

# **SEND Information Report**

## **Bonneygrove Primary School**



<b>Subject:</b>	<b>SEND Information Report</b>
<b>Approval date:</b>	<b>September 2023</b>
<b>Review date:</b>	<b>September 2024</b>
<b>Approved by:</b>	<b>Shen Hasekilerden (Chair of Governors)</b>



# **BONNEYGROVE PRIMARY SCHOOL**

## **SEND information report**

### **1 Introduction**

At Bonneygrove School we pride ourselves on being an inclusive school and adjusting enable all children to fulfil their potential. We support a wide range of SEN needs and currently have 13% of children in our school that have been identified as having SEN. The current National average of SEN children in school is 12.2%.

### **2 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **3 Identifying pupils with SEN and assessing their needs**

At Bonneygrove, We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it using reasonable adjustments. It may also be necessary to conduct further assessments within school to ensure that provision made is personalised to the child. When targets have been set, these will be put together to form an individual provision map.

#### **4 Consulting and involving pupils and parents**

At Bonneygrove, we have an open door policy and if there are concerns about a child, we encourage parents to talk to the class teacher in the first instance. We will have early discussions with the pupil and their parents when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty , taking into account any relevant assessments or observations
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and targets will be set for the child. Provision map meetings will be held with parents to discuss the child's targets and the provision that will be made for them to be able to meet their targets. A copy of the provision map will be sent home for parents to keep.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5 Assessing and reviewing pupils' progress towards outcomes**

At Bonneygrove we follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This draw's on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviours
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed at least once per term and parents will be updated. There are also additional opportunities to discuss pupil's progress within parent consultation meetings which take place in the Autumn and Summer term. In addition to parent meetings, parents will receive an end of year report stating where a child is in terms of age-related expectations and an overview of progress.

Additional appointments can be made, if necessary, with the class teacher, SENCO, or a member of the headship team.

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. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a child has an EHCP (Education Health Care Plan) these targets will be reviewed annually unless there is a need to call for an urgent review.

## **6 Supporting pupils moving between phases and preparing for adulthood**

We share information with the school the pupil is moving to. Our school and in particular the Early Years team, work closely with all Early Year settings at the time of transition. We offer meetings with parents and we also visit the children in their home setting before they enter the school system. Children have the opportunity to visit the Early Years environment before they begin school and get to become familiar with their teachers and teaching assistants. In September when children are due to start in Reception, they are integrated on a part time timetable in the initial weeks, building up to full time. Extra visits can be arranged for children with SEN if this is deemed necessary. In the same way our Year 6 staff work closely with secondary schools to ensure a smooth transition and transfer of relevant information. We are able to arrange additional visits for children with SEN and the children have a day to visit their new school. For children who need additional support, transition plans are put into place to ensure that the transition process is as smooth as possible.

## **7 Our approach to teaching pupils with SEN**

High-quality teaching is our first step in responding to pupils who have SEN. Teachers plan lessons carefully and each lesson is differentiated to meet individual children's needs. Sometimes when we differentiate learning, children all do the same task, but a different outcome is expected. Sometimes all children learn the same skill but at different levels. Teachers deliver these lessons and include a range of strategies to support individual needs with their quality first teaching.

In some instances, small group or one to one support from Teaching Assistants will be available where appropriate. Some children may need further intervention support which is mainly delivered by Teaching Assistants outside of the main lessons.

Every class has a Provision Map to highlight extra interventions that support the needs of the class. The extra support will be shared with parents at parent consultation meetings and additional provision map meetings. In some situations when despite having a provision map, there are issues with progress, the SENDCO may suggest the involvement of an outside professional. Parents will be fully involved at every stage of the process

## **7 Adaptations to the curriculum and the learning environment**

Bonneygrove Primary School complies with the Equality Act 2010 and has and will continue to make reasonable adjustments to the school environment and accommodation to ensure accessibility for all. We have an accessibility plan that sets out our aims.

The school is fully accessible for wheelchair access and classrooms are adapted to meet children's needs as required. For example: we have widened door access, provided support bars in toilets, ensured ramps to avoid steps in the school grounds.

We also make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Having a calming Nurture area to be used as a safe space for children experiencing difficulties.

## **9 Additional supports for learning**

At Bonneygrove, we strive to include all children and give everyone the right to a quality education that meets their individual needs.

All staff receive in-school and external training in a range of SEN needs. This can include Behaviour and Emotional based training (Hertfordshire STEPS). Some staff have more specialised training in order to support the needs of individual children. The SENCO works closely with the local SEN Cluster (DSPL4) and attends regular SEN update meetings. We also have trained member of support who leads nurture sessions.

We have some teaching assistants who are trained to deliver interventions such as Fischer Family First Wave 3, Hi-five, and The Nuffield Early Language Intervention.

Teaching assistants will support pupils on a 1:1 basis when there needs go beyond whole class and small group support. Pupils will receive 1:1 support if they have been granted High Needs Funding (HNF) or in some cases if they have an Educational Health Care Plan (EHCP).

Teaching assistants will support pupils in small groups when children are falling slightly behind and need additional support to get back on track.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Communication and Autism Team
- Broxbourne, Cheshunt and Waltham Cross Family Support Workers
- Intensive Family Support Team
- Children's Services
- Speech and Language Therapists
- Specific Learning Difficulties Specialist Teachers
- Square 1 Support
- River's behaviours Outreach Support
- The Phoenix Centre Outreach Support
- Middleton School Outreach
- CAMHS
- School Nursing Service
- Visual Impairment Team

Bonneygrove is also supported by local SEND cluster groups and managers of the local authority team known as Integrated Services for Learning. This team can signpost the school should we need advice and support. In order to make referrals to these services children must meet particular criteria. Parents, with support from the SENCO, are also able to access other services through their General Practitioner, for example The Communication Disorder Clinic (CDC).

## **10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least once per term
- Reviewing the impact of interventions after completion.
- Using pupil questionnaires
- Monitoring by the SENCO, The Headship and Senior Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our accessibility plan can also found on our website.

## **12 Support for improving emotional and social development and overall wellbeing**

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and being uncommunicative.

**Jocelyn Hurry** is the Lead Mental Health Lead and can be contacted if there are any concerns about a child's wellbeing.

The school has a trained Teaching Assistant to provide nurture support, who works with children either on a one to one basis or in small groups to support children's overall well-being. This could be on issues such as anger, friendship difficulties or self –esteem issues. Children with Nurture Support will be referred within school and be placed on a programme for 6 weeks. Children will be reviewed after this time.

Bonneygrove promotes positive relationships between parents, children, all staff and the wider community. All children including those with SEN are encouraged to participate in clubs. The school listens to children's views through the school council and Pupil Voice Questionnaires. Assemblies, class circle time and PSHE lessons address issues such as friendships and bullying. At Bonneygrove, we have a zero tolerance approach to bullying.

The school has links with several outside professionals and agencies. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will considered, such as counselling services, the school nurse, family support workers and agencies who support with behavioural needs.

The school will write a Personal Health Care Plan in association with parents and medical professionals to support children with specific medical needs.

### **13 Working with other agencies**

At Bonneygrove, it may become necessary to involve external agencies to either work directly or indirectly with the child or family.

Our partners at the Broxbourne, Cheshunt and Waltham Cross Family Support offer early help to families who may have difficulties at home in regards to behavior, parenting support and supporting children with SEN. On some occasions, families may need support from a team of professionals and the family support workers will complete a Families First Assessment. When these assessments are in place, Team around the family meetings (TAF's) are held to discuss issues and concerns and are used to put actions into place.

On some occasions, families may need more intense support and referrals into children's services can be made.

If children have medical needs, a Medical Care Plan may need to be put into place and a meeting arranged to discuss provision. We may also contact the School Nurse to support with any training requirements within school to ensure that children are fully included.

For issues related to SEN needs at school, a provision map will need to be in place for at least one cycle. Once reviewing the provision map, if there are concerns about progress, a referral may need to be made to external agencies for professional support. Parents will be informed if this is going to happen and will be asked to read and sign any referral forms.

### **14 School SEN resources and budget**

The school's special educational needs budget is delegated to us by the local authority. Governors, the Head teacher and the SENCO decide how to allocate this budget. Within budget constraints, funding is allocated according to level of need.

In exceptional circumstances, the school can apply for additional funding for individual children who have exceptional needs. This is called High Needs Funding (HNF Funding).

### **15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy if felt necessary. [Complaints Policy](#)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **17 Contact details of support services for parents of pupils with SEN**

There are further supporting agencies that offer advice and signposting to support parents of children with additional needs. These services can be found below:

**DSPL (Developing Special Provision Locally)** is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community.

**DSPL4** covers the Borough of Broxbourne, from Hoddesdon to Waltham Cross

DSPL4 can be found at:

<https://dspl4.co.uk/>

**SENDIASS** support children, young people with special educational needs and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. They provide free, confidential and impartial information, advice and.

SENDIASS can be found at:

<https://hertssendiass.org.uk/about-us.aspx>

## **18 Contact details for raising concerns**

The SENCO, Hayley Steven, can be contacted by emailing [senco@bonneygrove.herts.sch.uk](mailto:senco@bonneygrove.herts.sch.uk) or calling the school office on 01992 307900.

## **19 The local authority local offer**

Information on the Hertfordshire County Council Local Offer can be found at:

[www.hertsdirect.org/services/healthsoc/childfam/specialneeds/](http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/)

The website offers families lots of information on areas such as: support, events, conditions and disabilities, education, and finance.