

Special Educational Needs and Disability Information Report

Address	Robert Bakewell Primary School Barsby Drive, Loughborough, LE11 5UJ
Contact Details	01509 231646 office@robertbakewellprimary.com
Headteacher	Mr Jon Bishop
Deputy Headteacher	Mrs Katie Dixon
Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Inclusion Leader	Mrs Ruby Kabir
Mental Health and Wellbeing Lead and Designated Teacher for LAC Pupils	Mrs Tessa Best (on sabbatical) Interim Wellbeing Lead: Miss Jenny Compton
Website Address	www.robertbakewellprimary.com
Age Range	4-11 years
Designated unit/additional learning support department	N/A Mainstream Primary
Number of children with a Special Educational Need or Disability	75

The name of and contact details of the SEN co-ordinator.

Mrs Ruby Kabir is the SENCO at Robert Bakewell Primary School.
Appointments can be made by contacting the school office on 01509 231646.

What are the kinds of special educational needs for which provision is made at Robert Bakewell Primary School?

At Robert Bakewell Primary School, inclusion is at the heart of our day to day practice. We value diversity and recognise the benefits to everyone in having an inclusive education. Through an inclusive curriculum that encourage all pupils to keep up, not catch up, we aim to provide a wealth of learning opportunities, encompassing challenge, achievement and creativity.

We want our children to develop their unique talents and strive to improve and excel in all they do. We understand that, with the right support from staff, parents and outside agencies, nothing is beyond the reach of our children. From time to time some children require additional support or intervention to help meet their needs or improve their learning. The decision to do this is made by the school with 'parents' and 'carers' full involvement.

SEND stands for "Special Educational Needs and Disability". There are four broad categories of SEND:

- **Communication and Interaction** (such as autistic spectrum and language disorders)
- **Cognition and Learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and Sensory** (such as hearing or vision impairment or needing a wheelchair or walking frame)

The SEN Code of Practice (0-25) was revised in September 2014 and last updated April 2020. The school complies with the Equality Act 2010.

'How does the setting know if children/young people need extra help? What should I do if I think my child may have special educational needs?'

At Robert Bakewell Primary School we aim to provide the very best learning experiences through a broad and balanced curriculum, which meets the needs of all pupils and enables them to fulfil their potential.

We aim to identify areas of need as early as possible, by regularly tracking pupils' progress in class and taking action when a pupil is not making the expected progress for their age. As parents, you may also have your own concerns about your child's development and we encourage you to share these concerns with the school.

In the first instance, the class teacher will talk with you about your child's progress and suggest ways in which they may be supported at school and how you could help at home. Additional support in class or a targeted intervention group may be provided, depending on the individual needs of your child. If difficulties persist, the SEN Co-ordinator (SENCo) will become involved. At this point, there may be a need for more specific assessments in school. Your child's class teacher and/or the SENCo will discuss the next steps with you and your child.

If you feel that your child has a special educational need, it is really important that you come and talk to us so that we can work together to provide the highest level of care, support and education.

How does Robert Bakewell School identify children with special educational needs?

Children are identified with special educational needs when their learning difficulty or disability is such that they need provision different from or additional to that which is normally available to pupils of the same age. For some children, SEN can be identified at an early age. For other children and young people, difficulties become evident only as they develop. We are committed to the earliest identification of these needs, so that effective provision can start as soon as possible.

Our SENCo supports staff in their identification of children with special educational needs and disabilities (SEND). If a class teacher thinks that a child might have SEND, they will: monitor the progress of the child; carry out observations; put in appropriate levels of support and include children in small group work that targets their area of need.

The class teacher will also discuss their concerns with parents at the earliest opportunity. If the concerns continue, we may then place your child on the SEN record. There are different levels of placement on the SEND record:

- SEND Support
- Education, Health and Care (EHC) Plan

This is a graduated response relating to the child's level of need. Children are assessed as to which level they should be placed, by referring to the Local Authority's guidance for the criteria for placement. This tells schools how to work out which level of support children need according to the areas of need they have.

These areas of need include:

- Communication and Interaction: Autism Spectrum Disorder
- Communication and Interaction: Speech, Language and Communication
- Cognitive and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs: Hearing Impairment
- Sensory and/or Physical Needs: Visual Impairment
- Sensory and/or Physical Needs: Physical Disabilities and Medical Difficulties

The class teacher and SENCo will communicate closely in order to provide a targeted

approach to supporting your child with any difficulties. The school can also seek further support and advice from other specialist agencies.

What are Robert Bakewell's arrangements for assessing and reviewing the progress of pupils with special educational needs?

Class teachers will have termly meetings with SLT/Phase Group Leaders to discuss the progress of all pupils, including pupils with SEND.

At the end of each key stage (e.g. at the end of year 2 and year 6) all children will be required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Teachers will review if pupils with SEND can access SATs or are entitled to extra support (in guidance with government guidelines) and will discuss this with parents.

The progress of children with an EHC Plan is formally reviewed at an Annual Review. All adults involved with the child's education, health and care will be invited to attend, with the intention of having a multi-agency approach to aid a useful and comprehensive review. Class teachers will review the EHCP outcomes termly which will feed into the Annual review.

Robert Bakewell, with parental consent, will seek advice from outside agencies if it is felt that a child with SEND needs further support from agencies such as. Outreach Support, Inclusion Support, Specialist Teaching Services or the Educational Psychologist.

How will the curriculum be matched to my child's/young person's needs?'

At Robert Bakewell we embrace diversity and acknowledge that all children are different and have individual needs. We are an inclusive mainstream school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice 2014.

At Robert Bakewell we strive to provide all children with high, quality first teaching. We aim to develop independent learners who can transfer these skills to future life. We educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms.

We track and monitor pupil data which informs the appropriate support required. We are proactive in seeking help and support from outside agencies, to gain advice and ideas for support to improve our teaching of children with SEND. Although we aim to put in effective support to enable a child to reach their targets, we do not encourage learned dependence on an adult.

We believe that children with SEN and disabilities are entitled to be taught by their class teacher. Support given to pupils with SEN may be through group work or individual programmes of work. We feel that working in partnership with parents is important to help the child develop.

How does Robert Bakewell adapt the curriculum and learning environment for pupils with special educational needs?

All our classrooms are inclusive and friendly. All of our children have access to the full curriculum and we recognise their achievement and expertise in all areas. Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

The environment is stimulating, supportive and well resourced. All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays and highlighters, scaffolding work cards. Visual resources including visual timetables are used to prompt and encourage children to learn and achieve independently. The school is accessible for wheelchair users. All lessons are adapted in order to allow all children to participate.

Children are encouraged to access the wider life of the school community, activities and trips are available for all. Risk assessments are carried out and procedures put into place to enable all children to participate.

How does Robert Bakewell provide additional support for learning that is available to pupils with special educational needs?

The support each child at Robert Bakewell receives will vary and aims to match their needs. This support is written on a SEND Learning Plan which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention needed but advice can be sort from the SENCO regarding resources. At Robert Bakewell we use a range of interventions that are carefully matched to aim to close children's gaps in their learning. These interventions may include:

- Little Wandle Phonics Scheme
- Speech and Language programmes
- Social Communication Groups
- Precision Teaching and SNIP Literacy
- Toe by Toe/Word Wasp/Hornet Literacy Primer
- Re-teach and Pre-teach
- ELSA/Theraplay
- Power of 1 and Power of 2
- Write from the start Handwriting intervention/South Warwickshire Handwriting Intervention

These interventions may be run for individuals or groups who need a boost in a particular area. They can be accessed by any child with or without SEN, if the

teacher decides it is an intervention to meet needs. The level of provision will depend upon a number of factors including their progress in other areas, their attitude to learning, what the class teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. If progress has not been made despite appropriate intervention, teachers and parents working together may contact other outside agencies to provide support and advice to both the school and parents. The SENCO will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required.

Support may come from a number of providers including:

- Local Authority services such Specialist Teaching Services,
- Autism Outreach and Learning Support
- Educational Psychologist,
- Outside health agencies such as the Speech and Language Therapy (SALT), Occupational Therapist, Physiotherapist, Paediatricians, the Mental Health Support Team, Inclusion Support from Specialist Schools e.g. Ashmount School, Oakfield Short Stay School

What activities are available for pupils with special educational needs in relation to those available in accordance with the curriculum?

All the children in our school have equal access to all opportunities. Extra curriculum clubs are open to all pupils. If a child has additional needs, we will ensure that the necessary adjustments to trips and visits are made to enable them to take part in activities.

Risk assessments are carried out for each trip and a suitable number of adults are available to accompany the pupils. Superstars is inclusive and welcomes all children.

What support that is available for improving the emotional and social development of pupils with special educational needs?

All children at Robert Bakewell are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. Class teachers plan activities as part of the Social, Moral, Spiritual and Cultural aspect of the curriculum. Children can be referred to ELSA or our Welfare Team to support them with their emotional needs.

Children with SEND may need to work on additional activities to further enhance their emotional and social development. Robert Bakewell, with parental consent may seek the advice from the School Nurse or other outside agencies, such as Speech and Language Therapists or a Community Paediatrician. If parents and school are concerned that the child may have mental health needs, parents can ask their GP to make a referral to CAMHS (Child and Adolescent Mental Health Services). We have a limited number of sessions available for support from a Counsellor (RELATE services) which the school funds. In addition we also have a local authority funded team of Mental Health Support Practitioners who are able to deliver low intensity CBT for identified pupils. All therapies from outside agencies will only take place following parental/carer consent.

What are the expertise and training of staff in relation to children and young people with special educational needs and how will specialist expertise will be secured?

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

As we see all our class teachers as teachers of SEND children, we recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We ensure our Learning Support Staff attend training to help meet the needs of the children at school. For example most teachers and support staff (including lunchtime supervisors) have had some form of training on autism. Over the past few years, most staff have had training including: AET Level 1, attachment issues and disorder, bereavement, epilepsy and diabetes awareness and dyslexia. Some staff have AET Level 2 and Level 3 training. We have an Autism Lead Practitioner who can advise staff on approaches and resources. Many staff have also attended training on a range of SEND areas. These include Precision teaching, ADHD awareness training, ASD training, React Positive Handling, Attachment, Theraplay, sensory circuits amongst others.

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

Robert Bakewell Primary School receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the notional SEN budget. At Robert Bakewell we use money from this budget to pay for support staff and the purchase of any additional items that are required to meet the needs of the pupils.

If a pupil with SEN needs more than £6,000 worth of special educational provision (this is equivalent to 15 hours of support above what is normally provided), an application can be made to the local authority to provide top-up funding or an Education Health and Care (EHC) plan.

How are parents involved?' Who can I contact for further information?

We are fully committed to forming meaningful partnerships with parents.

The school will do this by:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Inviting parents of pupils with SEND to meet with the class teacher periodically through the year, to set targets and review outcomes of support. Additional appointments can be made with your class teacher and/or SENCo.
- Supporting and guiding parents in ways that they can support their child's learning and development at home.

- Planning additional support for parents at key times, for example, when considering and making a referral for a co-ordinated assessment for an EHC Plan and at transition into the school or to the next phase of education.
- Providing all information shared with parents in a clear accessible way.

The SEND Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The Parent Partnership Service can offer additional support and can be accessed at www.leics.gov.uk/index/education/parents.html

Or by telephone number 0116 3055614.

What are the arrangements for consulting young people with special educational needs about, and involving them in, their education.

Teachers always talk with pupils about the work they are doing to ensure the children understand what is happening and why.

The involvement of pupils is an essential part of promoting progress; pupils with SEN are consulted where possible. This includes involvement in their review meetings and target setting process. Pupils with SEN are encouraged to put themselves forward to be House Captains, or take up other types of responsibility to help play a key part in making developments within school.

What is the role of the school governors in meeting the needs of pupils with SEND?

Wherever possible we seek to discuss and come to an agreement about children's education. If a parent has a concern, they can contact the class teacher, SENCO, Head teacher or SEND Governor. If the concern is not resolved then parents should use the formal complaints procedure which can be found on the school website.

How will Robert Bakewell School prepare and support my child's transfer to a new setting or to the next stage of education and life?

We understand that children and parents may feel anxious about moving to a new class or school, and at Robert Bakewell we aim to make that transition as smooth and as successful as possible.

On entry to Robert Bakewell Primary:

- Induction events during the summer term support the transfer for children joining the Foundation Stage in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO and Foundation Stage Co-ordinator meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- The Foundation Stage Teacher / Learning Support Assistant will aim to visit each child in its preschool setting.

On transition to secondary school:

- The transition programme in place for pupils provides a number of opportunities for children and their parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5/6 for pupils with an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other schools may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred when we have been notified by a parent or a receiving school that their child has been enrolled at another school.
- Some pupils will benefit from an enhanced transition support group which will mentally help prepare pupils who may find the transition causing extreme worry or anxiety. These groups will take place for selected pupils in the Summer Term.

Where can I find Leicestershire County Council's Local Offer?

The Leicestershire Local Offer can be accessed at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

If you have any further questions about our provision for SEND pupils, please contact us