



SEND INFORMATION REPORT

SCHOOL'S CONTRIBUTION TO LOCAL OFFER 2020-2021

Statutory Information for the School's Website

This information is reviewed every year by the school's SENDCo and Headteacher

SEND INFORMATION REPORT/SCHOOL'S CONTRIBUTION TO LOCAL OFFER

Name of School:	Bubwith Community Primary School
Address:	Church Street, Bubwith, East Riding of Yorkshire, YO8 6LW
Telephone:	01757 288261
Email:	office@bubwithprimary.eastriding.gov.uk
Head teacher:	Miss Amy Bailiss
Special Educational Needs Coordinator	Ms Rebecca Cutler
Age Range:	Foundation Stage to Year 6 (4-11 Years)
Last Ofsted Inspection:	July 2019
Outcome of Inspection:	Good
Number of pupils with Special Educational Needs:	21
Number of children receiving additional support:	TOTAL ON SEN REGISTER: 21 Pupils (17%) National Average – 12.1% 1:1 support (EHCP and top up) 2 pupils (1.6%) National Average – 3.1%

What is the Special Educational Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Educational Needs Information Report.

1. The kinds of special educational needs for which provision is made at the school. Bubwith Community Primary School has a caring and supportive approach to meeting the needs of all pupils, including those with Special Educational Needs and/or Disabilities. We are assisted by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best progress in school. We endeavour to be as inclusive as possible, with the needs of pupils with Special Education Needs and /or Disabilities being met in a mainstream setting, wherever possible.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for identification and assessment of pupils with special educational needs. <u>How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?</u> At different times in their school career, a pupil or young person may have a special educational need. The Code of Practice defines SEND as: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of the others of the same age; or (b) have a disability which prevents or hinders them from making use of educational

facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Bubwith Community Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Bubwith Community Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning.

For some learners we may want to seek the advice from specialist teams. In our school and cluster we have access to various specialist services which may have to be commissioned from our school budget. We have access to services universally provided by the East Riding Council which are described below:

The agencies used by the school include:

- Cluster SENDCo
- ASD specialist support team
- Educational Psychologist
- Attendance Officers
- Speech and Language Therapy
- School Nurse
- Behaviour Support Team
- Physical and Sensory Support Team
- Portage Team

We also employ 1 nursery nurse, 2 1:1 support assistants, 5 teaching assistants and 1 higher level teaching assistant who may deliver interventions using monitored intervention timetables as coordinated by the class teachers and SENDCo.

The class teacher is the initial point of contact for responding to parental concerns. However, if you prefer to voice your concerns to another member of staff then contact Miss Amy Bailiss or Miss Rebecca Cutler (Acting Headteacher and SENDCo respectively).

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including - (a) How the school evaluates the effectiveness of its provision for such pupils:

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths and English skills etc then the pupil may

be placed in a small intervention group. This will be run by a teacher or a teaching assistant. The length of time of the intervention will vary according to need. The interventions will be reviewed termly by all involved to ascertain the effectiveness of the provision to inform future planning.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Termly IEP meetings will be held with you, your child, SENDCo, class teacher and any specialist if required to discuss individual targets and progress made to meet these.
- You will be able to discuss your child's progress at Parent Consultation Evenings.
- Your child's class teacher is also available at the end of a day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, Headteacher or SENDCo via the school office.

(c) The school's approach to teaching pupils with special educational needs:

How will the school staff support my child?

How will the curriculum be matched to my child's/ young person's needs?

- Every teacher is required to adapt the curriculum and provide activities to ensure access to learning for all children in their class.
- When a pupil has been identified with special educational needs their work may be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored regularly by the class teacher and by the SENDCo three times per year.
- All parents will receive copies of their child's IEP and an invitation to discuss targets with the class teacher and/or SENDCo.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs:

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Peer buddy systems
- Positive behaviour rewards system
- Large texts or overlays
- Sloped writing boards
- Personalised programmes

- Seating arrangements
 - Access to specialised equipment
 - Children's work displayed on different coloured sheets other than white
- (e) Additional support for learning that is available to pupils with special educational needs:

How is the decision made about the type and how much support my child will receive?

When children join the school, support is usually allocated on the information provided by the feeder nursery or school. Usually, in consultation with the class teacher, the SENDCo will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

Parents/ carers will be able to see the support their child is receiving on their child's IEP.

How are parents involved in this process?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During parent consultation evenings
- During discussions with the SENDCo or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:

How will my child be included in activities outside the school classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

What support will there be for my child's overall wellbeing?

- Curriculum activities in class will support your child with his/her wellbeing.
- Mrs Varga, our qualified ELSA can support pupils on a 1:1 or small group basis. She specialises with those children with emotional or mental health needs.
- Lunchtime MSAs / Mrs Lynskey (Sport's Coach) offering supervised games and activities.
- Variety of lunch and after school clubs
- All school staff will support your child with his/ her wellbeing.

Pupils with medical needs:

• If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers and other professionals. These are discussed with all staff who are involved with the pupil. • All staff have received basic first aid training in addition to those that are fully trained • Where necessary, and in agreement with parents/carers, medicines are administered in school. Parents must speak to the staff in the office and sign to say the medication their child requires and when. There is a medication policy in place to ensure the safety of both child and staff member.
4. In relation to mainstream schools and maintained nursery schools, the names and contact details of the SEND coordinator(s) (Post held jointly). Miss Amy Bailiss and Mrs Rebecca Cutler
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. <u>What specialist services and expertise are available at or accessed by the school?</u> Specialist services and expertise used by the school include: • Cluster SENDCo • ASD specialist support team • Educational Psychologist • Behaviour Support Team • Education Welfare Officer • Speech and Language Therapy • Physical and Sensory Team • School Nurse <u>What training have the staff supporting SEND had or what training are they having?</u> When areas of need are identified appropriate/ relevant training is addressed either on training days, learning meetings or professional development courses. SENDCo - Mrs. R Cutler (NASENDCo qualification) Acting Headteacher - Miss A Bailiss (Level 3 SEN qualification) HLTA and Teaching Assistants - Turnabout Training Mrs J Varga holds the ELSA (Emotional Literacy Support Assistant) qualification Miss J Bell has attended Speech and Language Development Training (2017) Whole staff training by the EP regarding supporting children with Attachment Disorder Summer 2017
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured. <u>How accessible is the school both indoors and outdoors?</u> As a school we are happy to discuss individual access requirements. Facilities we have at present include: • One level entry into school • A toilet adapted for disabled users • A hygiene suite for disabled users

- Wide doors throughout the building

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving parents/carers in, the education of their child.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing IEP targets and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on teacher's planning.
- Ensuring that the schools' SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is responsible for:

- Developing and reviewing the school's SEND Policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) Involved in supporting your child's learning.
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEND Governor - Miss Lucy Hardy is responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND

School contact number: 01757 288261

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education. • Pupils attend termly IEP meetings to discuss progress and new targets. • Children are involved in setting their own targets to help make progress. • During 1:1 and group work children reflect on their progress and discuss their achievements and participate in setting future goals • During transition between year groups and key stages, children with SEND are given the opportunity to meet with adults who will be supporting them when they move on. They can discuss and highlight any concerns.																							
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at school. If a parent has any concerns about the provision that their child is given or any other aspect of their child's education in school, this should be initially discussed with the child's class teacher. If it has not been resolved, then the Headteacher must be given the opportunity to resolve the matter. If a parent is still unhappy that their issues have not been resolved they should then follow the School's Complaints Procedure.																							
10. How the governing body involved other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils. The Governing Body of Bubwith Community Primary School are fully aware of the local authority support services offered to school. If you have any concerns about your child's SEND provision and would like to discuss it with the Chair of Governors, please contact her via the school office.																							
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32. <table border="1"> <tr> <td></td> <td>Special Educational Needs Coordinator (SENDCo)</td> <td>Special Educational Needs Governor</td> <td>Who should parents/carers contact if they have a compliment, concern or complaint about your school?</td> </tr> <tr> <td>Name</td> <td>Miss Amy Bailiss Or Mrs. Rebecca Cutler</td> <td>Mrs L Hardy</td> <td>Miss Amy Bailiss</td> </tr> <tr> <td>Contact Number</td> <td colspan="3">01757 288261</td> </tr> <tr> <td>Contact email</td> <td colspan="3">bubwithprimary@eastriding.gov.uk</td> </tr> <tr> <td>Address</td> <td colspan="3">Bubwith Community Primary School Church Street Bubwith YO8 6LW</td> </tr> </table>					Special Educational Needs Coordinator (SENDCo)	Special Educational Needs Governor	Who should parents/carers contact if they have a compliment, concern or complaint about your school?	Name	Miss Amy Bailiss Or Mrs. Rebecca Cutler	Mrs L Hardy	Miss Amy Bailiss	Contact Number	01757 288261			Contact email	bubwithprimary@eastriding.gov.uk			Address	Bubwith Community Primary School Church Street Bubwith YO8 6LW		
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Parents can find the Local Authority's Local Offer on the following website:
www.eastridinglocaloffer.org.uk

The school's Local Offer and link to the LA Local Offer can be found on the following website:
www.bubwithprimary.co.uk

12. The school's transition arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

At Bubwith Community Primary School three transition visits occur each July for EYFS pupils joining us in September (new children joining other year groups are also invited to attend the transition afternoons). All parents receive a welcome pack prior to the first visit and the school holds a parent meeting following the final transition afternoon so that any concerns or questions can be discussed.

Each year group also has the opportunity to spend three afternoons with their new class teacher during this transition time.

Year 6 children moving to Howden Secondary School, in Year 7, have opportunities throughout the year to complete transition activities; including a full transition week in July. Howden School teachers/ TAs also visit our school throughout the year and discuss strategies and specific needs of pupils. In addition there is the opportunity for extra planned visits for vulnerable pupils and for children with SEND organised by Bubwith Primary School and Howden School SENDCo.

For pupils not transferring to Howden Secondary School time is permitted for visits to their chosen secondary school in line with their school's transition timetable. Bubwith Community Primary School also allows visits to Year 6 pupils from secondary school staff if requested during the pupil's final academic year at the school.

December 2021