



ARTHUR BUGLER

Primary School

## **SEND Information Report 2017-2018**

(In accordance with section 65(3) of the Children and Families Act 2014)

Welcome to our SEND Information Report which is part of the Thurrock Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually. Below are some key questions and responses which will help inform you about SEND provision at the school.

### **1. What kinds of special educational needs and disabilities are provided for at the school?**

Arthur Bugler Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

We have recently supported children who have specific areas of need which include cerebral palsy, Autism, ADHD, visual and hearing impairments, dyslexia, children with learning delay and speech and language difficulties.

### **2. How are children with special educational needs and disabilities identified and assessed?**

At Arthur Bugler Primary School we assess children's academic attainment formally at various points in the year: December, March and July, against the age-related assessment bands. This data is used to assess children's progress and to determine whether they are beginning, within or secure in the relevant age-related band. The data is analysed closely by Class Teachers and the Senior Leadership Team and children who are found to be making slow progress or are not reaching expectations are then discussed at Pupil Progress meetings. If your child's progress and attainment are causing concern then the Inclusion Manager will be notified who will then liaise with the Class Teacher and LSA and initial observations will be carried out. The Class Teacher will ensure that they provide appropriate work which is differentiated to meet your child's needs, and may put in place additional intervention support to help them make the expected levels of progress. At this point, it may be unclear whether your child has a special educational need or disability, or whether other circumstances such as changes at home or attendance may be impacting on their progress so your child will be monitored closely until the next round of assessments are carried out.

If your child continues to make slow progress then it may be appropriate for them to be assessed by an Educational Psychologist who will assess whether they do present with a special educational need or disability and will advise the school and yourselves about how best to support your child. It may also be appropriate to make a referral to the Community Paediatrician if there are health related concerns. If your child is experiencing difficulty in other areas of development such as speech and language or fine motor skill development a referral may be made to a relevant outside agency such as Speech and Language or Occupational Therapy. If the area of concern relates to the emotional well-being, a referral may be made to the Emotional Wellbeing and Mental Health Service.

The school may feel that your child would benefit from additional support in school even though they do not have a special educational need or disability. They may take part in intervention groups helping to support their literacy or numeracy development, or other areas of development such as social skills or behaviour. This will be shared with you in an informal meeting, letter or at the Parent Consultation meetings that take place twice a year.

If you feel that your child has a special educational or disability need then you should arrange to meet with your child's class teacher as soon as possible to discuss this. We have an Open Door policy and are happy to speak to parents whenever needed. Concerns may come to light during our Parent Consultation meetings. We will share with you our views about how your child is progressing academically and in other areas of development and if there is agreement then the steps described above will be taken. You will be invited to meet with the professionals working with your child if an assessment is carried out in school, or you will receive a written report.

### **3. How are children with special educational needs or disabilities provided for at the school?**

Through the careful monitoring of progress we are able to determine the band at which all children are working at any given point in the term. The learning objectives set for each child are matched to their attainment band. This is the same for all children. Children in Years 1 to 6 follow the National Curriculum and children in the Early Years follow the Development Matters Document and the Early Years Curriculum. Objectives are taken from here when planning work for the children. If the Development Matters Document is not suitable for your child then their objectives may be taken from the ABLLS Curriculum.

If your child has a special educational need or disability in areas such as speech and language or fine motor skill development for example, then there may be additional objectives set for your child to achieve. This may include for example learning to say a particular sound or learning to hold a pencil correctly.

If your child has additional needs in relation to their behaviour then a Consistent Management Plan will be written which identifies key behavioural triggers and strategies put in place to help change their behaviour. This will be shared with you and reviewed termly.

Through our Pupil Progress meetings, SEND plan reviews and Annual Reviews, we gather detailed information about your child's needs which is then used to identify the right support for your child. If your child has an EHCP (Education, Health Care Plan) with an allocation of resources in the form of LSA support then support will be provided on a 1-1, small group or whole-class basis, depending on your child's needs. Whilst it may be appropriate for some children to receive a higher level of 1-1 support, we also understand the importance of peer learning and promoting independence so children will be supported in class, in groups or on a whole-class basis wherever possible. The LSA working with your child may offer 'hover support' to encourage independent learning, being ready to step in when needed. The type and level of support used is organised on a case-by-case basis depending on each child's special educational need or disability.

If your child does not have an EHCP but does have a special educational need or disability, additional support may be put in place and again this may take the form of 1-1, small group or whole class adult support. The nature of the support is based on information gathered about your child's progress and attainment in all areas of development, discussions with you about your concerns and the child's views about their achievements. If there is disagreement between the school and yourselves then we will discuss things further.

For some children, additional resources or equipment may be required. These could include practical resources for maths, word mats, writing slopes, coloured exercise books, pencil grips, ear defenders, stability cushions, voice recorders and many others. Adaptations to the curriculum may also be made to ensure your child is set appropriate learning objectives and is asked to record their responses in an appropriate way.

Some members of staff have expertise in specific special educational needs or disabilities and where possible we will match their expertise to your child's needs. Expertise will be taken into consideration when allocating LSAs to work with specific children. This may include LSAs leading intervention groups such as Narrative Therapy for children across the school.

At all times the school will endeavour to meet the needs of all children but we acknowledge that limits will be placed on what we are able to provide, dependent on resources, funding and expertise available to the school.

#### **4. What expertise and training have the staff at the school received and what access does the school have to specialist expertise?**

In recent years, a number of staff have received training in Autism, deaf awareness, Positive Handling, ADHD, Narrative Therapy, handwriting and speech therapy and behaviour management training. Individual members of staff have received specific training to enable them to support individual children with specific needs, such as Braille reading skills.

We also deliver regular in-school training for our teaching and LSA teams covering subjects such as social stories, Precision Teaching, Dyslexia, ADHD, maths strategies, guided reading and effective questioning. When needed, professionals have also delivered training to the school as a whole on specific disorders such as Autism.

If your child has an additional need that is new to our school then the relevant professionals working with your child or specialist teachers will be contacted and relevant training will be put in place. We aim to do this before your child starts school if they join us in the Early Years. The members of staff working directly with your child will receive more detailed training which is then shared with the rest of the school so that all members of staff become aware of any specific needs.

If your child has a specific special educational need or disability then we may refer them to the following services:

- Speech and Language Therapy or the Speech and Language Specialist Teacher
- Occupational Therapy
- Physiotherapy
- The Visual Impairment Specialist Teachers at St Cleres
- Teachers of the deaf at St Cleres
- Treetops Outreach Service
- Beacon Hill ICT Assessment Team
- Beacon Hill Risk Assessment Team
- Community Paediatrician
- Educational Psychologist
- Emotional Wellbeing and Mental Health Service

We work closely with the specialist teachers and professionals that support children with additional needs and through this work we have developed our own skills and understanding of various disabilities such as Cerebral Palsy, Autism and ADHD. Some professionals such as the Visual Impairment Specialist Teacher visit the school on a weekly basis to support specific children. Treetops Outreach Team come in to school fortnightly to support identified children with additional needs.

#### **5. How are equipment and facilities secured for my child?**

As described in question 2, the type and level of support given to children with special needs or disabilities is organised on a case-by-case basis depending on each child's special educational need or disability. If your child does not have an EHCP but requires equipment or adaptations to the school which are thought to contribute significantly to their learning then the school will provide what is needed. If your child does have an EHCP and they require a piece of equipment then the school will

either purchase what is needed or apply for funding from Thurrock Local Authority, depending on the cost.

## **6. How will I know how the school supports my child and how is this communicated to me as a parent?**

At Arthur Bugler Primary School we hold parent consultation meetings in the Autumn and Spring terms where teachers discuss all children's progress with their parents. If a child is receiving additional support then this will be shared at the meeting. You may be invited in to talk to your child's teacher at another point in the year if concerns arise and additional support is to be put in place.

Children who have a special educational need or disability will have a Learning Support Plan, Individual Education Plan or Consistent Management Plan which sets out specific targets and intervention groups that are in place for your child, which is reviewed termly.

If your child has an EHCP then you will be invited to attend an Annual Review meeting to review your child's progress over the year and make recommendations for amendments to the EHCP.

Some children may have a Home-School Contact Book which is completed either daily or on an 'as and when' basis by a member of school staff and by the child's parent.

All parent/carers of children with special educational needs or disabilities are invited to attend a monthly Coffee Morning held at the school. This was established in 2015 and continues to offer support to parents/carers. The meetings offer opportunities for parents/carers to share experience and offer advice or simply a listening ear. In 2016 the group raised money to create a Sensory Room within the school which was completed following a donation from a parent.

## **7. How will my child be involved in the arrangements for their education?**

At Arthur Bugler Primary School we aim to reflect each child's wishes in the support they receive and we listen carefully to what they say. If your child has a special educational need or disability, they will be asked to contribute towards their Learning Support Plan or Individual Education Plan on a termly basis, for example stating what they need to do to enable them to meet their targets, and when reviewing their plan at the end of the term.

If your child has an EHCP then they will be invited to contribute towards their Annual Review, sharing information about what they think they have achieved over the year and areas for development etc. The nature of their contribution will vary depending on their age or skills, and may include photos, mind-maps, videos etc. We aim for all children to attend their Annual Review and present their contribution, with appropriate support.

If your child has emotional, social or mental health needs they may have a Consistent Management Plan which helps to identify strategies to support them. Your child will be involved in preparing the plan to ensure it is most effective.

## **8. What arrangements are made by the governing body in relation to complaints from parents or children with special educational needs or disabilities concerning their provision?**

If there is disagreement between you and the school over whether your child has a special educational need or disability or whether you are unhappy about the provision your child is receiving then meetings will be held in school to try to resolve any conflict. If there is an unsatisfactory conclusion then the school would seek further expert advice and resort could be made by you to the school's Complaints Policy. We would follow the guidelines set out in the SEND Code of Practice 2014 if further action is required.

**9. How does the governing body involve other bodies, including health and social services, local authority services and voluntary organisations, in meeting the needs of pupils with special educational needs or disabilities and in supporting the families of such pupils?**

The Governing Body regularly monitors the implementation of SEND provision throughout our school, including liaison with outside professionals. There is a Governor with specific responsibilities for SEND who meets regularly with the Inclusion Manager to oversee and monitor SEND provision including work with outside bodies and professionals.

St Cleres Multi Academy Trust has established the SEND Trust Strategy Group which meets on a half-termly basis. This is a strategic group formed of the Trust's Inclusion Managers/SENCOs whose aim is to share good practice and develop provision across the schools.

**10. How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?**

Joining the school in the Early Years – current practice

Your child will be invited to visit the school for one afternoon, a 'stay and play' sessions and then attend for three mornings during our transition week in July. If your child has additional needs then we may arrange additional visits before the end of the summer term. Where possible, if your child is supported by an additional adult in their preschool then we will try to arrange for that person to support them for all or some of their visits, although this will be at the preschool's discretion. Induction meetings are held in the summer term for all parents to attend but if your child has additional needs then the Inclusion Manager will arrange additional meetings if appropriate. The Inclusion Manager will also attend a transition meeting with the preschool, other professionals and yourselves in the summer term. Visits to preschools will also be carried out by the Early Years team and the Inclusion Manager may also visit your child if they have additional needs.

In September all of the children attend for mornings only for the first three weeks whilst Class Teachers and LSAs meet with all parents on an individual basis in the afternoons. After three weeks the children attend full-time. If your child has a special educational need or disability then it may be appropriate to stagger their entry into full-time education, building up the afternoons gradually over a period of time. This will be negotiated with you before September.

It may be appropriate for your child to have a photo-book and/or social story for beginning school so that they can become familiar with the school over the summer holiday. Where possible, meetings will be held with all professionals supporting a child prior to them starting at our school.

Joining the school mid-year

If your child has a special educational need or disability and is transferring from another school then the Inclusion Manager will liaise with their current school about your child's needs. Staff working with your child may visit them at their current school to gather as much information as possible from the school and yourselves before they start. Your child will be invited to visit the school and possibly attend some sessions before they start full time. This will be arranged on a case-by-case basis. Again, it may be appropriate to stagger their entry into full-time education.

Transferring to a new school mid-year

Members of staff from the new school will be invited to observe your child and discuss their needs with their current teacher, LSA and the Inclusion Manager and all information regarding your child's current support will be shared. It is possible for you to request that information not be shared; this is at your discretion. Continued liaison will be offered once your child starts their new school, used at the school's discretion.

Changing Class Teachers/Year groups at the beginning of a new school year – current practice

The school holds a handover session in June/July where existing Class Teachers and LSAs handover information to the children's new year group team. This includes details of pupil progress, attainment and any other additional information that may be relevant. If your child has a special

educational need or disability then the Inclusion Manager will also attend these meetings and share more detailed information about their needs with your child's new teacher and LSA

The school holds a transition week which falls in line with the Thurrock Borough's Year 6 transition week, usually at the end of June/early July. During this week, the children spend the entire week with their new Class Teachers and LSAs, allowing both children and staff to get to know each other. If your child is supported by a specific LSA and this role is due to change then time will be made during transition week for the new LSA to shadow the existing LSA and information will be shared.

#### Preparing for secondary school

In the summer term the children in Year 6 spend a week at their new secondary school in order for them to familiarise themselves with the school. If your child has a special educational need or disability then it may be appropriate for them to attend additional sessions prior to starting, which will be arranged in consultation with the secondary school. The Inclusion Manager will meet with SENCOs from the schools where children with special educational needs or disabilities are transferring to, to share details of their needs and current provision.

If your child has an EHCP then we will begin to prepare for secondary school in Year 5. A thorough Annual Review will be held in the summer term and you will have the opportunity to name a school of your choice at that point. In the Autumn Term of Year 6 you will need to apply for a place at your chosen school and the final placement will be decided at a panel meeting held by Thurrock.

#### **11. What support services are available in the local authority?**

You can find a full list of services available to parents on the Ask Thurrock website:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/home.page>

We also hold information about the services other schools in the borough offer which can be accessed by us and a copy of this can be obtained through the school office.

See question 5 for more information about professionals that your child may be referred to if they have a specific area of need.

#### **12. Who can I contact for further information about special educational provision at the school?**

The Inclusion Manager for Arthur Bugler Primary School:

Amanda Lewis

01375 677079

[a.lewis.abp@stcleres.coop](mailto:a.lewis.abp@stcleres.coop)

If your child already attends our school then you should speak to his or her class teacher in the first instance if you have any questions or concerns.