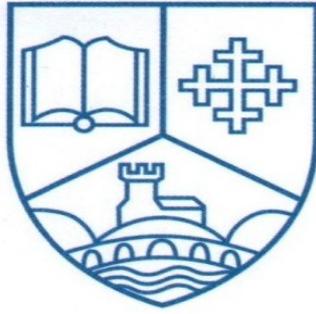


Bidford on Avon C. of E. Primary School



Annual Special Educational Needs and Disabilities (SEND) Information Report 2023 - 2024

Adopted: July 2024

Review date: July 2025

SENDCo: Miss Hickman
SEND Governor: Mrs Moore

School Context

Bidford-on-Avon Church of England Primary School is a mainstream school which caters for children aged 4 (Reception) through to 11 (Year 6). Although the school does not have any specialist resource provision, it caters for pupils with a range of additional educational needs. Bidford-on-Avon Church of England Primary School provides provision for children with a range of Special Educational Needs and Disabilities (SEND) including:

- Speech, Language and Communication Difficulties
- Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory needs

Our curriculum is designed to motivate and inspire our children to learn and instil a lifelong love of learning. We seek to give all children access to a full range of educational opportunities and are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils, whatever their needs or abilities.

Outlined below are the ways in which Bidford-on-Avon Church of England Primary School supports all of our pupils including those SEND to ensure they reach their full potential.

Admissions

The admissions policy for the school follows that of the Local Authority.

Aims of our provision in regards to pupils with special educational needs and/or disability

Bidford-on-Avon Church of England Primary School has a whole-school approach to supporting pupils with SEND. Every teacher is responsible and accountable for all pupils within their care.

The aims of our policy and practice in relation to SEND in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is additional to and different from that provided within the differentiated curriculum.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

What are special educational needs (SEN) or a disability?

We use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The purpose of our school’s SEND Information Report is to inform parents and carers about the provision we make to ensure we support children with Special Educational Needs and/or disabilities in all aspects of school life. This report forms part of the Warwickshire Local Offer which sets out a wide range of information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You can access Warwickshire’s Local Offer online at <https://www.warwickshire.gov.uk/send> where you can also find further advice, information and guidance on SEND.

The Bidford-on-Avon Church of England Primary School SEND Policy, as well as our Accessibility Plan, contains further information on the provision at our school and can be found in policies section of our school website. <https://www.bidfordonavon.warwickshire.sch.uk/policies.htm>

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Early identification of children with SEND is a priority. At Bidford-on-Avon Church of England Primary School, we promote a graduated approach to assessing, identifying and providing for children’s special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

All teachers carefully monitor the children’s progress on a daily basis as part of the ongoing learning and teaching that happens in the classroom. Formal progress meetings and discussions take place each term enabling us to track and identify children who require extra support. If the progress a child is making is not as expected (for example progress is significantly slower than that of their peers, is not following previous rates of progress or demonstrates a widening gap between themselves and their peers) then teaching staff will implement additional support.

Additional support is evaluated at regular intervals to ensure that children receive relevant, supportive provision to enable them to make progress. The SENDCo works closely with teachers and support staff to ensure that interventions are successful and carry out observations of the child if necessary. Evaluations are used to inform the next steps in provision for each child. Should a child’s progress continue to cause concern, the class teacher, in liaison with SENDCo, will arrange to meet parents and discuss their child’s needs. During this meeting, additional support will be discussed; this may include accessing support from external services as well as specific SEND interventions. Parents and carers are kept fully informed about this process and their views are sought. The school holds termly parents/carers meetings for all families but more regular meetings can be instigated by both parents and staff if the need arises.

2. How will the school support my child?

All children at Bidford-on-Avon Church of England Primary School have access to quality first teaching. The class teacher differentiates work to make sure all children can access the curriculum as well as ensuring it is challenging enough to move everybody’s learning forward. The type and frequency of support will depend on the needs of the child. Sometimes a child might work on a specific programme either 1:1 or in a small group as part of an intervention that the class teacher or the SENDCo has put in place to target a specific area of develop for that child. The SENDCo works to support and monitor these interventions and also works with the assigned Governor for SEND to monitor the impact of all the additional support in place throughout the school.

Children with a higher level of need/support may be given an Individual Education Plan (IEP) This will ensure they are working on targets that will help them move their learning forward. If this is the case, this will be discussed with parents at a prearranged meeting. These targets will be reviewed regularly throughout the year and parents will be kept up to date on how their child is progressing.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already in place, statutory assessment will be considered. The Education, Health and Care Plan (EHCP) incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan.

The decision to request a Statutory Assessment to gain an EHCP, is made via ongoing consultation with parent/carers, the child, and external support services. The request is made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures. Please see the Warwickshire website for further information about EHCP and the process.

<http://www.warwickshire.gov.uk/requestehcassessment>

Further information about FAQ for EHCPs can be found here:

<https://www.warwickshire.gov.uk/blog/archives/alerts/faqs-ehcp>

The school works closely with outside agencies regarding any special educational needs and/or disabilities. In some cases, a child may have a care plan or medical needs that need to be supported. Relevant staff are made aware of these needs and plans are reviewed at least once a year. The school liaises closely with parents to ensure care plans and medical information is kept up to date.

3. How will the curriculum be matched to my child's needs?

Each class teacher plans lessons to take into account the specific needs and preferences of all children in their class, in order to ensure that their needs are met through quality teaching. This differentiation can be seen in a variety of ways:

- Children may be taught in a variety of settings, including; small group work, peer collaboration and one-to-one working with teachers or support staff.
- Content of the lesson including a range of activities suited to different abilities with a range of expected outcomes from individual children (scaffolded/differentiated work)
- Teaching style (taking into account that children may be visual, auditory or kinaesthetic learners)
- Pace and format of the lesson
- Provision of alternative recording methods: scribing, use of ICT, mind mapping, photographic evidence
- Materials used and level of support provided.

The curriculum and resources are matched to the needs of the individual as far as it is possible to enable them to achieve.

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

At Bidford-on-Avon Church of England Primary School, parents are actively encouraged to be partners in their child's education. We see this as vital if the children are to get the support and encouragement they need to make good progress. We recognise that it is important to involve all children, regardless of SEND, in their learning and in the decisions that are made about our school and the educational experience we provide.

As long as a child remains on the SEND support register, parents are encouraged to be actively involved in reviewing their child's progress. Termly review meetings with the class teacher are arranged for this purpose. The meetings are an excellent way to review each child's progress, celebrate their effort and plan next steps in their education. Teaching staff in collaboration with the child will discuss progress towards SMART targets and plan next steps.

Parents' evenings take place each term where all teaching staff are available to discuss a child's progress with their parents. Our parents appreciate the schools 'open door' ethos whereby additional appointments can be made to speak in more detail to the class teacher or the SENDCo. These can be arranged by calling in to the school office, via telephone or email.

5. What support will there be for my child's overall well-being?

Through our PSHE scheme of work, assemblies and pastoral groups, all pupils are taught strategies to help them with their mental well-being. Pupils are taught about emotions and strategies to look after themselves during stressful or worrying times. At Bidford-on-Avon Church of England Primary School, we are fortunate to have staff trained in mental health first aid, as well as a school counsellor and close links with the Educational Mental Health Practitioners.

Attendance is monitored by the School Office who will attempt to establish contact to find out why the child is not in school if no message is received by 9.30am. Pupil's attendance which falls behind will be investigated by the School Office and Head Teacher. If attendance becomes an issue, parents and carers will be invited to come to discuss the issue so that a satisfactory solution can be found. This might involve an action plan being drawn up or additional support put in place to help such as working with the EWO (Educational Welfare Officer).

We have designated staff with up to date first aid training on site at all times. All staff are trained annually with the use of epi-pens and asthma pumps. For some children with more complex needs, a health care plan is drawn up by the school nurse in consultation with parents and any necessary training is given to staff. All staff are made aware of the Health Care Plans and a copy is displayed in the Staffroom and it is regularly updated. Prescribed medicines are administered by staff if the appropriate form is completed. This can be obtained from the School Office.

8. What specialist services and expertise are available at or accessed by the school?

As a school we buy in support from the Warwickshire Educational Psychology Service and SEND Supported. Access to these are prioritised on a needs basis. Referrals can also be made to other services such as Speech and Language Therapy (SALT), School Nurse (COMPASS), Occupational Therapy and Paediatricians.

9. What training are the staff supporting children and young people with SEND had or are having?

All of our teachers are fully qualified and have undertaken additional specialist professional development. This includes Autism training, Speech and Language support, Team Teach and developments in line with the SEND Code of Practice.

All staff receive regular in-house training on supporting children with SEND. The SENDCo has the National Award for Special Educational Needs Co-ordination PG certification, and attends regular SENDCo meetings throughout the year along with annual conferences.

Within school we have staff trained in: MOVES, strategies to support children with Attachment Disorder/ASD/PDA, Sensory Needs, Speech and Language therapy, therapeutic writing, Mental Health First Aid, Forest schools, Lego Social Skills, Peer Mediation, Emotion coaching.

A few teaching assistants support specific children on a one to one basis. We ensure that these TAs are supported by external support services who offer advice on support programs, strategies and latest developments.

10. How will my child/young person be included in activities outside the classroom including school trips?

Bidford-on-Avon Church of England Primary School is an inclusive school. We try to ensure that all activities, including after-school clubs, can be adapted to the needs of all our pupils. When planning trips, including residential trips, we liaise with parents to ensure that the adaptations made are appropriate for the individual and carry out the appropriate risk assessments.

We encourage all children to apply for roles of responsibility such as being a member of the school council, monitoring jobs, play leaders and house captains.

11. How accessible is the school environment?

The school is fully accessible and is all on one level. There is disabled changing and toilet facilities within the school. There is also disabled parking facilities available. Please see the school's Accessibility Plan for more information.

If you would like any information in a different language, we will do our best to accommodate this.

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

Transition to our school

We place great value on finding out about the needs of our children before they join us. Prior to joining our Reception class, all parents are invited to an induction meeting, as well as individual parent consultation meetings where we can discuss any issues they may have and share information. The SENDCo attends and speaks to parents too about what to do if they are concerned. We have a thorough induction programme in Reception, where we work closely with the parents to find out about the needs of the individual. As a school, we closely liaise with the child's previous setting and talk to key workers, and health visitors if needed, to ensure a smooth transition for all pupils.

When a child joins us in other year groups, we allocate them a 'buddy' to look after them. We liaise with their previous setting and quickly assess and monitor their needs, should they present, and these are raised with the parents and the SENDCo. Where SEND has been identified by a previous school, the SENDCo works to gain as much information about the previous setting and the support previously in place. Equally, files and information from our school are sent on promptly to a receiving school to ensure that the receiving school has all the information needed.

Transition between year groups

For some children moving between year groups or Key Stages can be a stressful and a challenging time. Additional support is put in place, such as writing social stories or creating transition books as well as extra class visits to make sure that the transition is as smooth as possible. Handover meetings also take place in which all relevant and key information is shared with the child's new class teacher.

Transition to secondary

When the time comes for children with SEND to move on to the next phase of education, we consult with parents and the children themselves to facilitate a successful transition. All children take part in a carefully planned transition plan. The plan is designed to tackle relevant issues that cause anxiety with regards to transition, build confidence, encourage independence and create a positive transition experience.

The plan includes:

- Additional informal visit to their secondary school where they take photos and can ask questions.
- Research into their new school to develop a presentation, and interview questions to find out the key information they want to know.
- An 'all about me' profile to pass on to their new teachers.
- Thoughts and feelings discussions.
- Visits from secondary representatives.
- Optional time with our school counsellor.

All children take part in a 'Moving up' day where they attend their secondary placement for the day and where necessary additional visits are planned both with and without staff support. Staff from secondary schools are invited to any relevant SEND review meetings in the term prior to their transition. This ensures that all staff are aware of the needs of our children and can make adequate arrangements in readiness for the transition. Staff from the Secondary Phase also spend time in our school with our school staff familiarising themselves with individual needs when possible.

13. How are the school's resources allocated and matched to children's/young people's special educational needs?

The SENDCo, in consultation with the Head Teacher, allocates the resources according to the needs of the children. Some children will obviously require considerably more support than others. Children who have an Educational Health Care Plan (EHCP) may be in receipt of additional high needs funding allocated to them from the Local Authority.

14. Who can I contact for further information?

The first point of contact is always the child's class teacher. The SENDCo, Miss Hickman, is available to discuss more specific concerns, please contact the office to arrange an appointment.

Additional Support services for parents of pupils with SEND include:

- **SEND Local Offer**
Warwickshire's local offer can be obtained from the Warwickshire website, this details information relating to education of children with SEND as well as local resources and services.
<https://www.warwickshire.gov.uk/send>
- **Bidford-on-Avon Church of England Primary School SEND Policy**
<https://www.bidfordonavon.warwickshire.sch.uk/policies.htm>
- **Family information service**
The Family Information Service offers free support, advice and signposting for all families with children and young people aged 0-25 years
<https://www.warwickshire.gov.uk/fis>
- **SENDIAS**
Warwickshire SEND Information, Advice & Support Service supports parents & carers of all Warwickshire children SEND, whether they are of pre-school age, or in a mainstream or special school.
<https://www.kids.org.uk/warwickshire-sendiasfront-page>
- **COMPASS** (School health)
<http://www.compassuk.org/compass-warwickshireschools/>
- **SALT** (Speech and Language Therapy)
<https://www.swft.nhs.uk/ourservices/children-and-young-peopleservices/speech-and-languagetherapy>
- **Shakespeare Hospice Bereavement support ECHOES**
<https://www.theshakespearehospice.org.uk/childrenyoungpeopleserviceBereavementservice>
- **IDS** (Integrated Disability Service)
<https://warwickshire.gov.uk/contactusids>
- **Parenting Project**
<http://parentingproject.org.uk>
- **Occupational Therapy**
<https://www.swft.nhs.uk/ourservices/children-and-young-peoples-services/occupationaltherapy/occupational-therapytraded-service-schools>
- **RISE** (Child & Adolescent Mental Health Service)
<https://www.cwrise.com/>
- **EMTAS** (Ethnic minority and traveller achievement service)
<https://apps.warwickshire.gov.uk/Wes/bayg/services/1232>
- **EPS** (Educational Psychologist Service)
<https://www.warwickshire.gov.uk/epservice>
- **SENDAR** (SEND assessment and review service Local officer)
<http://warwickshire.gov.uk/contactussendar>