



## **Bickerstaffe V.C. Church of England School SEN Information Report September 2018**

At Bickerstaffe CE Primary School every teacher is a teacher of every child, including those with SEN.

Our SEN profile for 2018-2019 shows that we have 29% of children identified as having SEND. This percentage is made up of the following groups:

- 41% are identified as having SEN linked to Communication and Interaction as the main area of need. (Including Speech and Language, Dyslexia, Dyspraxia, and Hearing Loss)
- 33% are identified as having SEN linked to Cognition and Learning as the main area of need. (Including Severe Learning Difficulties)
- 19% are identified as having Social, Mental or Emotional Health as the main area of need. (Including ADHD, ADD, Attachment Disorder, anxiety, depression and behavioural difficulties.)
- 7% are identified as having SEN linked to Sensory and or Physical (Including Visual Impairment and Hearing Impairment).

1% of our school population have a Statement or Education Health and Care Plan.

At Bickerstaffe CE School we are committed to working together with the whole school community. We believe in achievement for all and want all adults and children to participate in learning. We strive to create an inclusive culture and we aim to be responsive to the diversity of children's backgrounds, including interests, experience, knowledge and skills, so that every child will make the best possible progress.

We value Quality First Teaching for all learners and actively monitor teaching and learning in school and want to create a flexible learning Environment to meet the needs of all learners.

We monitor the progress of all learners, continually implementing an assess, plan do, review system to ensure learning is effective. We regularly hold Pupil Progress meetings.

Some pupils will require additional support so they can access the curriculum and make their individual progress.

## Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and or/Physical.

(SEN Code of Practice)

At Bickerstaffe School we place a significant importance on early identification of pupils experiencing difficulties in learning and general school life.

The SENCo will liaise with the Headteacher and Class Teachers to analyse data and track individuals experiencing difficulties. Currently, baseline information, EYFS information, SATs, PIVATs, KLIPs, standardised scores and specialist teacher screening and assessment are all used to identify children who may need intervention in order to may progress. The purpose of early identification is to establish what action school needs to undertake to help the child, not to fit the child into a category.

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress after they have had interventions and adjustments and good quality teaching. Therefore children will only be placed on the SEN register if their needs are addition to/different from the quality differentiated teaching and learning opportunities. The SEN register is kept with the SENCo who consults with the class teachers.

### **A graduated Approach to SEN**

At Bickerstaffe quality first teaching (QFT), differentiated for individual children, is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the SENCO, Class Teacher, and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed 'SEN Support' and is school based. This may include additional provision at wave 2 or 3.

The programmes of intervention and support for children reflect the need to access the whole curriculum.

### **Targeted interventions (Wave 2)**

- These may be run in the classroom or in sessions outside of whole class learning.
- They are teacher led and may be delivered by a teacher or teaching assistant.
- These are usually group sessions with specific targets to help children to make progress - targets are used in both group and class work.
- Interventions will be assessed and monitored by the Headteacher in Pupil Progress meetings.
- Parents are informed when their child is in intervention groups and target and progress are shared.

### **Specified Individual support (Wave 3)**

- These are planned by the Class teacher and may be taught by Class Teacher or Teaching Assistant and focus on specific areas of need.
- They may be small groups or 1:1 work.
- Some pupils will follow 1:1 work; such as if the learner has an Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies.
- Children with Social and Emotional and Mental health needs are supported by an Adult Mentor in school and, if required, are given a behaviour plan to provide support.

For higher levels of need school may liaise with external agencies and professionals.

Specialist agencies we liaise with include:

- Speech and Language Therapy Service
- Occupational therapy
- Specialist Teacher (We budget for a teacher from SEND Traded to come in for 10 hours every term)
- Educational Psychologists

## **Staffing**

School has access to specialist staff internally: We have Teaching Assistants (2 X TA3, 2 x TA2B and two apprentice TA's) who receive training to cater for a variety of needs.

Staff are trained regularly with regard to SEN and specific training is offered according to need.

The school nurse team are available to train staff for any specific medical need.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

## **Monitoring and Evaluating SEND provision in school.**

The SENCO/HT completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo will feed back to the SEN Governor following these audits.

Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

Parents take part in annual review meetings for children with Statements or Education, Health and Care Plans. (EHCP) They receive copies of all relevant paperwork concerning their child. Pupils contribute to their own reviews at their own level, where appropriate.

Individual targets are set for all children with SEN and these are reviewed termly or half termly as appropriate. School operate an open door policy with regards to any concern a parent may have. Regular meetings with key staff and the SENCo look at the effectiveness of the provision made for children with SEN and disabilities.

## **Managing Pupils Needs on the SEN register**

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual Support Plans
- Pupil Passports

## **Transition**

Transition between school placements and key stages is fully supported at Bickerstaffe. For transition from class to class and KS1 to KS2 each child takes part in a transition sessions and, where necessary, further opportunities for experiencing their next class are organised for certain children or groups of children.

Some children are made booklets with information and photographs in, to take home over the summer to discuss with parents.

For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. Again, if necessary, further sessions are organised.

## **Accessibility**

The school was built 1844 and is fully wheelchair accessible. The school is on a single level; and the doors are wide enough to accommodate a wheelchair.

A disabled toilet is also available.

Information is available on the school website in addition to weekly newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of computing programmes for pupils with SEN in addition to iPads, headphones, computers and interactive whiteboards installed in every classroom.

Bickerstaffe Lodge Nursery operates a daily Breakfast Club every day and After School clubs are available to all pupils at school.

There are opportunities for pupils to take part in a wide variety of clubs which include sport, creative and scientific activities. These are provided by school staff and outside agencies. Some clubs have a small cost involved.

## **Roles and Responsibilities**

The person responsible for managing SEND provision (SENCo) in school is: Miss Kirstin O'Kane who is a member of the Senior Leadership Team.

SEN Governor: Reverend Andrew Housley

Designated Lead for Safeguarding: Mrs Maggie Teachen (Headteacher)

Special Educational Needs and Disability Officer (SENDO) from the Local Authority: Mrs Catherin Martin.

Families can be directed towards the school's SEN policy and Schools Local offer through [www.bickerstaffe.lancsngfl.ac.uk](http://www.bickerstaffe.lancsngfl.ac.uk)

And Lancashire's Local Offer at:

[www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities) in order to make decisions about next steps for their children.