

The Bellbird Primary School  
'Soaring to Success'

# SEND Information Report



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2020-21  
The Bellbird Primary School

# Introduction

## School aims

### Our Vision

Our vision at The Bellbird is to provide a rich and stimulating curriculum, to inspire all our children to have a love for their learning, and to embrace our school motto 'Soaring to Success.'

### Our Values

At The Bellbird, we challenge our children with the following aims, to value:

- Being yourself
- Expressing yourself
- Enjoying yourself
- Challenging yourself
- Working for each other
- Looking after yourself
- Learning for life

## Our Information Report

Welcome to our SEND information report, part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability. We are supported, by the LA, to ensure that all pupils, regardless of their needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad areas of need are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and Physical Needs (SP)

## What is the Local Offer?

### The offer from the Local Authority

The Children and Families Act 2014 requires the Local Authority and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Cambridgeshire Local Offer can be found here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>



## The local offer at The Bellbird

The aim of this report is to provide parents with information about how we support children's learning in our school.

At The Bellbird Primary School, we know that the most effective learning takes place when children are confident and enjoy their learning. We appreciate the importance of high self-esteem in the learning process. The most effective learning environment is where children believe in themselves and their own capabilities. Our school is an inclusive school, and where a need has been identified and where staffing levels allow, we endeavor to offer a range of provision to support our children with SEND.

### How do we identify and assess pupils with special educational needs?

At The Bellbird we follow the 'graduated approach' to the identification and assessment of SEN referred to in the Special Educational Needs and Disability code of practice: 0-25 years, June 2014 (para 6.44)

We identify children as having SEND where there is a barrier to learning which requires specialist, targeted provision beyond our universal and targeted support.



The graduated approach

### Universal support

High quality teaching is differentiated to meet individual needs in the classroom and may involve some of the following examples:

- The teacher has the highest possible expectations for all children in their class.
- All teaching is built on what children already know, what they can do and what they understand.
- Different ways of teaching are in place, so that all children are fully involved in learning. This may involve using particular manipulatives and practical equipment.
- Specific strategies are in place to support all children in their learning e.g. visual timetables, first and next visuals, resources to support children with spellings / handwriting difficulties, working walls etc.
- Through Responsive Teaching, teachers will have carefully checked on children's progress and understanding of prior learning. Teachers will have highlighted possible gaps / misconceptions in

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children's understanding and identified the need for extra support to help make best possible progress.

As part of high-quality teaching, class teachers will continually monitor and assess the progress of all pupils, and adapt and differentiate their own practice and resources to meet the individual needs of all pupils. Where a pupil is not making expected progress, "the first response should be high quality teaching targeted at their areas of weakness" (para' 6.19). Where a pupil's progress continues to be less than expected, the class teacher will look for more targeted strategies and meet with parents.

### **Targeted support**

This involves a range of structured programmes in learning. Children may access support at this level at different points in the year depending on their individual needs and the progress made. Examples may include:

- Sensory circuits.
- Social skills group.
- Lego therapy.
- Counselling.

For children with a SEND Support Agreement / an EHCP this would mean:

- They work 1-1 in class or out of class to aid focus / clarify misunderstandings
- They may engage in group sessions with specific targets to help them focus on specific concepts.
- A Teaching Assistant/ class teacher or outside professional (such as a Speech and Language Therapist) may run small group support sessions.

### **Specialist support**

This is additional support for children provided in school and sometimes by external specialists. This may take the form of advice, plans or provision directly from the specialist. Examples include:

- Speech and language therapy.
- Occupational Therapy.
- Physiotherapy.
- Specialist Teaching Team involvement.
- Educational Psychologist involvement.

## Who are the best people in school to talk to about my child's difficulties with their learning / Special Educational Needs or Disability?

### **Class teachers are responsible for:**

- Checking on the progress of all children in their class and identifying, planning and delivering any additional help children may need.
- Writing SEND Support Agreements, sharing and reviewing these with parents at least termly. When available the SENDCo will attend these meetings.
- Ensuring that all staff who work with children with SEND are aware of their needs, so all children can achieve the best possible progress.
- Ensuring the school's SEND Policy is adhered to in the classroom, addressing the needs of all children with SEND at The Bellbird.

### **The SENDCo is responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistently, high quality response to meeting their needs.
- Alongside the class teacher, the SENDCo is responsible for ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is receiving and involved in reviewing their child's progress.
- Liaising with all other external professionals who may be involved in helping / supporting our young people in addressing their needs e.g. Speech and Language Therapy, Educational Psychology, EHWP Team etc.
- Ensuring transition is as seamless as possible to the next year group, next Key Stage, to new schools, to KS3 Secondary Level Education.
- Facilitating Annual Review meetings for those young people with an EHCP.
- Updating the school SEND register and making sure that there are clear records of children's progress and their continued needs.

### **The Head teachers are responsible for:**

- The day to day management of all aspects of the school, this includes the necessary allocation of support for children with SEND.
- Ensuring that all children's needs are addressed, academically, socially, emotionally, mentally and practically.
- Ensuring that the Governing Body are informed with regard to any issues in the school relating to SEND.

### **The SEND governor is responsible for:**

- Ensuring all necessary support is available for children with SEND needs who attend our school.
- Ensuring all staff are adequately supported, as they seek to be inclusive and supportive of all children with SEND needs at The Bellbird.

## What are the different types of support available for children with SEND in our school?

### **SEN Code of Practice 2014: School Support**

This means a pupil has been identified by the SENDCo/ class teacher as needing some extra specialist support in school from professionals outside of the school.

For children this would mean:

- They have been identified by the class teacher/SENDCo (or parents may have raised their concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents would be asked to attend a meeting to discuss their children's needs /progress and help plan possible ways forward.
- Parents would be asked to give their permission for the school to refer their child to a specialist professional e.g. a Speech and Language Therapist or STT. This support would help school and family, better understand the child's needs and how to support them.
- The specialist professional will meet / work with the children to understand their needs and make appropriate recommendations.

At school we are committed to making reasonable adjustments to ensure participation of all children, including those with SEND.

### **Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This support, is usually provided via an Education, Health and Care Plan (EHCP). This type of support is available for children with specific barriers to learning, difficulties that cannot be overcome through Quality First Teaching or intervention group work.

### **For children requiring an EHCP it would mean:**

- The school (or parent) request that the Local Authority Services carry out a statutory assessment of the child's needs. This is a legal process, which following a needs assessment, sets out clear measurable outcomes, that require specific provision, focused to address the needs of individual children.
- A named adult, would then work alongside the child's class teacher. Staff would then be required to address and work towards the detailed outcomes of the EHCP.

## How can parents let the school know that they are concerned about their child's progress in school?

We believe that good communication between home and school is essential for all to work effectively together to support every child.

We have a range of means of communication with parents including:

- telephone
- email

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- face to face meetings
- home school communication books

If at any time parents have concerns about their child's progress, they should initially speak to their child's class teacher.

If parents continue to be concerned that their child is not making progress, they may speak to the Special Education Needs/Disabilities Coordinator (SENDCo) or Head teacher. The school SEND Governor can also be contacted if necessary.

The flow chart below may help to advise you on who to talk to if you have an issue you need to discuss with the school.



### How will the school let parents know if they have any concerns about their child's learning?

If children are identified as making less than expected progress, the school will set up a meeting to discuss this with parents in more detail and to:

- Listen to any concerns parents may have too.
- Plan any additional support children may require.
- Discuss with parents any referrals to outside professionals to support their child's learning.

### How is extra support allocated to children and how does it help them progress in their learning?

The school budget, received from the Local Authority, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo meet to discuss SEND needs within the school, including;

- the children already accessing extra support,
- the children needing increased support,

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- the children who have been identified as not making expected progress.

From this information, staff decide what resources/training and support is needed.

### **Other agencies providing services to children with SEND at The Bellbird?**

We regularly work with a range of professionals.

#### **Local Authority Provision delivered in school**

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Speech and Language Therapists

#### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- The Children's Centre
- Occupational and Physio Therapy
- Emotional Health and Well-being team
- Counselling support (supported by JHC)
- CAMHS

### **How will we measure the progress of our children in school?**

The progress of all our children is underpinned by planning and assessment. Children's progress is continually monitored by the class teacher. Children's progress is reviewed formally at Pupil Progress meetings every term in Reading, Writing and Mathematics.

For children in Foundation Stage, a more age-appropriate assessment tool is used. This assessment shows their attainment in more detail – breaking learning down into smaller steps.

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). The government requires all schools to access these tests and the results are published nationally.

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Where necessary, children have a SEND Support Agreement based on targets set by school and possible outside agencies specific to their needs. Targets are set which are designed to accelerate learning and close gaps in learning. Progress against these targets is reviewed regularly, evidence for judgements assessed and a follow up plan agreed.

The progress of children with an EHCP is formally reviewed at an Annual Review, all adults involved in supporting children with an EHCP are invited to the meeting.

BLINKS, Drop Ins, regular book scrutinies and lesson observations are carried out by members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is to a high standard.

### **What support do we have for parents of a child with SEND?**

Class teachers are regularly available to discuss children's progress or any concerns and to share information about what is working well, celebrating successes and achievements together.

Children's individual progress / targets are discussed and reviewed throughout the year. Parent consultation meetings are available each term with the class teacher and SENDCo. Parents will be made aware of information and support from any outside agencies working directly with their children. Where appropriate, parents may be signposted to particular agencies to help and support both them and their children outside of school e.g. RDA.

Our school governor, with responsibility for SEND is Ms Florence Roegiers.

### **How is The Bellbird Primary School accessible to children with SEND?**

Our school building is all on one level, making all classrooms and other areas of the school accessible to children with SEND, including physical disabilities.

The Bellbird has two disabled toilets, shower area and changing facilities.

We ensure wherever possible that equipment used in school is accessible to all children regardless of their needs.

Before and after school provision and extra curricular activities are accessible to all our children.

### **How will we support children when they join our school, move on to another school or move between classes?**

We recognise that transitions can be difficult for many children and more especially for children with SEND. We work to ensure that any transition is as smooth as possible, from preschool into school, from primary school to secondary school and between classes within the same school. Where appropriate and necessary we provide specific individual transition activities to support our children.

## How will we support children's social and emotional development?

We believe that children need to be happy and feel secure to make progress. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative.

All classes at The Bellbird follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer;

- Social Skills programmes and pastoral support activities.
- Clubs and activities for children to help them co-operate and work together in small groups.
- Lunchtime support through planned activities at the Relaxation Station (where available).

If your child still needs extra support, with your permission the SENDCo will seek to access further professional support from outside specialist agencies as appropriate.

If you require further information with regard to SEND provision at The Bellbird please do contact:

Mrs Frances Waddingham - SENDCo

Mrs Katie Kendall and Mrs Rebecca Pentney – Co- Headteachers

Ms Florence Roegiers – SEND Governor