



Special Educational Needs and Disability Report 2020

What is meant by Special Educational needs SEN?

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school (SEND Code of Practice 2015).

What kinds of SEN are provided for at the school?

Children with SEND are assessed using the four areas of need, as outlined in the SEND Code of Practice (2015):

Cognition and learning difficulties

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning

- ◆ Specific Learning Difficulties (SpLD)
e.g. Dyslexia, Dyscalculia
- ◆ Moderate Learning Difficulties (MLD)
- ◆ Severe Learning Difficulties (SLD)
- ◆ Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

- ◆ Depression
- ◆ Attention Deficit Disorder (ADD)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Anxiety Disorder
- ◆ Eating Disorders
- ◆ Social Disorders
- ◆ Attachment Disorder
- ◆ Mental Health Issues

Communication and interaction needs

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- ◆ Speech, Language and Communication Needs (SLCN)
- ◆ Autistic Spectrum Disorder (ASD)

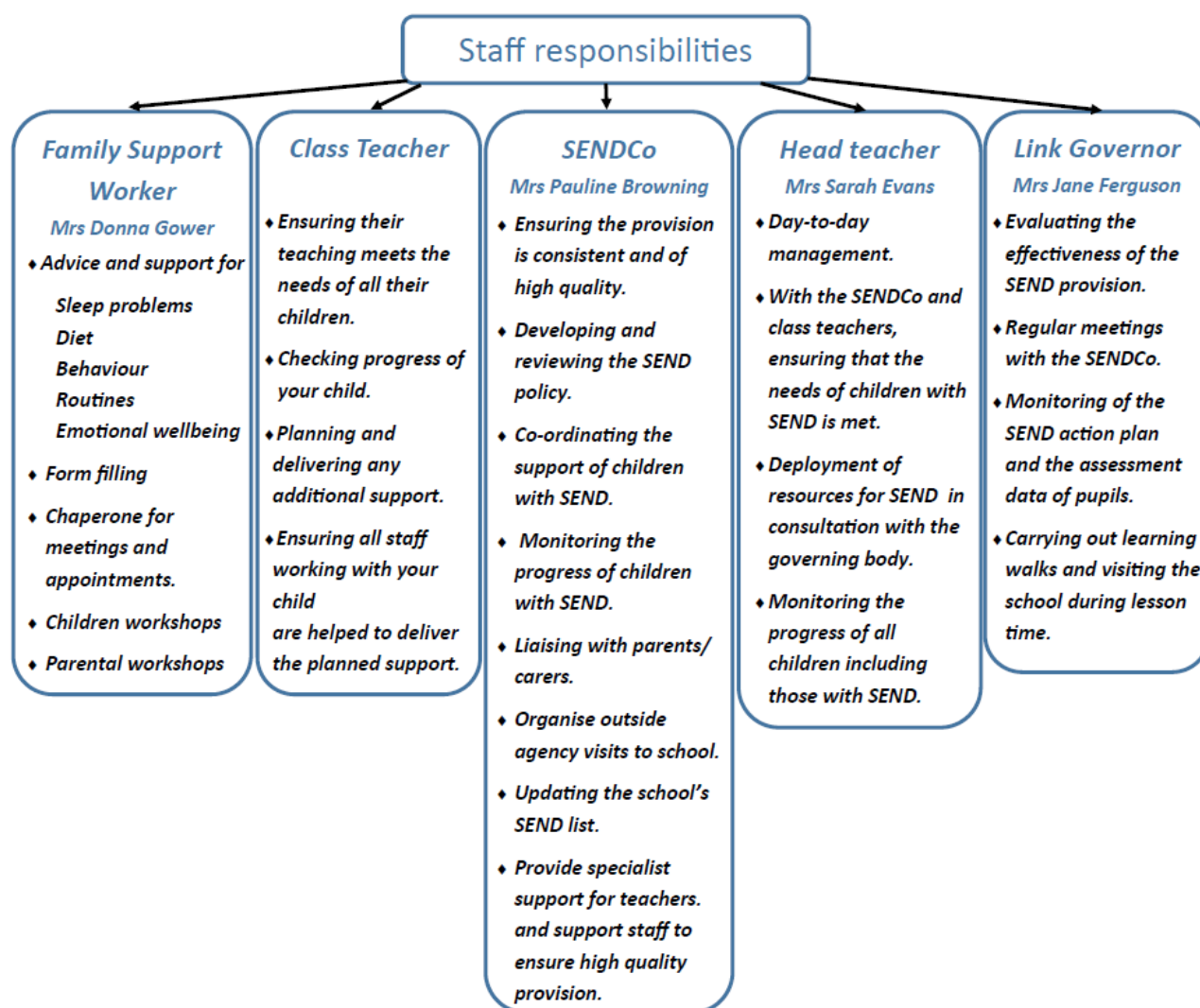
Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with sensory and/or physical needs may require specialist support and/or equipment to access their learning.

- ◆ Visual Impairment (VI)
- ◆ Hearing Impairment (HI)
- ◆ Multi-Sensory Impairment (MSI)
- ◆ Physical Disability (PD)

Who are the best people to talk to at Great Barford Primary Academy if I have concerns about my child's learning, happiness or wellbeing?

- In the first instance, talk to your child's class teacher about your concerns who can advise you/provide resources.
- If you continue to have concerns, you can arrange a meeting with the SENDCo Mrs Pauline Browning, the head teacher Sarah Evans or Family Support Worker Donna Gower. Please book an appointment with the office – 01234 870342.



At Great Barford Primary Academy we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. If the pupil continues to fail to make adequate progress once they have had all the appropriate interventions/ adjustments and quality personalised teaching, then they are identified as having a Special Educational Need.

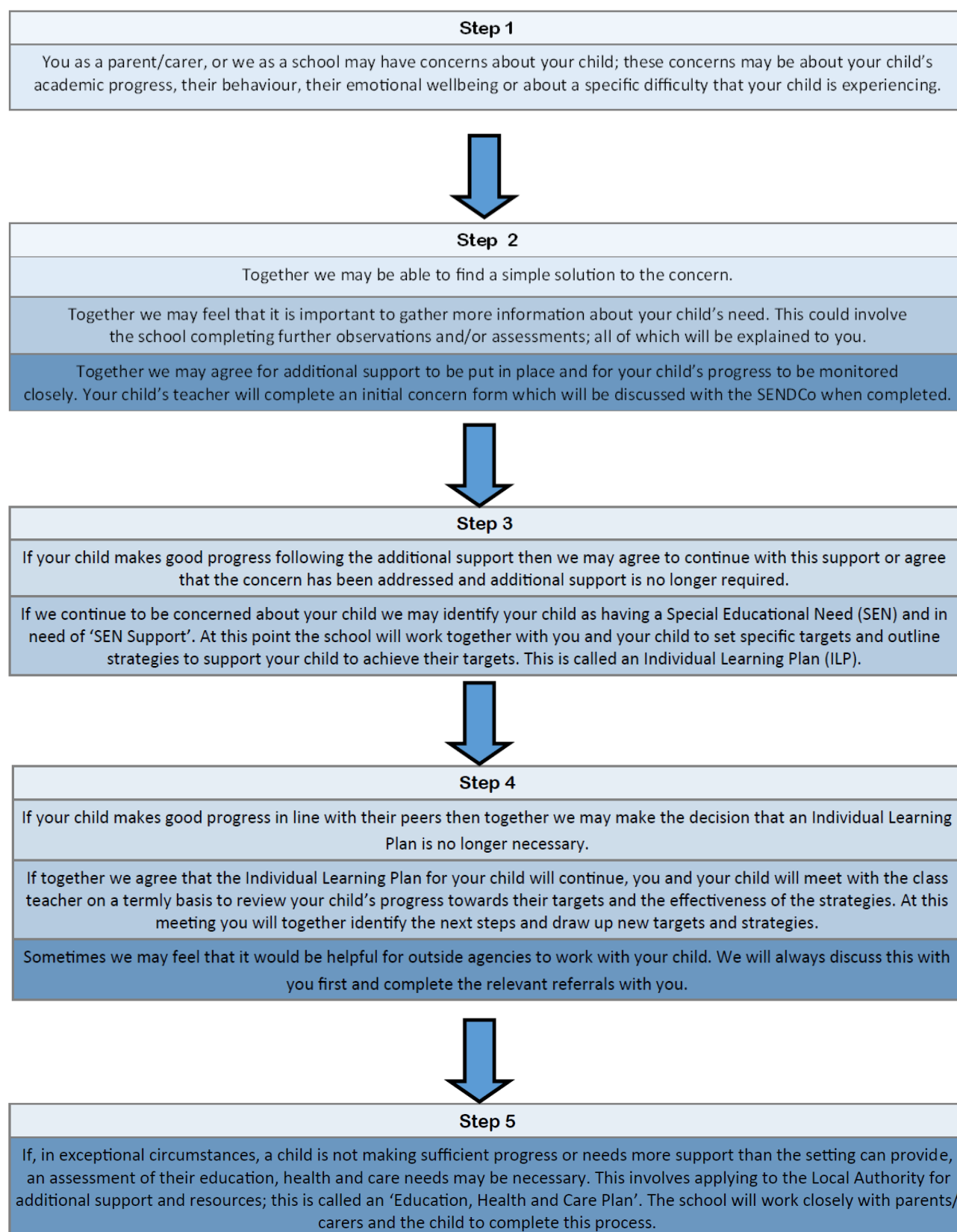
How will the school let me know if they have concerns about my child?

If there are any concerns around your child's learning, happiness or wellbeing we will communicate this with you and work together to action support and next steps for improvement.

We do this through:

- Discussions with the teacher before/after school
- During parent/teacher meetings
- Meetings may be arranged with you the class teacher and the SENDCo

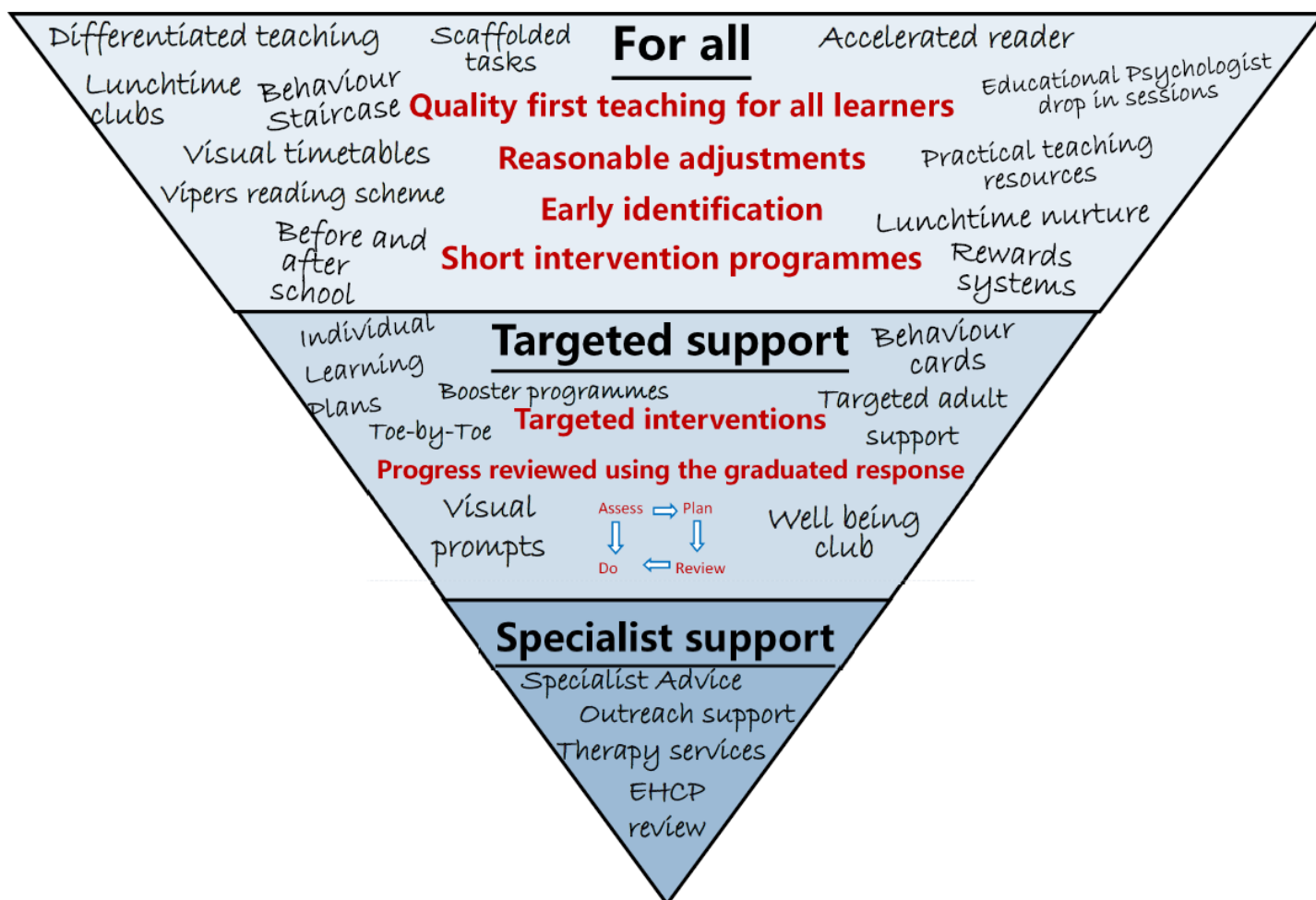
What happens next?



More information regarding EHCPs: <https://www.bedford.gov.uk/schools-education-and-childcare/special-educational-needs/send-team/>

What types of support may be suitable and available for my child?

As a school, we want all of our children to achieve their potential and do the very best they can in all aspects of their education, we offer a range of support.



How are children with medical conditions supported?

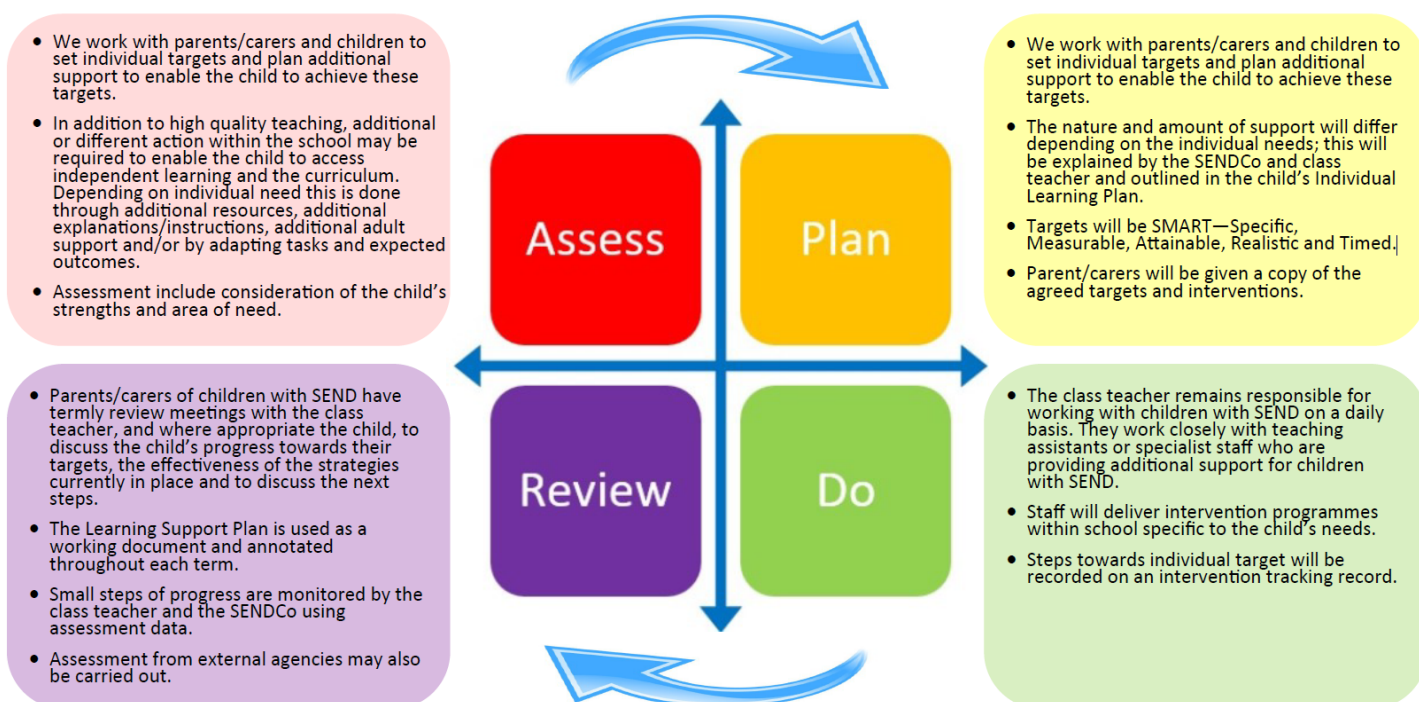
We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Our Disability and Accessibility policy and Administration of Medication policy are available on the school website, which outline in more detail the provision that the school makes for children with disabilities and medical conditions. Some children with disabilities and medical conditions may also have SEN needs.

What facilities are available for pupils with a disability?



The graduated approach to Special Educational Needs Support:


At Great Barford Primary Academy the 'Graduated Response', as set out in the SEND Code of Practice 2015, is at the heart of whole school practice. This continuous and systematic cycle enables us to identify a child's learning need, plan action to support them, carry out this action and then review and refine it in order to improve the support provided. This process becomes increasingly personalised, as actions are reviewed and revisited leading to a growing understanding of the child's barriers to, and gaps in, their learning.



How will the school support my child to reach his/her learning outcomes?

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their learning goals. We continually review the effectiveness of the strategies that have been put in place for all children and make adaptations as and when they are needed.

Pupils with SEN may have an **Individual Learning Plan** drawn up with the class teacher and/or SENCO, in consultation with you and your child. This plan sets termly targets for pupils to achieve and outlines strategies to be used to support pupils both in school and at home. Progress is discussed during the termly ILP meetings with yourself and your child, as well as your views on the provision that has been provided and this will help to inform future strategies that are used.

 Individual Learning Plan	Name:	Assessment Profile			IEP No:	SEN Support
	Date of Birth:	Reading: <i>Learning ladder points</i>	Writing:	Maths:	Date Written:	
	Class:	SBE BE E AE SAE	SBE BE E AE SAE	SBE BE E AE SAE	Review Date:	
What I am good at: What I need help/support with: What will help me to achieve my targets at home:		What will help me achieve my targets at school:			Key Information: Diagnosis: Professional involvement: Reading age: Reading level: Key words: Spelling:	
Priority Area What I need help with? What do I want to get better at?		Target/s What will I be able to do that I can't do now? What will I achieve? SMART TARGETS – <i>specific/measurable/achievable/relevant/ timed</i>	Action/Strategies Resources/ Support/When/Where/Whom/how often?		Review Annotated ongoing notes If targets are met, outline next steps	
TARGET 1 Focus Area:		Date of professional advice:				
TARGET 2 Focus Area:		Date of professional advice:				
TARGET 3 Focus Area:		Date of professional advice:				
Signed by child: Date:			Signed by Parent: Date:			

What is an EHC plan and who can request one?

An EHCP stands for Education, Health and Care Plan. The purpose of an EHCP is to provide special provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. EHCPs can be requested by a child's parent, the young person themselves (if over the age of 16 but under 25) and a person acting on behalf of the school with the knowledge and agreement of the parent and young person where possible.

EHCPs will be issued when the special educational needs of a child cannot be reasonably provided for within the resources available to children at SEN Support. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

Referral for an EHC Plan will combine assessment and information of the child's needs from the school, the child and from parents/carers, and where appropriate from the Health Authority, Social Services and any other professional supporting the child. Information will be gathered relating to the current provision provided, action points that have been taken, and the progress made towards agreed targets. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

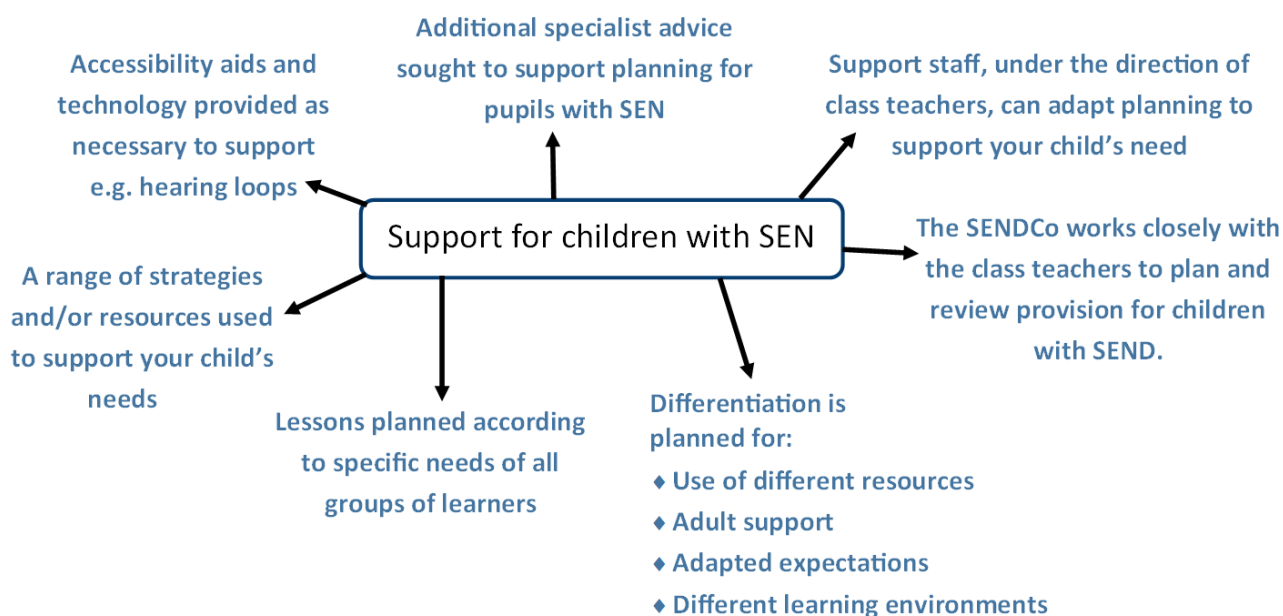
The plan will be a legal document describing a child or young person's needs, what should happen to meet those needs and the suitable educational placement. It is person centred, focusing on the needs and hopes of the child. The EHC Plan can continue into further education and training, and for some young people up to the age of 25.

There will be an annual EHCP review meeting where all parties involved in the child's education are invited to attend. For children who are transferring to middle school there will be a transfer review held during the summer term of Year 6.

For further information: <https://www.bedford.gov.uk/schools-education-and-childcare/special-educational-needs/send-team/>

How will the teaching be adapted for my child with SEND?

We provide a differentiated and personalised curriculum, which means that lessons are adapted to ensure that all children can access the learning. Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school and, as far as possible, taking into account the wishes of their parents and the needs of the individual. Pupils with SEN will be taught with their peers, however at times they may need a more personalised approach. Depending on individual need, support is provided through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes.



How does the school evaluate the effectiveness of the SEND provision?

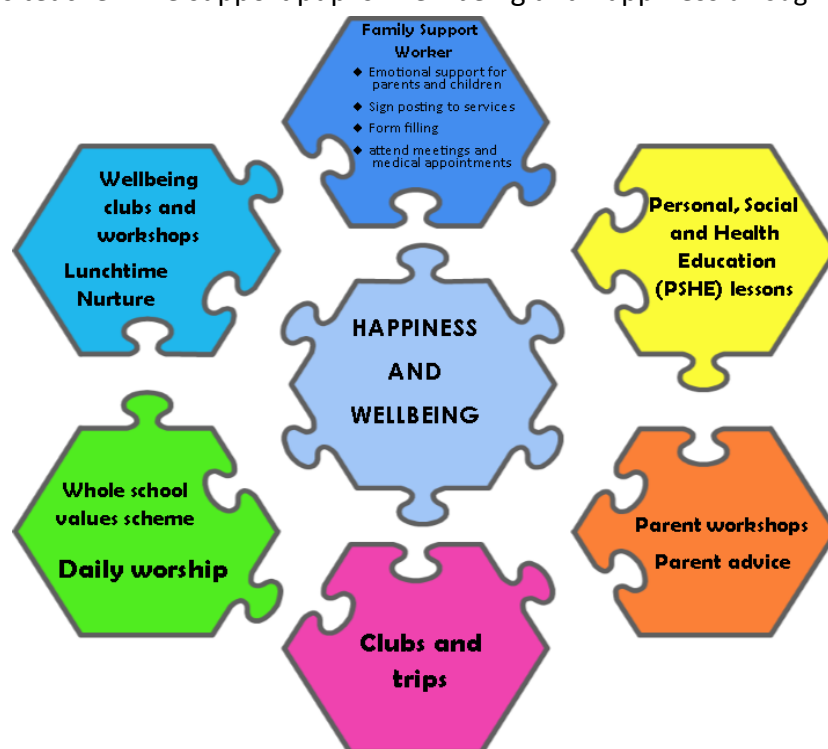
The quality and effectiveness of SEND provision available to pupils at Great Barford Primary Academy is monitored by the senior leadership team, school governors and the SENDCo.

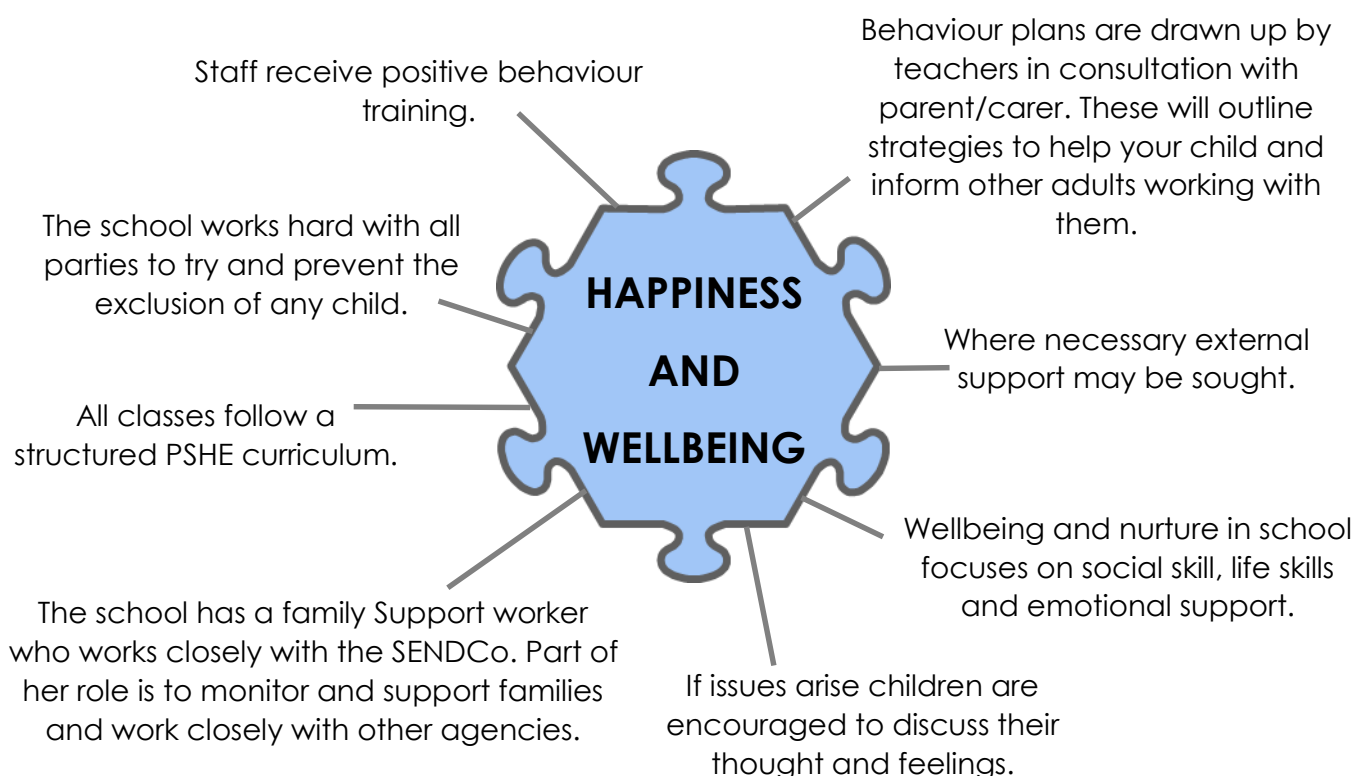
Monitoring may include:

- Your child's progress continually monitored by his/her class teacher
- Class assessments
- Half termly pupil progress meetings
- Observations of teaching and learning
- Book Looks
- Environment checks
- Observations of support staff
- Learning Plan evaluation
- At the end of each key stage (end of year 2 and year 6) children are required to be formally assessed using Standard Assessment Tests (SATs), the results are published nationally. At the end of year 1 children are required to sit the national Phonics Test. In year 4 children are required to sit the Multiplication Tables Check.

What support will there be for my child's happiness and wellbeing?

We promote an inclusive ethos in which all children's efforts are recognised and celebrated. We are committed to meeting children's personal, social and emotional needs in order for them to be able to fully access the learning. At Great Barford Primary Academy, the happiness, health and well-being of all our pupils is very important. If you have any concerns about your child, please speak to their class teacher. We support pupils' well-being and happiness through:





How is my child included in the same activities as his/her peers at school?

Great Barford Primary Academy is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children, regardless of their needs or disability.

When necessary the school will make reasonable adjustments to ensure that children with special educational needs and disability (SEND) are included in all activities. If required, the class teacher and SENDCo will liaise with the club leaders to ensure that appropriate strategies are implemented

All children are welcome at the School's Breakfast and After School club and extra-curricular clubs offered during lunchtime and after school. In the Breakfast and After School club many of the staff employed by the school also work as teaching assistants within the classes; this helps to develop excellent relationships between staff, pupils and parents/carers. It also enables information to be easily passed on between teachers and parents/carers and helps to ensure a smooth transition between the extended care provision and the main school day. If needed, we will make adjustments to ensure that all children can access and enjoy the clubs that we offer.



Risk assessments are completed prior to trips to ensure that all children will be safe and that individual needs can be met. We always ensure that individual needs are catered for; this may involve using a visual schedule, pre-teaching of what will happen on the trip, allocating additional adult support and/or pairing individuals up with the class teacher.

We welcome parental advice regarding how your child is likely to cope on a trip and your ideas for extra support that they may benefit from.



How will you consider my views and those of my child with regards to her/his difficulties with learning, special educational needs or disabilities?

We value the in depth knowledge that parents/carers have about their children and encourage parents/carers to communicate with us regularly.

We believe that partnership with parents is essential in relation to SEND.

- ❖ You will be informed as soon as provision is being made for your child.
- ❖ You will be kept informed about your child's progress and your views and support are highly valued.
- ❖ The school will seek your permission before consulting any outside agency and we will tell you in advance when a professional is visiting the school.
- ❖ Any reports produced by professionals will be shared with you.
- ❖ You will be sent a copy of all reviews, targets and programmes of work.
- ❖ You will be invited into school for the termly review meeting and are encouraged to comment on the progress achieved by your child and the new targets or programme of work planned.
- ❖ There are always opportunities for you to come into school on either an informal or formal basis to discuss concerns with the class teacher, SENDCo, the head teacher or the school family support worker.

We believe it is important that your child is involved as fully as possible in the monitoring of their Special Educational Need and that they feel a sense of ownership over their own learning.

- ❖ Your child's views and wishes are valued and taken into account.
- ❖ Your child will be involved in termly meetings to set and review their targets and discuss the effectiveness of the strategies that are in place.
- ❖ We will also give your child a range of opportunities to share their views about their needs and progress. The level of their involvement will be dependent on their age and understanding. It will be personalised to the child and may be done verbally, using visual resources, writing or any other media which the child can access in a meaningful way.

How will you support my child when they move from class to class or to a new school?

We recognise that transitions can be difficult for many children and we take steps to ensure that any transition is as smooth as possible and sensitive to your child's needs:

If your child is joining from another school:

- We encourage school visits for you and your child. During which we will provide information booklets including all the information you and your child need to know about their new setting.
- Should you have any concerns prior to your child starting the school meetings can be arranged with relevant staff and/or professionals.

If your child is moving to another school:

- We work closely with the SENDCos from other settings and will ensure that they know of any special arrangements or support that needs to be made for your child.
- Meetings are held and records passed on. We share appropriate information with the child's next school, including passing on copies of individual targets and support strategies.
- Additional meetings can be arranged with yourself and your child to discuss concerns regarding transition.
- Additional visits to your child's new school can be arranged.
- If appropriate your child will be involved in creating a transition booklet, with school staff, which includes pictures and important information for their new setting.

When moving classes in school:

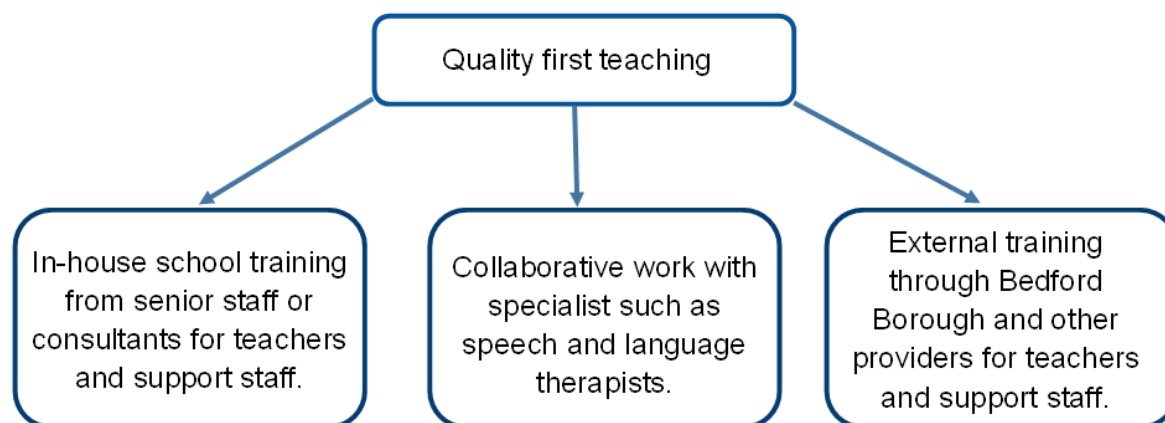
- In preparation for children moving year groups, teachers liaise closely with each other, transferring Individual Learning Plans, and discussing effective strategies and support currently in place for children with SEND. Useful resources, strategies and information will be passed to the new teacher.
- Children will make planned visits to their new classroom and meet their new teacher/s. If appropriate additional visits can also be arranged for your child and yourself, so that you gain a knowledge of your child's new learning environment.

How does the school ensure the school staff are appropriately trained to support my child's special educational needs and/or disability?

We believe that training aims to raise the awareness and effectiveness of the staff in meeting the special educational needs of any child. The school provides training and support to enable staff to improve the teaching and learning of all children, including those with SEND. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs.

For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well-matched to individual children.

Recent training opportunities have included: Learning and cognition, anxiety training, ADHD, dyslexia, speech and language, English as an additional language, sensory processing in Education.



What is the Local Offer and where can I find it?

The children and Families Bill 2014 places a requirement on local authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents, families and professionals in understanding the range of services and provision in the local area.

For more information about The Local Offer:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

What support services are available to parents of pupils with SEN?

If a child or a family needs additional support beyond the school, we will make referrals to external agencies. All SEND referrals include the parents' views and are done in agreement with parents/carers.

Local Authority Provision (available in school):

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Autism Outreach (Autism Spectrum teachers)
- Sensory and Communication Support Team (hearing/visual impairment)
- Early Years Support Team
- Bedford Borough SEND Team (Assess Education, Health and Care (EHC) needs and monitors Education, Health and Care Plans (EHCP)). Tel:01234 228375
Email:sendteam@bedford.gov.uk

Health Provision (available in school):

- School nurse
- Occupational Therapy
- Physiotherapy
- Social, Emotional and Mental Health Team (CAMHs)
- Child Development Centre

For more information about the local authorities SEND support and provision guidance see:
https://search3.openobjects.com/mediamanager/bedford/directory/files/send_support_and_provision_guidance_2019.pdf

Further support information:

Bedford Borough Local Offer: The Local Offer provides information about services that children, young people and their families can expect from a range of local agencies. Here you will find all sorts of fascinating and up-to-the-minute information about what is going on in the area and details on how to access Services, Organisations and Activities that are right for you and your child.

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Bedford SEND Independent Advice & Support Service SENDIASS: Provide confidential support concerning educational issues for residents of Bedford Borough. They are impartial from school, local authority, health, social care and other organisations to provide advice and support.

Tel: 01234 276267 email: sendiass@bedford.gov.uk

SEND: guide for parents and carers: A guide on the support system for children and young people with special educational needs and disability (SEND).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Useful websites:

<https://www.kids.org.uk/>

<https://www.mencap.org.uk/homepage>

<https://www.thecommunicationtrust.org.uk/>

<https://ican.org.uk/>

www.family-action.org.uk

<https://nasen.org.uk/>

<https://www.bdadyslexia.org.uk/>

<https://www.autism.org.uk/>

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Who can I contact if I have a complaint about the SEND provision made for my child?

Initially speak with your child's teacher/SENCO about your concerns and hopefully they can address these. If this doesn't resolve the issue you can then contact the Head teacher or refer to our complaints policy, please refer to school website. If the complaint is about your child's Education and Health Care Plan you can contact the SEND Team at Bedford Borough Tel:01234 228375 Email:sendteam@bedford.gov.uk.

Policy review: April 2021