



**Bill Quay Primary  
School  
SEND Report  
2023**

## **Introduction**

Bill Quay Primary School is a maintained mainstream school for students from the age of four to eleven. The school caters for a wide range of students, including those with Special Educational Needs and Disabilities. Our aim is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The Special Educational Needs and Disabilities Co-ordinator is Jenny Bone who can be contacted by telephoning the school on 0191 4693013

The broad areas of SEND need are:

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

## **What is the Local Offer?**

### **The LA Local Offer**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

## **What is the Special Education Needs Information Report?**

### **The Special Education Needs Information Report**

Schools use 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 Education Needs Information Report'.

## 1. Identifying Needs

At Bill Quay Primary School, all pupils follow a broad and balanced curriculum that is appropriate to their age and stage of development. This is personalised to take into account their needs and abilities. Pupils are rigorously tracked in literacy and numeracy. If there are concerns about progress or if any child needs extra support, then this is identified early and acted upon. This may take the form of small group intervention or individual support. These interventions may take place daily or two/three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.

In order to identify a pupil's specific special educational needs, we use all of the information about their progress and compare it with the progress of other pupils in school and against national performance information.

Throughout the year, regular discussions will take place between the class teacher, Teaching Assistant and the SENDCO. If your child is new to our school, then progress will also be discussed with the previous school or nursery.

If a pupil is not making the progress that would be expected, we ensure that you are involved as soon as possible. We will discuss our concerns with both you and your child and get their views. Discussions will take the following format:

- Identify the pupil's strengths and areas of difficulty.
- Discuss any concerns that you or your child may have.
- Agreed outcomes
- Agreed next steps

Following these discussions, we will agree outcomes that your child will be working towards and the support or intervention programmes that are required to meet these outcomes. Concerns are not always based on academic progress and may also be linked to the social and emotional development of the pupil.

## **2. Assessment, Monitoring and Review**

Each pupil's progress is continually monitored by the class teacher and the SENDCO in a number of ways, including additional educational testing completed within the school. The SENDCO oversees any additional support the pupil may need and at the beginning of the new academic year, data is analysed and tracked to obtain a clear indication of which pupils require support with their academic work.

Progress is discussed in regular staff meetings and is reviewed formally every term. Pupils are assessed to determine whether they are working below, within, or above age related expectations in English and Maths. This is shared with parents/carers through the school's reporting system. In addition, other tests may be used to monitor progress and to determine a base level. These tests give a standardized score or a reading and spelling age.

The level of support given to each pupil depends on their additional needs and any other factors that may improve or hinder their progress. When a pupil has been assessed and is still not making any significant progress against their outcomes, even with sustained support, we can refer them to a number of different services for more specialist assessment and advice.

Depending on each pupils' needs, referrals can be made to the Educational Psychologist, Behaviour Support Service, Children's and Young People's Service, Speech and Language Therapy, Emotional Health and Well being Team, High Incident Needs Team (HINT) or Low Incident Needs Team (LINT.), Occupational Therapist, or the School Nursing Team. In some cases, referrals may be made to social care teams, such as Early Help. School may suggest completion of a Common Assessment Framework (CAF) form in order to arrange for a team of professionals (Team around the family, TAF) to support a pupil and their family. The latter will only be done with the agreement of the parent/carers.

Following advice from specialist staff, if a pupil is still not making satisfactory progress against their outcomes, with sustained support a referral to the local authority for an Education, Health Care Plan can be made. This is a legal process, which is carried out by the LA and outlines the amount of support that must be provided for the student.

### **3. Involving Parents/Carers and Pupils**

Parents/carers are able to contact school with any concerns about their child by telephoning, writing or visiting the school office to request a meeting with the SENDCO or class teacher. Staff are available at the beginning and end of the school day.

Parents/carers will be kept informed through home/school books/diaries, school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns, or progress of individual pupils as soon as an additional need is identified.

Regular parent evenings for all parent/carers are held. If your child has a special educational need, you will also be invited to review meetings to discuss progress towards current outcomes and setting outcomes for the future. Other professionals involved with your child will be invited to attend these meetings and share information.

Annual reviews are held for pupils with an Education Health Care Plan.

Pupils and parents/carers are invited to share their views in review meetings. This is often a useful way of determining how individual pupils would prefer to be supported.

### **4. Staff**

There are a number of people in school who are responsible for special educational needs and disabilities in school:

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including support for students with SEND
- Making sure that your child's needs are met, but they will give this responsibility to the SENDCO and class teachers.
- Ensuring the Governing Body is kept up to date about any issues in school relating to SEND

The Special Educational Needs Co-ordinator is responsible for:

- Co-ordinating all the support for students with special educational needs and disabilities and developing the school's SEND policy to make sure all students get a consistent high quality of response to meeting their needs in school.
- Ensuring that parents/carers are:
  - Involved in supporting their child's learning.
  - Kept informed about the support their child is getting
  - Involved in reviewing how they are doing
  - Involved in planning for their future.
- Making referrals to external agencies
- Ensuring records of progress are monitored and kept up to date.
- Provide specialist support for teachers and support staff in school so they can support SEND pupils to make the best possible progress.
- Supporting the class teacher to write individual learning plans (IPs) that specify pupils targets, resources needed and the outcomes we hope they will achieve.
- Ensuring all staff working with the pupil in school are supported to deliver the planned work/programme. This may involved the use of additional adults, outside specialist help and specially planned work and resources.

The class teacher is responsible for:

- Making sure that all pupilss have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation.)
- Checking on the progress of your child and identifying, planning and providing any additional help that your child may need by informing the SENDCO if necessary. This could be things like targeted work, additional support.
- Writing and ensuring delivery of the IPs. These will be shared and reviewed with parents termly.
- Planning for the pupil based on their progress.
- Ensuring the SEND policy is followed in the classroom and for all the students they teach with any SEND.

Teaching Assistants work with the class teacher to identify areas of support for students with SEND. They:

- Support pupils to access the curriculum
- Help to differentiate and implement specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lessons.
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based; however, Higher Level Teaching Assistants are able to deliver specific SEND programmes outside of the classroom. They may also provide support during social times and during unstructured parts of the day if required.
- Help pupils develop strategies to become independent learners.
- Share any concerns regarding progress/emotional and social development to the SENDCO.

The SENDCO Governor is responsible for:

- Ensuring that the school has an up to date SEND policy.
- Ensuring school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school.
- Making sure that all necessary support is provided for any student in school with a SEND.

## 5. Training

School staff are trained in specific areas where there is a current SEND eg Dyslexia Training, Autism, ADHD. External professionals are invited to deliver training to staff if it's an area of need that no staff have experience of. Literacy and Numeracy Lead Teachers may also find appropriate specialist support training and enroll staff on courses. The SENDCO attends Local Authority briefings to keep up-to-date with any legislative changes in SEN.

Staff within school have different levels of expertise in order to support students with special educational needs:

- Awareness

This is basic awareness of a particular type of SEND. All staff who come into contact with the student will have this level of training and it will be

carried out by the SENDCO, Educational Psychologist or other specialist service.

- Enhanced:

This level of training will be carried out by staff working with the pupil regularly (eg the class teacher), and will focus on how teaching and learning can be adapted to meet pupils' needs. Training will be delivered by external specialists.

- Specialist:

This is in-depth training about a particular type of SEND for staff who will be advising staff who support students at an enhanced level. This could be delivered by a specialist SEND teacher or a SENDCO if they have an appropriate qualification.

## 6. Transition

We recognize that transition can be difficult for a student with SEND; therefore, we take steps to ensure that any transition is as smooth as possible.

- You will be invited to look around the school and meet senior staff. Your child will also be invited to visit and stay for a short session before starting school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available for them to attend the new setting for discrete activities, assemblies and playtimes.
- We are flexible in our approach (depending on need) and will ensure a smooth transition into setting.
- Before your child moves to their new secondary school, the SENDCO will arrange a meeting with the new school's SENDCO to discuss your child's needs. You will also be invited to attend.
- Children who have an Education Health Care Plan must have an annual review before moving to a new school.



## 7. Support

### Academic

All students will receive excellent targeted classroom teaching also known as quality first teaching. For your child this would mean:

- Teachers have the highest possible expectations for all children, regardless of any SEND.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different teaching strategies are implemented so that your child is fully involved in the learning in class.
- Specific strategies are in place to support your child as an individual learner.

All students will receive this level of support, but there are also other types of support available for pupils with SEND including:

Specific work with a small group of pupils:

This type of support is available for any student who has specific gaps in their understanding of a subject/area of learning and will be put in place if the SENDCO or class teacher thinks that they need extra support in school. Intervention groups are based around areas such as literacy, numeracy or social skills. These groups are planned and overseen by the class teacher and delivered by either a teacher or teaching assistant who has had appropriate training. These activities are organised with specific targets to help your child make progress. Targets will be identified in advance and need to be achieved within a specific time period, normally a term. Progress made with the intervention are tracked and monitored closely and their impact is recorded.

Specialist groups run by external agencies:

This type of support is available for students who are not making progress through quality first teaching and intervention groups/programmes. These pupils have been assessed as needing some extra specialist support in school, which may be from an Educational Psychologist, the HINT team or maybe speech and language therapy (SALT.)

For your child this would mean:

- They would have been identified by the SENDCO as requiring more specialist input.
- You will be informed and invited to attend a meeting to discuss further support.
- You may be asked permission for the SENDCO to make a referral to an external agency. This will help the school and yourself understand how to meet the children's needs more effectively.
- Specialists will work with your child and they will make recommendations which may include; changing the support your child requires in class, setting of new targets for your child.

#### Individual Support:

This is usually provided through an Education Health Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from the SEND budget. This is a legal process, carried out by the Local Authority, which sets the amount of support your child is entitled to.

#### Emotional and Social:

As well as providing academic support, school has a duty of care to ensure pupil's social and emotional needs are being addressed. This may include; nurture groups, individual support/counselling or small group interventions by a teacher or teaching assistant.

## 8. Accessibility

The school is fully accessible to students with physical difficulties:

- Ramped entrances
- Disabled parking bays
- Accessible toilets
- Induction loop for hearing aid users
- Accessibility policy in place (available to view on the web site.)

Risk assessments are carried out and a personal emergency evacuation plan (PEEP) is drawn up for all pupils with physical difficulties.

Outside school:

The school has a number of after school clubs available for pupils to take part in. All the clubs are accessible to students with special educational needs and disabilities.

Pupils will also take part in school visits throughout the year. A risk assessment is completed for these. The Senior Leadership team, overseen by the Head Teacher, will make a decision based on whether it is safe for a pupil with a high level of need to leave the premises.

## 9. Resources

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

## 10. Complaints

Parents/carers should initially contact the SENDCO with any complaints about the provision that the student is receiving at school. If the complaint is not resolved, the school has a complaints policy (see school website.)

Parents/carers and young people with SEND can also contact SEND Information, Advice and Support Service (SENDIASS) for independent advice, information and support on SEND provision and processes.

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