

# SEN INFORMATION REPORT – SPRING 2023



All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

All maintained schools in Buckinghamshire are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. As laid out in the SEND Code of Practice January 2015, the four main 'areas of need' are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties; and
- Sensory and Physical Needs

## HOW DOES BEDGROVE INFANT SCHOOL IDENTIFY PUPIL WITH SEND?

Bedgrove Infant School considers the full needs of every child over their whole time in the school and will adapt provision to give a comprehensive and, where necessary, varying degree of support, depending on the individual requirements at any given time.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants (TAs). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Bedgrove Infant School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, providing training to improve, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered. Staff involved in identifying children with SEND are: SENDCO, Class Teachers, TAs, any other adults that are involved in supporting the children in their learning.

## HOW MANY CHILDREN IN THE SCHOOL WITH SEND?

	F1	F2	Year 1	Year 2	Total
Total SEN	4	5	13	11	33
... of which, School Support	4	4	11	8	27
... of which, EHC Plan	0	1	2	3	6

## HOW IS PROVISION FOR CHILDREN WITH SEND MONITORED?

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- classroom planning and practices being monitored by the SLT, SENDCO
- In the EYFS there is continuous on-going assessment of all children on a daily basis. This feeds into final judgements made at the end of the year against the ELG's
- analysing pupil tracking data using the school's data management system
- provision mapping
- reviewing the achievement, or otherwise, of long and short outcomes set for individual pupils
- meetings with parents, staff and other professionals
- termly monitoring of procedures and practice by the SEND governors
- annual school self-evaluation process
- Local Authority visits, training and meetings
- Feedback from inspections

## HOW DO WE ASSESS AND REVIEW THE PROGRESS OF CHILDREN WITH SEND?

- Whole class standard school assessments including National Curriculum tests
- Careful class observations, including behaviour observations both in the classroom and out in the playground
- KS1 SEND Data Tracking Sheets are updated termly to track progress in Reading, Writing and Maths
- Termly Pupil Progress meetings
- Support plans are reviewed at least termly
- Intervention assessments
- Observations and assessments made by the SENDCO
- Learning walks by the SENDCO and SLT
- Information from pupils and parents
- Staff involved in assessing and reviewing the progress of pupils with SEND are: SENDCO, Class Teachers, TAs

## WHAT IS OUR APPROACH FOR TEACHING CHILDREN WITH SEND?

Adapting the curriculum & learning environment:

- Provide specific frameworks to use within lessons
- Differentiation
- Provide specific equipment to support learning, e.g. wobble cushion, pencil grip, writing slope
- Provide visual reminders e.g. visual timetables, reminder lists, word lists, etc.
- Seat children in specific places within the classroom
- Reasonable adjustments made to the classroom layout

Additional support for learning:

- Small groups with adult support

Activities that are available to pupils with SEND in addition to those available through the curriculum:

- Specific interventions and provision of equipment to provide extra learning opportunities

## WHAT SUPPORT IS AVAILABLE FOR MY CHILD'S WELL BEING?

- We are an inclusive and caring school

- Our school values are embedded across the school: Virtue, Aspiration, Loyalty, Unity, Empathy and Self Respect
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- In KS1, we teach 'Zones of Regulation' lessons to support children in identifying their own emotions and the emotions of those around them
- The school has a strong Anti-Bullying Policy
- A 'Roots and Fruits' document is completed with all those supporting the child. This collated information then feeds into a Positive Behaviour Plan which is shared with parents
- ELSA (Emotional Literacy Support Assistant) intervention
- 'Talk and Toast' runs every morning for those children that need additional pastoral support

## HOW DOES THE SCHOOL CONSIDER PARENT/PUPIL VIEWS?

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their lessons
- Termly updates to SEN Support Plans (SSPs)
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)

## HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school's main buildings are DDA compliant.
- The main buildings are accessible for wheelchair users. Ramps are either in place or portable ramps are available to allow access to areas where there is a raised curb or steps. The school's/nursery school's Accessibility policy can be found here: <http://www.bedgroveinfantschool.co.uk/key-information/school-policies>
- There is a toilet adapted for disabled users accessible in the main foyer.
- A disabled parking bay is located immediately outside reception to provide easier access for children and parents/carers with mobility needs.
- Hazard warning markings across the school for potential trip hazards
- As a need arises, the school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them.
- In order to make the school site more accessible for parents who are hearing impaired there is a text messaging service to relay important messages and door entry system has a light to indicate the door lock has been released
- As far as possible, classroom resources and/or teaching strategies are suitably adapted by teachers and TAs for children with a visual or hearing impairment.

## WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- All TAs trained in specific interventions run e.g. Precision Monitoring, Lego Therapy, Phonics 10
- Regular training and updates for Class Teachers and TAs
- Training for all staff in STEPS (de-escalation)
- Yearly CPD programme in place

Specialist expertise is obtained by the school/nursery school by:

- The SENDCO has completed the National Award for SEN Co-ordination Qualification (completed October 2019)

- Use of Specialist Teaching Service, Link Occupational and Speech & Language Therapists, Educational Psychologists, Pupil Referral Unit, CAMHS
- Individual staff receive further or more specific training when needed

## WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRES?

- You are welcome to make an appointment via the school office to meet with either the class teacher or SENDCO at any time throughout the year.
- The class emails can be used for parents and school to communicate in 'informal' written form.
- Termly updates to SEN Support Plans (SSPs) shared either during meetings or sent home
- Half termly meetings with parents to review APDR cycle
- Involvement in annual review meetings
- Phonics workshops to share ways to support their children
- Information on local SEN courses for parents is provided

## WHICH EXTERNAL AGENCIES AND SUPPORT AGENCIES ARE THE SCHOOL WORKING WITH?

As and when the need arises, the school involves other bodies to help meet the needs of pupils with SEND and their families. These include:

- The Specialist Teaching Service
- Educational psychology
- Cognition and Learning
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing Team
- Health Visitor
- Pupil Referral Unit (PRU)
- Bucks Family Resilience Service
- Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Education and Welfare Officers
- Bucks SEND team
- Play Therapy

Parents are informed of the contact details of support services or educational providers through 1:1 discussions as appropriate

## HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- Transition meetings with new school
- Use of nurture group and other social skills activities to support transfer to new school
- Extra visits to new school arranged when needed
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- Transition between year groups within the school will be dealt with as part of our handover meetings with the next class teacher

- If your child has an EHC Plan the annual review meeting will be used as a transition planning meeting to which we will invite staff from both schools

## WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy. The SEND policy is in line with the 2014 SEN Code of Practice and can be found on the website, along with an accessibility policy and plan
- Further information is available from the Head teacher (Miss Julie Lawrence) or the SENDCO (Miss Ellice Camfield-Grant). Both can be contacted via the school office: Email: [office@bedgroveinfant.co.uk](mailto:office@bedgroveinfant.co.uk) Tel: 01296 481353
- The school has a complaints policy, which is available on the policy page of the school website

## GLOSSARY

**SEND** - Special Educational Needs and/or Disabilities

**SENDCO** - Special Educational Needs and Disabilities Coordinator

**TA** - Teaching Assistant

**APDR** – Assess, Plan, Do, Review Cycle

**SSP** – SEND Support Plan

**EHCP** - Education and Health Care Plan – this has replaced statements.

**Annual Review** – The review of an EHC plan which must happen annually