



Bishops Down Primary & Nursery School SEND Information

September 2021

Key Information

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Kent County Council Local Offer:

www.kent.gov.uk/education-and-children/special-educational-needs



Contents

1. What is SEND?	p. 5
2. What kinds of Special Educational Needs do we make provision for?	p. 5
3. How do we identify and assess pupils with SEN?	p. 6
4. How do our school policies make provision for pupils with SEND?	p. 7
5. Staff training & expertise at the school	p. 8
6. Equipment and facilities at the school	p. 9
7. How do we involve & consult with parents?	p. 10
8. How do we involve children?	p. 10
9. Complaints	p. 11
10. How does the Governing Body involve Outside Agencies in meeting the needs of pupils with SEN and their families?	p. 11
11. Contact Details of Support Services	p. 11
12. Transition	p. 12
13. Appendix A	p. 13
14. Appendix B (Covid 19 Addendum)	p.14

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice (2015, p 15-16)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEND Code of Practice (2015, p16)*

What kinds of Special Educational Needs do we make provision for?

Bishops Down Primary School is a Community Primary School with a Special Resource Provision (SRP) for children with physical disabilities and complex medical needs. We embrace the fact that every child is different, and, therefore, the educational needs of every child are different.

We currently provide support for a variety of special educational needs and disabilities, including cerebral palsy, hemiplegia, SMA, ASC, ADHD, Speech and Language, and a variety of Cognition and Learning difficulties. As a school, we work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are an inclusive school and meet the needs of all pupils with Special Educational Needs and Disabilities.

The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

How do we identify and assess pupils with SEN?

Some children enter Bishops Down Primary School already having been assessed as having SEN. Information on a child as a new entrant to the school can be passed to us from a range of outside agencies including health professionals, Early Years workers, other schools and parents themselves.

In other cases, the class teacher may become aware of difficulties children may have in class, or Parents may raise concerns. In either scenario, the children are observed and any relevant assessments take place. The school is able to carry out the following specialised assessments:

- dyslexia and dyscalculia screening
- speech and language screening
- emotional and wellbeing screening (such as Boxall, SDQ & Leuven)
- Wide Range Achievement Tests (WRAT)
- Test of Auditory Processing (TAPS)
- British Vocabulary Picture Scale (BPVS)

All children within the school are continually assessed throughout the year, within lessons, intervention groups and regular assessment weeks. Children that may need additional help are then identified through our termly progress meetings, where every child's progress is discussed. Concerns raised at these meetings focus not only on academic attainment but include health, behaviour, emotional problems and general wellbeing. Following the meeting a plan of support is agreed on a class provision map.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use specialised assessment material (screening for dyslexia, speech and language screen) to help determine the cause of the learning difficulty. We also have access to external advisors who give further support where necessary.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into either the class provision map or an individualised SEN support / provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified. Please note that a diagnosis given to a child does not mean that the child will be automatically placed on the SEN Register.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used using Pupil Passports and Class Profiles of Need.

How do our school policies make provision for pupils with SEND?

Evaluating the effectiveness of provision for SEND pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with an Education Health Care plan there will be an annual review of the provision made for the child, which enables an evaluation of the effectiveness of the special provision. All children on the SEN register (including those with an EHC Plan) have their support / provision reviewed regularly (at least 3 times per year) to evaluate their impact.

Assessing and reviewing the progress of pupils with SEND

Every pupil in the school has their progress tracked at least three times per year. Any concerns about progress are then discussed in a Pupil Progress Meeting. If adequate progress is not being made the SEN support / provision plan will be reviewed and adjusted.

Teaching pupils with SEND

Teachers at Bishops Down Primary School implement Quality First Teaching (QFT) strategies in all lessons to ensure that all children are able to access learning. At times, the mainstream core standards help teachers further differentiate their teaching approaches.

Adapting the curriculum and learning environment for SEND

At Bishops Down Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, advice from the Specialist Teachers and the strategies described in Education, Health and Care Plans.

We currently have 3 care suites on the school site. One care suite is in the Early Years building and has an accessible toilet as well as a changing bed. The second and third care suites include a hoist system as well as changing bed, washing facilities and accessible toilet.

Additional Support for pupils with SEND

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school in the form of High Needs Funding.

Enabling pupils with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND

All clubs, trips and activities offered to pupils at Bishops Down Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with SEND

At Bishops Down Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE (Personal, Social and Health Education), RSE (Relationships & Sex Education) circle time, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide support in the form of Time to Talk or Lego Therapy, external referral to CAMHs, time-out space for pupil to use when upset or agitated etc.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Other Relevant Policies

Behaviour Policy, Equalities Policy, Child Protection Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Complaints Policy.

Staff training & expertise at the school

Staff at Bishops Down Primary School have received training in the following areas:

- Language Link & Language for Learning
- Support for learners with speech, language and communication needs
- Cued articulation
- Colourful semantics
- Makaton
- ASD awareness including in the Early Years
- Women & Girls on the Autistic Spectrum

- Social stories
- Therapeutic play
- Bereavement counselling
- ELSA
- Lego therapy
- De-escalation techniques
- Team Teach
- Mental Health First Aid
- Mental Health & Emotional Wellbeing
- Moving & Handling
- Sensory Circuits
- Beam, Jump Ahead
- Epilepsy Awareness
- Diabetes Awareness
- PEG feeding
- Braille

The SENDCo, Mrs Woods is a qualified teacher and has the National Award for SEN Coordination accreditation. Mrs Woods also own a 'Pets as Therapy' dog that visits the school weekly, supporting children in their reading as a reading dog or emotionally.

When necessary the school organises specific training from outside agencies to meet the needs of individuals.

Equipment and facilities at the school

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

We have a close working relationship with Occupational Therapists and Physiotherapists and are able to access a range of equipment from the Health Service.

We currently have 3 care suites on the school site. One care suite is in the Early Years building and has an accessible toilet as well as a changing bed. The second and third care suites include a hoist system as well as changing bed, washing facilities and accessible toilet. We also have 2 mobile hoists which we are able to use in different areas of the school.

The school also has a sensory room, with a sensory light system, arrange of sensory toys and a music system. This is often used as a calming space for children.

We also have an additional room that can be used for children that need an additional space to work on their physical therapies, either with external therapists or our own staff.

How do we involve & consult with parents?

The Headteacher, SENDCo, Family Support Worker and all Class Teachers practise drop-in sessions, where parents are encouraged to discuss any concerns that they may have.

All parents of pupils at Bishops Down Primary School are invited to discuss the progress of their children on two occasions a year and receive a summary report once per year, with an additional end of year report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map. Any provision a child receives is shared with parents three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

How do we involve children?

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning, by creating a 'Pupil Passport' (See Appendix).

Children with an Education, Health, Care Plan are invited to attend their annual review and discuss aspects of their school lives that are going well and areas for improvement. Sometimes younger children can find this experience overwhelming so they are able to share their experiences in different ways such as showing their work or photographs of things they have done.

Bishops Down Primary School is an inclusive school and believes in treating all pupils and adults with respect and equal opportunity. The ethos of the school is such that every pupil within it is valued equally regardless of need. Children are taught about aspects of equality during our regular assemblies, PSHE, circle time and incidentally throughout the school day.

Complaints

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENDCo or Head teacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How does the Governing Body involve Outside Agencies in meeting the needs of pupils with SEN and their families?

The governing body ensure that the school has membership of LIFT (Local Inclusion Forum Team) to access specialist teaching and learning services. They also allow the school to purchase access to the Educational Psychology Service, Speech and Language Service, Occupational Therapy Service and Physiotherapy Service.

Contact Details of Support Services

IASK support families of children and young people (0 – 25 years) with special educational needs or disabilities. They work to empower children/young people and their parents to make informed choices about their children's education, other outcomes and communicate confidently. Advice and support is confidential and impartial. IASK is overseen by a steering group, half of which must be parents.

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

Transition

We work closely with other settings and teachers within the school to ensure that every point of transition throughout the children's time at Bishops Down is carefully managed. We liaise with pre-schools prior to school entry and local Secondary schools and offer additional meetings, visits and preparation for children who find transition more difficult.

Our children take part in the 'class swap' day, with additional support as necessary. Through discussions with the children and parents, we identify short/medium/long term desired outcomes and consider their long term aspirations. We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life.

Appendix A

Pupil Passport



My name is _____ and I am in Year

Things I enjoy or find difficult in class:

What is important to me:

I

My friends say I am:



Appendix B – Covid 19 Addendum

Children with complex medical needs and / or respiratory risk

Some children are at a higher risk of serious complications if they were to contract Covid 19. Although current government guidance states that all children should return to school, we recognise that this may be difficult for some children with specific medical conditions. For children in such circumstances the school will use Microsoft Teams to allow children access to the classroom during periods of the school day. Lessons and / or work will also be available to them via this medium. The school recognises the need for social interaction for these children and will also ensure that time is set aside for social Teams Meeting for peers to meet and socialise.

Further closures

In the event of further closures, the school will continue to make regular contact with families of SEND children. Microsoft Teams will also be used to support the children's wellbeing and learning.