



Broadclyst Community Primary School

SEND Information Report 2017-18

1. What types of Special Educational Needs does BCPS provide for?

BCPS is a mainstream setting with a fully inclusive SEND policy. As such, BCPS will:

- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the following primary areas of need;
 - **Communication and interaction**
 - **Cognition and learning**
 - **Social, emotional and mental health difficulties**
 - **Sensory and/or physical needs**
 - **Medical**
- These may be further categorised under the following:

SPLD	Specific Learning Difficulty (this may include Dyslexia, Dyspraxia Dyscalculia)
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound and Multiple Learning Difficulty
ESMD	Emotional, Social and Mental Health Difficulties
SLCN	Speech, Language and Communication
ASD/C	Autistic Spectrum Disorder/Condition
VI	Visual Impairment
HI	Hearing Impairment
MSI	Multi Sensory Impairment
PD	Physical Disability
OTH	Other Difficulty / Disability

In consultation with parents, the SENCO will decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. BCPS' policies for the identification and assessment of pupils with special educational needs.

BCPS employs a SENCO, Miss Teresa Cavallo, Tuesday to Thursday with no teaching commitment. BCPS also employs additional school nurse time for three full days a week and additional Educational Psychology and Speech and Language time, every week in order to

assist with the identification of needs and strategies for supporting children identified with SEN. The role of the SENCO and provision with children for SEN is overseen by the SEN Governor, Mr Ken Dyson.

Through this provision, BCPS will:

- Monitor the progress of all pupils; formal assessment of academic levels, use of additional assessments to identify specific difficulties, including reading, language, speech difficulties. Informal monitoring and assessment of children's progress and wellbeing takes place by all staff who report to the SENCo and parents.
- Teachers meet regularly with the SENCO to maintain a consistent assessment process, review progress and plan and review support and intervention packages.

BCPS will:

- Listen to the pupil
- Listen to parent/carers' concerns through, informal discussion, parents' evenings, emails, phone calls and specifically arranged meetings.
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs. BCPS has a flexible, broad and enriched curriculum to ensure that all pupils are able to access a personalised approach appropriate to their age and ability.
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; as outlined above
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition BCPS will:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes, including CPD and regular meetings with the SENCO.
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning. The SENCO presents at Curriculum evening to inform parents. Teachers are able to complete an Initial Referral Form should they have concerns about a pupil's progress. The SENCO meets each teacher formally each term.
- Use a range of appropriate screening and assessment tools to identify needs, including GL reading, spelling and cognitive profile assessments, Progress Tests in Maths and English, PASS (Pupil Attitudes to Self and School) assessments, Language Link assessments, dyslexia and dyscalculia screeners. More specific screening assessments are used if concerns are identified.

- Gather evidence of pupil needs through observations and formal and informal meetings with teachers, parents and SENCO.
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEN support services etc. in order to gain a better understanding of a pupil's needs with support from Devon County's 0-25 SEN team where necessary.
- Inform parents/carers when they are making Special Educational Provision for their child and have processes in place for parents/carers to provide feedback on provision at parents' evenings and ongoing throughout the term
- Identify the nature of each pupil's SEN needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach. Each child with SEN will have an individual Provision Map outlining needs, support and outcomes.
- Regularly review the SEND register and other processes used for identifying and making needs known

3. BCPS' policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

BCPS will:

- Review and update the school SEND policy annually
- Review staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils through the use of targeted provision maps which include assessment data and targets /outcomes
- Review attendance and exclusion data for SEND pupils
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from the Devon SEND audit for Primary and Secondary schools to inform our evaluation of provision
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

BCPS' arrangements for assessing and reviewing the progress of pupils with special educational needs;

BCPS:

- Ensure that they have procedures in place for consulting and working in partnership with parents and pupils
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Establish and review 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan
- Hold regular parent meetings 3 times a year
- Regularly evaluate progress towards personalised targets with the pupil

The school's approach to teaching pupils with special educational needs;

BCPS will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum

- Differentiate lessons to match the pupil's level of learning as part of the schools universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

How the school adapts the curriculum and learning environment for pupils with special educational needs;

BCPS will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs.
- Differentiate lessons to match the pupil's level of learning
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Additional support for learning that is available to pupils with special educational needs;

BCPS will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

BCPS will:

- Carry out their duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

Support that is available for improving the emotional, mental and social development of pupils with special educational needs

BCPS will:

- Employ an on-site school nurse to provide whole school class teaching and 1:1 sessions as necessary
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils
- Review attendance and exclusion data for SEN pupils

- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, ie Student Voice
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The School's Special Educational Needs Coordinator is Miss Teresa Cavallo. She can be contacted at tcavallo@bcps.org.uk or on the usual school telephone number. Miss Cavallo is available Tuesday to Thursday. In the event of her absence, please contact one of the Leadership Team, Miss Nina Rothery, Mr David James, Miss Alex Pulfer or Mr Jonathan Bishop (Head).

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

BCPS will:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high quality teaching
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENCO is on the Leadership Team
- Ensure the SENCO has completed the National Qualification for SEN Coordination
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

BCPS will:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEN gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (DAF 2a, 3) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings and Primary Schools.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

BCPS knows that parents know their children best and it is important that we, as professionals listen and understand when parents express concerns about their child's development. BCPS will also listen to and address any concerns raised by children and young people themselves.

BCPS provides an annual report for parents on each child's progress. BCPS also holds a Curriculum Evening, three Parents' Evenings and an Open Evening throughout the year. In addition to this, the school has an 'Open Door' policy and parents can chat informally about their child's progress before or after school but are encouraged to make a formal appointment with the teacher or SENCO should they wish to discuss concerns they have.

BCPS will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability and are available at Curriculum Evening and on the school website.
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision

- Encourage the active participation of the child and their parent / carer

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

It is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

BCPS provides an annual report for parents on their child's progress.

BCPS will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability on their website or at school via the SENCO
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, via Pupil Voice
- Use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the pupil

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the first instance, parents should talk to the Leadership Team and if necessary the Governor responsible for SEN, Mr Ken Dyson.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

BCPS will:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the DAF (Devon Assessment Framework) process, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Useful links are provided on the school website for parents. The presentation at Curriculum Evening and the school Open Evening provides a list of useful websites/agencies. Should parents have concerns about their child, they should, in the first instance talk to the class teacher. The SENCO is also available to discuss concerns with parents and / or teachers. The Local Authority Local Offer and the School Website are provided at the end of this document.

12 BCPS' arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

BCPS will:

- Ensure the SENCO works with the parents and the feeder/next school SENCO
- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability

- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The DAF process will support the transition process
- Begin transition planning as early as required. This may include additional visits, photos, activities with a visiting teacher pre-transition
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

13 Local Authority SEND Offer:

Information is available on the school website www.bcps.org.uk
or you can link directly to: www.devon.gov.uk/send

Updated 13.09.2017

Teresa Cavallo

SENCO