



**Buckland St. Mary**  
Church of England Primary School



# Special Educational Needs and Disability Information Report

SENDCO: Emma Counter  
Contact: 01460 234251  
Date: November 2023

Mrs Ethne Staniland - Headteacher  
Tel: (01460) 234251  
email: buckland@redstartpartnership.co.uk



# Special Educational Needs and Disability Information Report

## **Whole School Approach:**

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. All teachers are responsible for every child in their care, including those with special educational needs. Underpinning ALL our provision in school is the graduated approach cycle of:

## **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing an accurate picture of need. Where outside professionals from health or social services are already involved with the child, these professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **Do**

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Where possible additional provision will take place as part of in class lessons in order to ensure children with SEND continue to engage in activities with children who do not have SEND.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This

should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Buckland St Mary Primary School co-operates with the local authority in the review process and, as part of the review, the local authority can require school to convene and hold an annual review meeting on its behalf. Parents' views are welcomed at any time and if they have any concerns their first point of contact will be the class teacher. However, if they have any ongoing concerns they are welcome to make an appointment with the SENDCO, Emma Counter, via the office.

### **SEND Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

#### **1.1 Communication and interaction**

Children with difficulties with speech, language and communication are supported in a wide variety of ways. We use Somerset Total Communication, which gives us a system of signs and symbols that support the children's understanding of spoken language. Support Staff work closely with NHS services, such as Speech and Language therapists or Occupational Therapists in identifying and putting the right provision and intervention in for individual children, following care plans. Children on the Autistic Spectrum may need a more finely tailored approach. For these children individual timetables will be devised to ensure they have the support they need, where they need it. For some this may mean working outside the classroom, in a quiet area for part of the day, for others alternative provision at unstructured times such as playtime or lunchtime. It may also require more specific tailoring of tasks to suit the specific learning needs of the child. Additional adult support may be needed. These programmes will be devised based on recommendations and care plans from services such as Speech and Language Therapy, Occupational Therapy and the Autism and Communication Service.

#### **1.2 Cognition and learning**

Children with learning difficulties will receive additional support in a variety of ways. Some might need to access additional small group work targeted to their area of need in order to accelerate their learning, other may need more specific work on an individual basis to improve their skills. Adult support may be received in the classroom setting or in a quiet area to allow more focussed work to be carried out. Class work will always be carefully differentiated in order to suit the full learning needs of the children within the class. Where appropriate children across the school may access learning in other classes as part of 'Stage not Age' based provision. This would be carefully planned and discussed with Parents prior to trialling to ensure there was no detrimental impact on the child's self-esteem or wellbeing.

#### **1.3 Social, emotional and mental health**

Children with social or emotional difficulties may carry out group and individual work aimed at developing their social skills, understanding and managing their emotions positively, discussing their needs with adults, resolving conflicts and developing friendships. The children and their families can also access support from our Parent and Family Support Advisor (PFSA).

#### **1.4 Sensory and/or physical needs**

Buckland St Mary Primary School is an accessible site, so wheelchair users and children with physical impairments will be able to access classroom facilities and playground spaces. We have one disabled toilet. There are small steps on fire escapes from two of the classrooms, so children with additional physical needs would require additional support in the case of evacuation. These children will have a personal emergency evacuation plan

(PEEP) to ensure all staff understand how to assist in cases of emergency. Children with medical conditions are supported through health care plans. Staff training is put in place to ensure they are aware of specific conditions within their classes and what actions are needed in different circumstances. We work closely with the hearing impairment support service to ensure that hearing impaired children are fully included in all aspects of the curriculum. Where necessary, adults wear radio transmitters which link to hearing aids to further enhance the clarity of hearing for the children experiencing difficulties. Staff work closely with Occupational Therapists from the NHS to support children with sensory processing difficulties. Care plans from the NHS are followed and potential sensory triggers in an environment are reduced as much as possible. (Reference: SEND Policy)

As of September 2023, we have 3 children or young people receiving some form of SEND Support. We have internal processes for monitoring quality of provision and assessment of need. These include regular reviews of plans in place and the impact they are having on the progress of the children. Class teachers review their provision regularly and meet with the SENDCO to review provision at least termly. If there are specific concerns about a child this will take place more regularly. The SENDCO will monitor the quality of the provision termly. To do this the provision and interventions will be analysed by looking at the impact they have had. Both quantitative and where appropriate qualitative data will be looked at to make these judgements.

Following this provision, monitoring discussions will be held with the class teachers to full establish the needs within the class and the impact of the provision. Decisions will then be made about the needs of the children across the school and decisions made between the SENDCO and class teachers, in consultation with Parents, about the provision and interventions that will be put in place for the following term. Resources may then be moved according to need and plans put in place.

### **External Advisors:**

All referrals to external support advisors are completed with parental knowledge and consent through an Early Help Assessment (EHA). We refer to a range of services for advice, resources or training. A full list of our external partners who we work with can be found in the SEND Policy. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. This enables us to hold our partners and ourselves to account. We believe this has benefited our children/young people and their families in the following ways:

- Clear, achievable goals have made it easy for the children and their families to understand what they are working towards and to feel a sense of success when achieved.
- The clear, achievable goals have made progress clear for the children and their families.
- It is clear to the children and families who will be supporting the children with their goals (both in school and external support). These external advisors may come in and meet with school staff, parents and work with children or provide training. Visits to individual children will result in written reports being published outlining strengths and areas to develop as well as practical advice for supporting in school and at home. If you need any clarification on any points raised in the reports, you can make an appointment to meet the SENDCO and discuss it.

Consulting with children, young people and their parents Involving parents and learners in the dialogue is central to our approach and we do this through:

- Termly parents meeting
- Additional meetings to review individual provision
- Annual Reviews for children with EHCPs, or who are approaching the thresholds for this

Children are at the heart of everything we do at Buckland St Mary Primary School. They

have a strong voice in sharing their opinions about the provision they receive on a day to day basis, but their opinions and thoughts are also sought prior to SEND Support Reviews and termly review meetings. In Upper KS2, where appropriate, your child may be invited to attend part of the meeting to share their ideas in person. Where this is not appropriate and for younger children, they will be asked their views before this and they will be explained by the SENDCO and the class teacher during the meeting. This is to avoid these children feeling overwhelmed.

### **Staff development**

We have highly trained and skilled staff. All teachers are seen as teachers of SEND and staff meetings are used to ensure whole staff awareness of specific needs. This training may be delivered by the SENDCO, specialists from within The Redstart Learning Partnership or external advisors. Training is continuously rolled out to ensure all skills and knowledge are fresh and up to date.

Where children have highly individualised needs additional bespoke training is delivered to ensure staff are aware of the difficulties they may experience. We work closely with a range of external agencies who make recommendations for the provision and support for individual pupils. These include the NHS services, speech and language therapy, occupational therapy, physiotherapy and school nurses as well as education based advisors from hearing support, visual support, Autism and Communication, Learning support and Educational Psychologists. It may also include advice, training or information from health specialists.

Over the last year, we have put in additional training into Quality First Teaching, social and emotional difficulties, Autism Awareness, Supporting children with Demand Avoidant profiles, basic maths skills alongside improving reasoning and problem solving. Training is secured through regular updates in areas of expertise with staff involved. This can be either external or internal depending on the area. All new staff are given a clear induction and have the necessary training to ensure that expertise is secured even when staffing changes.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. They are deployed according to their previous experience, training and expertise and will either work with individual children with high needs or with individuals or groups of children needing additional provision and/or interventions. They work closely with the class teachers to ensure that any work done with them is transferred back to their work in the classroom.

### **Evaluating Effectiveness**

The effectiveness of our SEND support is continuously and rigorously monitored through lesson observations, work scrutiny, child conferencing and pupil progress meetings. Discussions with children happen throughout the year to ascertain their views, and every child is involved in assessing their learning and progress in every session. We also track focus pupils to get a full picture of their experiences in school from their viewpoint.

### **School Partnerships and Transitions**

Children with identified SEND will have a School Entry Planning Meeting, which preschool and school staff will attend, along with parents and other professionals involved in their case. This outlines the strengths and needs of the pupils and outlined a plan to support their successful integration to school.

Children moving from Year 6 to secondary school are supported through additional visits to the receiving secondary where necessary. Close contact is maintained with each secondary to ensure all children are known to the secondary before starting, allowing the schools to put appropriate provision in place prior to September.

SEND support reviews for children who needed one are held after the secondary school

places have been allocated and the secondary school are invited to attend. Children in receipt of an Education, Health and Care Plan (EHCP) will have an Annual Review held early in year 6 to enable secondary provision preferences to be identified, consulted and named.

### **Complaints**

If a parent or carer has any concerns or feedback regarding the progress, care or welfare of their child they should first speak to their child's class teacher. They may also ask to speak to the SENDCO or a member of the SLT if needed. Please refer to the schools Parental Complaints Policy. This year we have had 0 complaints through the official complaints procedure.

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Further developing the staff understanding of Autism and Communication needs to ensure they are aware of and able to support all children with these difficulties.
- Further developing the schools graduated response and provision to ensure all children are achieving the best they possibly can in all areas of school life

In preparing this report we have included staff, parents and children and young people through: Gathering the views of teachers and LSAs at meetings, inviting parents to read reports and discuss key issues.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Accessibility Plan
- Medical Policy
- Safeguarding Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Somerset Local Authority's Local Offer can be found on the following website:

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/>