



BLETCHINGLEY VILLAGE PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

SEND Information Report for Bletchingley Village Primary School 2017-18

Welcome to our SEND information report which is part of the Surrey Local Offer for learners with Special Educational Needs and Disabilities (SEND). As set out in the SEN Code of Practice (Chapter 6.79) all governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

Bletchingley Village Primary School is a mainstream, inclusive setting with a specialist Centre for children with speech, language and communication needs attached. At Bletchingley Village Primary School we value all members of our school community and are committed to working together with all members of our community.

Please find below contact details if you would like to contact us in relation to SEND:

School Office: 01883 743337

Acting Headteacher: Mrs Debbie Gregori

Assistant Head for Inclusion/SENCO: Mrs Emily Kerr emily.kerr@bletchingleyschool.co.uk

SEN Governor: Mr John Spedding

Our Approach to teaching learners with SEND

At Bletchingley Village Primary School we aim to provide an environment which is inclusive, caring and stimulating, with high expectations of achievement and behaviour for all pupils.

Class teachers are committed to meeting the needs of all the children in their class through careful differentiation of learning, activities and the support given. This is to ensure that the children's work is just hard enough for them to develop independence and make good progress. Class teachers also make arrangements for children to have additional support within the class to make sure they don't fall behind, or to help them catch up. If a child has complex special educational needs or disabilities, they may need provision that is additional to or different from that given to other children. The class teacher and SENCO will plan and monitor this provision, which may include specialist teaching, work in small groups or individually with a teacher or teaching assistant.

Bletchingley Village Primary School fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We are committed to developing the knowledge and skills of all staff to enable them to support the needs of all children within the school including those who may have additional difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We have staff that are trained in the following areas:

- Speech language and communication needs

- Autism awareness
- Learning mentor
- Emotional Literacy Support

We are privileged to have an SLCN centre at Bletchingley Village Primary School. Children who have a placement at our centre are placed within our mainstream classrooms where they benefit from learning with their peer group. They have individualised timetables that build in withdrawal from their class for speech therapy and working on specific targets with both Speech Therapists, Speech Therapy Assistants, SLCN teachers or SLCN advanced teaching assistants.

The school is also committed to accessing training and advice for special needs that occur less frequently.

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Our Admission Policy arrangements for children with a statement of educational needs/Education Health Care Plan (EHCP) do not discriminate against those with special educational needs. We will follow the school admission procedures.

How we identify SEND

Bletchingley Village Primary School SEND policy can be found on the school website

<http://bletchingleyschool.co.uk/our-school/special-educational-needs-disabilities>

At different times in their school life, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN 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”**

We follow the SEND Code of Practice (2014) tracking the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. Teachers follow a continuous cycle of Assess, Plan, Do and Review which informs their planning, enabling them to plan carefully for the needs of individual children. We have systems in place to use data to support tracking.

Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

We monitor children’s attainment and progress in their learning, behaviour and social development, from school entry and we quickly identify children who are not making the progress we would expect.

We carry out some assessments ourselves to help identify what is preventing the child from making progress. We also refer to outside agencies such as Educational Psychology or the school health service to help us identify and address more complex needs.

What should you do if you think your child may have Special Educational Needs and Disabilities?

If you believe your child is not doing as well as you would like we are available to discuss any concerns you may have. We will keep you fully informed to ensure your child is given timely and appropriate support. We liaise closely with pre-school settings/health services/previous schools to make sure we are aware of any needs that have already been identified.

We actively encourage parents and carers to tell us if they know or think their child may have a special educational need. Parents can talk to their child's teacher or can ask for a meeting with the SENCO.

Support for children with Special Educational Needs and Disabilities

Each learner identified as having SEND, is entitled to support that is '**additional to**' or '**different from**' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. The types of support available to pupils with additional needs are listed on our school provision map '*Provision for children who need additional support*' on our school website.

When providing support that is '**additional to**' or '**different from**' we engage in a four-stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Provision Map or Individual Support Plan and will form the basis for regular review meetings.

Do – providing the support as set out in the plan

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - learner, parents or carer and teacher - contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, 'intervention', will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and their parents or carers.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care (EHC) Plan. Assessment for whether a child meets the threshold for an EHC plan will be carried out by the Local Authority.

Our arrangements for involving parents of children with SEND in their child's education

At Bletchingley Village Primary School we try to involve parents in the school community as much as possible, as we believe the best way to support a child's education is to have a positive and open home school partnership. We have an open door policy and warmly invite parents to take part in many and varied school activities. We hold a number of special events and open days throughout the year so parents can join in with their child in the classroom.

Parents of all pupils are given the opportunity to meet with their child's class teacher to discuss progress each term. For children who have SEND class teachers may request additional meetings with the parents and child to discuss progress towards individual targets and the setting of new targets. We understand for

children who travel to our SLCN centre this may be difficult and are happy to consult with parents by telephone or email. We hold Annual Review meetings at least once a year for pupils with a statement of educational needs or Education Health Care Plan so that progress can be discussed and long term targets set for the following year.

Some children have home/school contact books so that important information can be shared. We provide support for parents as far as we are able e.g. parenting puzzle.

The curriculum for each class is shared via the website and additional information and resources can be found on Fronter (our school learning platform).

We have a thriving Friends of Bletchingley Village Primary School who organise school events, such as the Christmas fair and support the school in many other ways. Many parents support us by becoming a volunteer reader in school and some join us on school trips if extra help is needed. We have parent governors who can take an active role in the overall running of the school. When vacancies become available parents are notified and given the opportunity to stand for election. If you feel that you would like to become involved in any of these activities please contact the school office for further details.

How we involve children with SEND in their education

There are regular meetings between class teachers, the head teacher and the SENCO to discuss individual progress and where additional needs are identified to plan the level and type of support required. Additional support and specific interventions to accelerate progress are planned on a termly basis and monitored and reviewed each half term to evaluate their effectiveness and value for money. Parents are involved in this process through discussion of short term targets when children have an Individual Support Plan. If pupils are receiving intervention, provision documents will be discussed at consultation meetings with the class teacher or SENCO. In house specialist teachers and other staff such as the speech therapists and teaching assistants may also be involved in discussion as appropriate. Referrals are made to involve external agencies with parental permission.

Children are involved in the creation of their Individual Support Plans at a level appropriate for their age and understanding. They work with their class teacher to produce their one page profile, discussing what their strengths are, what they feel they would like to work on and how they feel adults in school could support them to achieve their targets. Children's short term targets are shared and discussed with them on a regular basis. This cycle works well alongside our overall school ethos that children are engaged in their own learning and understand what they need to do to improve.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less or greater than anticipated adjustments will be made to the intervention. In some cases of progress being greater than anticipated it may be decided that the child no longer requires intervention.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Advisory Support Teacher, Educational Psychologist or health services such as a Paediatrician.

Where a child has a statement of educational needs or Education Health Care Plan (EHCP), there will be an annual review held taking into account the views of the child, their parent or carer and all other professionals involved with the child.

Opportunities for Enrichment

At Bletchingley Village Primary School we believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for enriching activities within the curriculum (e.g. school trips or outdoor learning) or for extra-curricular activities (e.g. clubs).

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently we work with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place during the Summer Term. Arrangements for transition to a new Primary School or to Secondary School will be planned according to individual need.

When a pupil with SEND moves to a new school information will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit the child at Bletchingley Village Primary School or staff from Bletchingley Village Primary School will accompany the child on visits to their next school.

Accessibility

At Bletchingley Village Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

The aims of our accessibility policy are:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

Please follow this link to see our accessibility policy

<http://bletchingleyschool.co.uk/sites/bletchingleyschool.co.uk/files/downloads/BVPS%20Accessibility%20Policy%202015%20-%202018.pdf>

Our accessibility action plan is available at

<http://bletchingleyschool.co.uk/sites/bletchingleyschool.co.uk/files/downloads/BVPS%202015-2018%20accessibility%20plan.pdf>

Admission procedures for pupils with SEND

As a former Surrey LA School, Bletchingley Village Primary School's admission arrangements fall within the current LA policy. These can be found at <https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions>

They have a section which explains procedures specifically for pupils with Special Educational Needs and Disabilities. A booklet explaining the process can be found at

https://www.surreycc.gov.uk/_data/assets/pdf_file/0018/140094/Guidance-for-SEND-Admissions-September-2018.pdf

Parent Partnership

Parents are able to seek independent help and advice about all aspects of SEND from the following services:

Surrey's Local Offer - <https://www.surreysendlo.co.uk/>

Family Voice Surrey - <http://www.familyvoicesurrey.org/>

Surrey SEND Information, Advice and Support Service (SSIASS) - <http://www.sendadvice.surrey.org.uk/>

If you would like any further information or would like to visit our school please do not hesitate to contact the school office and book an appointment to see Mrs Kerr (Assistant Head for Inclusion/SENCO)