



Special Education Needs and Disabilities (SEND) Key Information Report 2020-21

Bourn Church of England Primary Academy

Every school is required to publish its approach and provision for pupils who may, throughout their time at the school or on occasion, have Special Education Needs and Disabilities (SEND).

The definition of special educational needs and disabilities (SEND) used throughout is taken from section 20 of the Children and Families Act 2014.

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 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Set out here are the key areas for Bourn Church of England Primary Academy's (Bourn Primary Academy) approach and provision for SEND. If you have any further questions or would like to discuss this in more detail please contact any of the following members of the team via the School Office on **01954 719282** or **office@bourn.cambs.sch.uk**

Laura Latham, Head Teacher

Helen Culley, Special Education Needs and Disabilities Coordinators (SENDCO)

Norma van Ginkel named Governor for Special Education Needs and Disabilities

Key Information Report

1. What kind of Special Educational needs is provision made for?

Bourn Primary Academy mainstream school provides education for pupils of Primary School age. The school makes provision for pupils with difficulties in the four broad 'areas of need': Communication and Interaction, Cognition and Learning, Sensory and Physical difficulties and Social, Emotional and Mental Health difficulties.

2. How do we identify that a child has Special Educational Needs?

At some stage in their educational career most children will require additional support to achieve their potential. If it becomes apparent that a child is not progressing as expected, as judged by performance against school progress criteria, the class teacher will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Interventions

and support are initiated by the Teacher in conjunction with the Senior Leadership Team. Parents are informed that these actions have been taken and support from home discussed.

Where progress continues to fall below expected criteria, the SENDCO and Class Teacher will look at further methods to help. More detailed assessments may be carried out by the SENDCO to establish specific areas for development. Following a suitable individualised programme progress will be measured again. Parents are informed and given strategies to support their child.

3. How do we support pupils who have special educational needs?

What provision is available?

All pupils receive Quality First Teaching. This consists of quality teaching within an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Planning and teaching will be adapted on a daily basis to meet your child's learning needs. Your child may also have a Pupil Passport in which targets, specific to your child, are written and reviewed termly with Parents. Children are also involved in this process and their views, and learning preferences, are included.

How will my child's progress be monitored?

Your child's progress is monitored by the Class Teacher and SENDCO. Progress is assessed formally every term in reading, writing and numeracy. Pupil Passport targets are also assessed termly and feedback given to Parents.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child.

How does the school evaluate the effectiveness of provision for pupils with SEND?

The SENDCO collects assessment data termly alongside the Pupil Progress meetings that teachers have with the Assistant Head Teacher. The SENDCO also quality assures Pupil Passports to ensure that there is progress and continuity in provision for children with SEND.

What are the school's arrangements for assessing and reviewing progress of pupils with SEND?

We will discuss your and your child's aspirations and use our best endeavours to ensure that the necessary provision is made.

In order to plan support for your child together with you we implement a four-stage cycle based on the principles of ASSESS, PLAN, DO, REVIEW.

This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. A Pupil Passport is written to record these meetings, decisions and targets and the outcomes.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

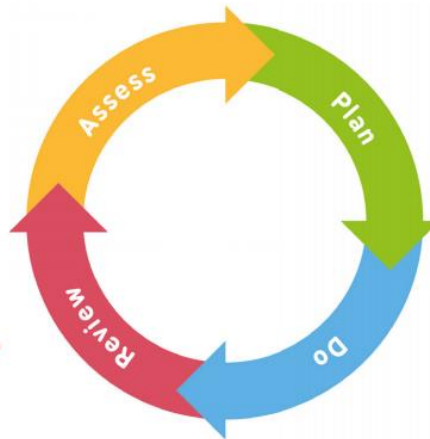
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

How does the school teach pupils with special educational needs?

Bourn Primary Academy responds to SEND using a graduated approach to ensure every child receives the most appropriate support. Support is graduated as follows:

1. School-based universal provision

Reasonable adaptations are made to meet individual needs. This includes the strategies, resources and adaptations to the curriculum and environment that teaching and non-teaching staff use to remove barriers to learning which may exist for some children in our care. Quality First Teaching and differentiation are used to support all children.

2. School-based targeted support

The SENDCO takes the lead in gathering information and co-ordinating the provision in school; intervention is additional to or different from those provided as part of the school's usual differentiated curriculum. Strategies used to enable the child to progress will be recorded in Pupil Passports.

Some pupils will participate in intervention or targeted activities to support their progress and development. Some pupils are provided with resources to support them to overcome a barrier to learning. Pupils' individual needs are taken into account when planning activities within classes.

3. School-based Specialist support

In addition to the above, the Teacher and the SENDCO are supported by an outside agency; intervention is through specialist advice in assessment, monitoring and setting of targets for the Pupil Passport.

When will special educational needs Specialists be involved?

Specialist support will be offered where a child continues to make no or little progress over a sustained period of time or where they continue to work at a level significantly below that expected for children of a similar age, despite well-founded SEN support.

This support comes from services outside of the school and could include: Early Years Team

Educational Psychology Service, Specialist Teaching Team, Speech and Language Therapy Service, Hearing Impairment Service, Visual Impairment Service, Occupational Therapy Service, Physiotherapy Service or Consultant Community Paediatrician.

These specialists will advise parents and Teachers in supporting children. They provide advice, strategies and work with children in some instances. They also provide written reports for Needs Assessment Applications.

Parents will always be involved in a decision to involve specialist support. Any discussions with specialists and agreements made will be recorded and shared with parents and with the staff supporting the child. In order to access this support a Common Assessment Form (CAF) will be started to ensure that everyone who works with you and your child has the same information.

School Request for Statutory Assessment: the SENDCO, with advice from Specialist Teachers and the Class Teacher, will ask the LA to consider the need for statutory assessment and the LA may order multi-disciplinary assessment.

Education Health Care Plans: the LA may issue an Education, Health and Care Plan (EHCP). The LA seeks a range of advice before making such a plan. The needs of the child are considered to be paramount in this.

NOTE: Since September 2014, Statements of Special Educational Needs (SEN) have been gradually replaced by Education, Health and Care Plans (EHCP).

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We ensure that we make reasonable adaptations for individual needs. This includes strategies, resources and adaptations to the curriculum and the environment, to remove barriers to learning for children in the school.

The school is fully accessible and has an access ramp at the front of the school. There are three lift points around the school to ensure all areas of the school are accessible. There are two specially designed toilet rooms in the school to allow wheelchair access and mobility support. There is a designated disabled parking bay at the front of the school. The school's accessibility plan is available on the school website, alongside this report, our Inclusion Policy and information about Cambridgeshire's Local Offer.

Steps are taken to prevent any pupils being treated less favourably than others. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Specific materials and equipment provided for individual needs are stored in the child's classroom. Where specific equipment is required the SENDCO, through the advice of professionals involved, will work with other services to secure this provision and ensure advice and training on its use is delivered. We ensure, wherever possible, that equipment used is accessible to all children, regardless of their needs. After-school provision is accessible to all children, including those with SEND.

The Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of children. This is achieved through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils. This can be achieved through recognising individual resource needs or specific changes to the environment;
- providing other curricular opportunities outside the Curriculum to meet the needs of individuals or groups of children.

What additional support for learning is available for pupils with SEND?

We will first ensure that your child is receiving high quality teaching and learning experiences. If, despite this being in place, your child is not making progress we will invite you to work with us to make initial assessments and plan support through the ASSESS, PLAN, DO, REVIEW cycle, using a Pupil Passport to evidence this. This will help us to identify their needs more fully and will also show the actions which have been taken and their outcomes.

What extra-curricular activities are on offer for pupils with SEND?

We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our two residential trips, are suitable for children's specific needs. Children with Special Educational Needs have always participated in school trips, residential trips, extra-curricular clubs, art endeavours, sports teams and represented the school in academic challenges too.

How will we support your child's social and emotional development?

Bourn Primary Academy offers clear pastoral support through teaching Personal Social and Health Education and where required we will write plans for additional medical and social support with parents. Behaviour is managed through positive strategies. Good behaviour is acknowledged and praised. If children misbehave or infringe upon the rights of others, they are reminded of the importance of everybody's safety and happiness and their behaviour will be monitored through the strategies outlined in the **Behaviour Policy**.

Pupil's involvement in school decisions is through a variety of channels. The School Council play a significant role in developing ideas within the school including the refurbishment of the playground, charity events and special events. The Eco Council monitor and develop the wonderful outdoor space including growing vegetables, maintaining the nature area and training KS1 children in gardening skills.

4. Who should I talk to if I am concerned about a SEND issue?

1. Your child's Class Teacher
2. The SENDCO
3. The Head Teacher

5. What training have the staff who are supporting my child had?

The school fully supports the continued professional development of all staff. Where a child has a specific need, staff attend training to ensure they are best able to meet that child's needs. Future training needs are identified through the school SEND Provision Map, the school development plan and professional development meetings.

Where a child needs very specific support, then the SENDCO ensures relevant services are accessed by the school. These include Health, Occupational and Speech and Language therapy

and social care services. Family support and paediatric support are also initiated through school and the SENDCO.

6.How are equipment and facilities to support children with special educational needs secured?

The resources which are needed to support children who have special educational needs are looked at for each individual child. Some equipment items, such as pencil grips, kick bands, writing slopes and move'n'sit cushions are already available in school and can be used for the child. Some resources which are more specialised, such as pressure vests, need to be purchased on a child by child basis so that they fit correctly.

Where a child has an EHCP there may be particular equipment which they require, this is currently funded through a request to the County resourcing panel with supporting evidence, and if agreed it is provided by the county.

There are also opportunities to borrow items such as specialist wheelchairs from the Occupational Therapy Service for short term loan to be used in school or on day trips.

7.How will the school involve parents of children with special educational needs in the education of their child?

All parents are invited to attend a parents evening consultation once a term. These may take place virtually or by telephone, if necessary due to Covid-19 restrictions. The school has an open policy whereby parents can make an appointment with the Class Teacher, SENDCO or Head teacher to discuss their child's needs and progress at a mutually agreed time via telephone or an online platform, as appropriate.

At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and welcome feedback and support throughout.

8.How will the school involve children with special educational needs in their education?

Children receiving SEND support are involved in decisions about their education in a number of ways appropriate to the child's age including;

- Discussion of individual targets to measure progress
- Informal pupil voice questionnaires
- Input into EHC Plan Review meetings verbally, through a questionnaire or in person.

9.How will the Governing Body deal with complaints from parents of pupils with special educational needs concerning the provision made at the school?

Class Teachers at Bourn Primary Academy are always available to answer any queries or concerns from parents/carers. Appointments can be made directly with the Teacher or via the School Office. If necessary, the query or concern will be raised with the Head Teacher to be resolved.

If this process cannot resolve the matter it will then be addressed to the Governing Body of the school. All concerns and queries will be investigated fully, fairly and carefully. Please refer to the School's Complaints Procedure, available from the School Office, for more information.

10.How does the Governing Body involve 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 the families of such pupils?

The school has access to external agencies that can provide additional support. These agencies have referral criteria and thresholds which have to be met before they can become involved.

Where a need has been identified and actions have been taken, in-line with these criteria, the SENDCO will seek advice and support from the appropriate agency in order to continue to meet the needs of the child.

Some children with SEND support provided within school require support from professionals and organisations outside of school. These may include: Occupational therapy, Speech and Language therapy, Visual Impairment teachers, Physiotherapy or an Educational Psychologist. Schools are also supported by the Local Authority Specialist Support Team. The SENDCo and Head Teacher also support parents to access the Paediatric service, Family Support and CAMH.

11. Who can I contact to provide additional advice and support for my family?

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.

They can be contacted on 01223 699214 (term time only) or pps@cambridgeshire.gov.uk

12. What will happen when my child moves class or changes school?

Children receiving SEND support, who join or leave Bourn Primary Academy, are supported carefully through their transfer.

Transfer to secondary school is supported through the meeting of the Teacher and SENDCo from both schools where necessary. The strategies and support that are integral in the Statement of Educational Need or ECHP are discussed. Progress towards targets and attainment and all relevant data are passed on. Social wellbeing is discussed and information about agencies and key professionals involved are passed on.

Transfer into the school for a child with a Statement of Educational Need or Disability or ECHP is supported in the same way. Opportunities to visit the school, for short periods to aid transition, are encouraged.

13. How can I find out more about the Local Offer?

Further information about the County Local Offer can be found at:

www.cambridgeshire.gov.uk/SEND