document a holistic picture of individual pupils. We will only share this information with outside agencies that parents have given permission. As a result of this, there may be an additional individual support plan written for pupils; that will be reviewed in regular Team around the Family (TAF) meetings.

Communication and Involvement of Parents/Carers

Parents' and Carers' Meetings

Parents and carers are welcomed into school to discuss their child/ren's progress with their class teacher once a term. This is an opportunity to ask questions about their child/ren's learning progress, school life and an opportunity to share information. Furthermore, class teachers are available throughout the week to talk to parents about their children through informal conversations or as part of an arranged mutually convenient meeting.

Termly SEN/D Parents' and Carers' Meetings

In addition to your termly meeting with your child's class teacher, you will be invited to meet with the SENDCo to discuss your child's Individual Pupil Plan, provision and progress.

Furthermore, the headteacher and SENDCo are available to discuss concerns with parents and carers at a pre-arranged, mutually convenient times.

Further Methods of Communication

Parents and carers are regularly informed of news and events via the weekly electronic newsletter, teachers to parents messaging service and the school's website.

Involvement of Pupils

At St Mary's C of E (VE) Primary School, we value the opinion of our pupils and provide regular opportunities for all children to discuss their learning. Children are involved in peer and self-assessing regularly and respond to marking to improve their learning. They also contribute to their 'Individual Pupil Plans' through careful discussions with their class teachers and SENDCo.

Progress of Pupils with SEND (this section should also be read alongside the school's data section on the school website)

Children who receive additional support make progress towards meeting their individual targets as described within their Individual Pupil Plans. These are reviewed at least termly as part of pupil progress meetings with the SENDCo, class teacher and other members of the senior leadership team.

Progress of all children is measured through termly standardised assessments plus independent classwork.

All children have equal opportunities to activities, including all breakfast and after school clubs and opportunities within the wider school community.

What Happens if Parents/Carers are Not Satisfied with the Support Their Child is Receiving?

We always aim to work alongside parents to meet the needs of the children within our school. However, if you are unhappy, please approach your child's teacher and/or the SENDCo in the first instance. If you are not satisfied with their response, please contact:

Lead Teacher: Mrs R Braybrooke

If the situation cannot be resolved at this stage, then ask for an appointment with the Head teacher. If you feel that the matter still has not been resolved, please see the school's complaint procedure and policy which can be found on the school's website.

Transition to the Next Educational Phase

The school ensures a smooth transition from each class through regular conversations as part of weekly staff meetings. Children with additional needs will have a graduated transition; particularly from the early years into key stage one.

All children have additional transition sessions to new classes and all staff within the school are aware of the additional needs that all pupils have.

For pupils transferring to Key Stage 3, the school SENDCo liaises closely with parents and the secondary school that the pupils will be transferring to. Additional transition visits are arranged if appropriate after consultation with the secondary school SENDCo. The transition programme for children moving onto secondary school is bespoke and tailored to the needs of individual pupils.

Inclusion

All pupils with SEN and /or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including day visits and residential trips.

Accessibility

The Disability Accessibility Plan is available to read on the website.

Admissions

The school admissions policy is operated by the Local Authority. The admissions criterion gives priority to pupils who are 'looked after', or those with a statement of special needs or disability, where the school is deemed best suited to provide the most suitable provision.

Equality

We are committed to inclusion and equal access for all, regardless of special needs or disability.

Shropshire LA SEND Local Offer

Are you a parent carer of a child or young person who is on SEN support or has an EHCP? [Shropshire SEND Local Offer](#) has lots of information, support and resources for parents/carers of children with SEND including education, EHCPs, health and wellbeing, early help, family support, financial support, transport, things to do and lots more. Take a look at the local offer website on the following link: shropshire.gov.uk/the-send-local-offer.

Staff Qualifications

All teachers have QTS and Honours degrees.

All Teaching Assistants are either trained to graduate level, HLTA (Higher Level Teaching Assistant), Level 3 Supporting Teaching and Learning, (or in process of completing L3 training) and are First Aid trained.

The SENDCO, Sally-Anne Jones has a first-class honours degree in Education Studies, QTS and the National Award for SENCO's Qualification.

What training have staff received recently?

- Safeguarding training including PREVENT
- ELSA (Emotional Literacy Support Assistants)
- Staff training for specific health needs
- Retrieval Practice
- Autism Training
- Staff CPD cycle incorporates training for meeting the needs of all learners, refining questioning for pupils with SEND and making reasonable adjustments to ensure all children can succeed.

All teachers undertake termly book scrutiny with senior leaders to ensure that there is consistency in marking and high expectations for all.

Training is organised and linked to the needs within the school.

Teachers have weekly staff inset linked to the curriculum and other educational concerns.

The SENDCo leads Federation training half termly, focussing on one aspect of SEND.

Approved by: Anna Cook Date: 05/09/23

Last reviewed on: 5th September 2023

Next review due by: September 2024