

## SEND Information Report 2017

All staff at Buckland Newton CE Primary School are committed to ensuring that all children achieve their potential. We have high aspirations for all children, including those receiving SEN support. This SEND Information Report should be read in conjunction with our local offer and SEN and Disability Policy which are on the school's website – this forms part of Dorset's Local Offer.

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

The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities 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 intention is to improve choice and transparency for families and it is an important resource for parents in understanding the range of services and provision available in the local area. Dorset's Local Offer can be found at: [www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer](http://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer)

### **Buckland Newton CE Primary School's Local Offer**

This can be found on our school website and will answer many questions that families may have.

Also on our website is our updated Special Educational Needs and Disability Policy (November 2017). This is a valuable source of information regarding the philosophy, procedure and practices of SEN provision in our school.

SCHOOL NAME	<b>Buckland Newton CE Primary School</b>		
TYPE OF SCHOOL	<b>Mainstream</b>	Phase: <b>Primary</b>	
ACCESSIBILITY	Fully wheelchair accessible ground floor	Stairs to first floor (staff only)	
	Auditory/Visual enhancements	n/a at present	
POLICIES	Are the school's policies available on its website for:	SEN and Disability	Yes
		Supporting Pupils with Medical Conditions	Yes
		Intimate Care	Yes
		Behaviour Policy	Yes
		Accessibility Plan	Yes
DISABILITY LEGISLATION	Are you aware of/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	
RANGE OF SEN AND DISABILITIES PROVISION	<b>Areas of strength</b> Our provision is wide-reaching. Our staff can confidently support children with a range of learning difficulties associated with learning and cognition. We offer a comprehensive ELSA (Emotional Literacy Support Assistant) programme to support children with social and emotional difficulties – wraparound pastoral care is integral to our school vision. We are also experienced in supporting children with varied sensory and/or physical needs and those who require additional support with communication and interaction. Please see the school's 'SEN and Disability Policy' for further detail regarding identifying, assessing and supporting pupils and referrals to outside		

	<p>agencies.</p> <p><b>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services</b>  Input from Educational Psychology and Occupational Health therapists is determined by the Local Authority and NHS. We are able to 'buy' in support from specialist teachers/services (SENSS) should we require it. Speech and Language support and The Hearing Support Service is available through the Local Authority. Referrals are also made to CAMHS (Child and Adult Mental Health Service) and to the Mosaic Bereavement Service when appropriate.</p> <p><b>Breakfast and After School Clubs</b>  Breakfast club is available onsite daily from 8.00am – 8.40am  After-school club runs on Monday from 3.20pm – 5.10pm on request. There is a charge for these services.</p>
PUPIL PROGRESS PLANS	<p>Once a child has been identified as having SEN, the class teacher and SENCo work closely together to devise a Pupil Progress Plan. The views of both the parent/carer and the child are sought – we want all parties to have input. The targets set are designed to be SMART (specific, measurable, achievable, realistic and time-bound) and are reviewed on a termly basis. Provision maps are also used which outline the nature of any interventions necessary.</p>
INCLUSION	<p><b>How do you promote inclusion within the school, including residential and day trips?</b>  <b>Our school's vision:</b>  <i>Every Child, Every Chance, Every Day</i>  <b>Mission Statement</b>  <i>Every child should leave school with the confidence, the ability and the desire to make the world a better place.</i></p> <p>Inclusivity is central to the daily running of our school. All children are taught alongside their peers wherever possible. Additional support is planned when necessary to ensure Health and Safety on all school trips and to enable individuals to make the most of these experiences. As we strive to become a fully inclusive school, our formal curriculum, extra-curricular activities and clubs and educational visits are planned with forethought – we want every child to be actively involved in every aspect of school life.</p> <p>Any child identified as having SEN will be supported within one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health</li> <li>• Sensory and/or physical needs</li> </ul> <p>We implement recommendations provided by professionals and put strategies in place to maximise inclusion. The SENCo keeps abreast of local initiatives through cluster meetings and attending the update courses provided by the Local Authority. Teaching staff and support staff are provided with the necessary support and CPD training to support groups and individuals in their class. Teachers and support staff are kept up-to-date with provision, resources and intervention during staff meetings and INSET when appropriate. We are a responsive staff who restructure as often as required to enable all our children to succeed.</p>
SEND REGISTER	<p>At present we have 19 children on our SEND Register which accounts for 23% of our pupil population. We have 1 child with a pending EHCP. In addition to this we have a further 6 children who are categorised as on a Watch List – these children will be closely monitored to see if they need to be added to the register in the future. The breakdown of current needs can be seen below (some children may have more than one area for development):  Cognition and Learning: 17  Communication and Interaction: 7</p>

	Social, Mental and Emotional Health: 2 Sensory/Physical: 4
PUPIL PROGRESS and ATTAINMENT	We are extremely proud that our progress measures from KS1 to KS2 are impressive and considerably higher than national and Dorset figures: Reading: 7.4, Writing: 7.7 Maths: 4.2 In keeping with this is the progress made by our children with SEN (KS2 SATs 2017). Progress and attainment in Writing, Reading, Maths and Spelling and Grammar is significantly higher than both national and Dorset figures.
PARENTAL SUPPORT and INVOLVEMENT	<b>How do you support the parents of children with SEND? How are progress and areas for development communicated?</b> Parents are broached initially by the child's class teacher to outline initial concerns. An open-door policy enables parents equally to raise concerns of their own volition. The SENCo is informed and a 'SEND referral' form completed by the staff member detailing issues and courses of action that have already been taken in class. The child's needs will be identified and from this, target/s is/are derived through teacher, pupil and parental consultation and a Progress Plan is developed. Further information is detailed in our 'SEN and Disability Policy'.
EVALUATING SEND PROVISION	<b>How do you evaluate the effectiveness of provision made for children and young people with SEND?</b> Provision maps are generated annually to reflect the support available in school. The impact of the provision is done through monitoring the progress of specific groups of children to identify where there may be gaps in provision or if additional provision is required.
THE GOVERNING BODY	The designated SEND Governor meets regularly with the SENCo to discuss SEN matters. Feedback from these meetings will be shared with the Governing Body.
SENCo Contact details	<b>Mrs Rebecca Bond</b> <b>01300345393</b> <b>School email: <a href="mailto:office@bucklandnewton.dorset.sch.uk">office@bucklandnewton.dorset.sch.uk</a></b> <b>SEND Link Governor: Mrs Ina Stone</b>
CONCERNS AND COMPLAINTS	<b>How can parents/carers raise concerns or make a complaint about SEND provision?</b> <ul style="list-style-type: none"> <li>- Discussion with the child's class teacher</li> <li>- Arranged meeting with the SENCo</li> <li>- Arranged meeting with the Head Teacher</li> </ul>
DATE OF COMPLETION	<b>November 2017</b> <b>This SEN Information Report will be reviewed annually.</b>
REVIEW DATE	<b>November 2018</b>