

SEN information report – September 2018

Bowhill Primary School

We hope that this information is useful to parents and helpful if you think your child has special educational needs.

Welcome to our SEN information report which is part of the Devon Local Offer for learners with Special Educational Needs (SEN). We have a legal duty to publish on our website information regarding the Governing Body's policy for pupils with SEN.

Bowhill Primary School is a mainstream primary school with 478 pupils currently on roll. All children, regardless of their specific needs, are supported to make the best possible progress. We are dedicated to providing a broad and balanced curriculum which is accessible to all children in a safe, happy and inclusive environment. We value high quality teaching for all learners and actively monitor teaching and learning throughout the school.

We hold termly Parent Consultation Evenings and report annually in writing to you about your child's progress in school. Teachers are always happy to meet with parents less formally too, especially when you may have concerns you wish to raise. We hold regular new parents' visits and hold an informal Friday Coffee morning at which all parents are welcomed. We have a thriving PTFA (Parent Teacher Friends Association – Friends of Bowhill) who support our school in many ways, including helping to raise funds to provide extra resources. We also hold activity sessions in school to which parents are invited to work with their children. Parent support is also welcome on school trips which are organised for all classes to support and enhance children's learning - and to make it fun!

We are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of what we offer, so please do contact us if you would like to contribute.

Caren Brooks: Headteacher

Helen Eustace: SENCo

Ruth O'Neale and Emma Walker Brown: SEN governors

Devon's Local Offer for SEND provides clear, up-to-date information on the services and support for children and young people with special educational needs and disabilities. The local offer covers provision for children and young people with SEND from birth to 25 and includes information on education, health and social care services and how to access them. If you have any questions about the Devon Local Offer click [here](#).

For information on the Right for Children and TAF process (which is used where children and families need additional support) click [here](#).

If you require information on EHCP's (these will be replacing Statements) click [here](#) .

DIAS (Devon Information, Advice and Support for SEND) provide children and young people with SEND, and their parents and carers, with the information, advice and support that they may need in order to make informed decisions about their next steps or future options. If you would like to access their website, click [here](#).

If you have any concerns regarding your child and SEN please speak to their class teacher in the first instance. If this is not possible, contact Miss Helen Eustace on 01392 206585, or by email admin@bowhill.devon.sch.uk

How do we identify if a child has special educational needs?

At different times throughout their school life, a child may have a special educational need. The Code of Practice (2014) defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. "**

Under the new SEN Code of Practice, there are four primary areas of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome barriers to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Bowhill we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

We use a variety of different methods to identify whether a child has SEN.

- Consultation with parents.
- Feedback from teachers and teaching assistants to the SENCo.
- Liaison with other professionals such as school nurses, paediatricians, physiotherapists, specialist teachers and educational psychologists.
- Personalised teaching and learning as specified on each of the classes provision map.
- Early identification and screening.

Who are the best people to talk to in our school about my child's difficulties with learning/Special Educational Needs or Disability (SEND?)

The Class Teacher - responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing SMART (small, measureable, attainable, realistic and timely) Pupil Progress targets/Pupil Learning Plans where needed, based on the smaller steps of progress needed for success and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo: Miss Helen Eustace- responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are:

- i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Ms Caren Brooks - responsible for:

- Overseeing the day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will delegate responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher will ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Ruth O'Neale and Emma Walker-Brown - responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Meeting regularly with the SENCo to look at what support is available and monitor the progress of individual SEN children towards their targets.
- Hold the school to account for provision for children with SEN.

How is extra support allocated to the children?

The school budget, received from Devon County Council, includes money for supporting children with SEN.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher and the SENCO discuss all the information they have about SEN in the school, including:

- the children receiving extra support already,
- the children needing extra support,

- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed half termly. Changes are made as needed, SMART targets are regularly reviewed and resources are deployed as effectively as possible during these reviews.

What are the different types of support/provision available for children with SEN?

Class Teacher Input - via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Group Work - intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

Specialist Groups - run by outside agencies, e.g. Speech and Language therapy, Dyslexia Advisory Teachers, Occupational Therapists for example. This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Devon Local Authority services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place so that your child makes as much progress as possible. The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom through quality first teaching. In the first instance, teachers carefully plan the curriculum, differentiating appropriately, to match the needs of their class or set. The school provides a wide range of support to enable children to achieve this; utilising the skills of our including teaching assistants.

It is recognised, however, that some children may need additional or different provision for varying amounts of their timetable e.g. children may work in smaller groups or on a personal timetable. Teachers use a provision map to plan for the additional needs of their class. The provision map outlines quality first teaching and interventions put in place to support these children. Some teaching assistants have received specialist training in a number of specific interventions such as THRIVE which may be used strategically to provide for children.

The extra support for children with additional needs is set up at the half termly progress and intervention meetings, using the provision maps and statements/EHC plans. Teaching assistant support is allocated according to need.

At Bowhill, we pride ourselves on caring for the overall well-being of the child. We do this in a number of ways.

- The reception class is assessed by THRIVE at the beginning of the year and class and individual THRIVE assessments/programs are set up as necessary for other year groups.
- We offer support in personal care where needed. We administer medicines in accordance with our policy.
- We work on pastoral support plans with individual children and create bespoke behaviour plans as needed.

- We can put parents and families in touch with the Parent Support Advisor (PSA)
- Children can contribute their views in a number of ways, such as the suggestions box or via the academy ambassadors.

The school adapts its learning environment for pupils with special educational needs by considering a number of factors including physical, medical, emotional and individual needs.

- Physical – The school has a wheelchair lift between the two different levels and it has a disabled toilet. The access into the school is on a graduated slope.
- Medical – Staff have been trained (based on current needs in the school) to use an epipen. Several staff are first aid trained.
- Emotional – Particular teaching assistants have been trained to support children emotionally through a range of programs such as THRIVE and SEAL.
- Individual – Individual needs are met via specific plans such as a reduced timetable, support from additional staff at lunchtime. Educational visits are also carefully controlled and managed. Sometimes parents are asked to support educational visits if there is a particular concern.
- Learning – teachers are skilled in adapting their teaching to meet the individual needs of the children.

All children have access to the range of extra-curricular activities that are offered by the school. Where needed, support is provided at the beginning and the end of the school day and during lunchtimes and breaks if it is deemed necessary.

How are children involved with this process?

Children who have a statement/EHCP of additional needs meet at the annual review in addition to this. On request parents have additional meetings with teachers and or the SENCo if they have an IEP. Parents can communicate with the school via the home contact books, phone or e-mail. In addition all parents receive an annual report for their child.

How do we measure our performance in relation to SEN?

The school evaluates the effectiveness of its provision for pupils through a range of strategies such as feedback from parents, pupils,

staff, professionals and data analysis. Pupil progress meetings are held in the Autumn, Spring and Summer term where progress is discussed at length with the SENCo, Assistant Headteachers and Headteacher.

Ruth O'Neale and Emma Walker-Brown, designated SEN Governor, meet with the SENCo to monitor targets and progress towards these targets. The SENCo will report to Governors at the Curriculum meeting termly. The overall aim is to narrow the progress and attainment gap between SEN and non-SEN.

What training have staff received in relation to SEN?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as the new SEN Code of Practice, Dyslexia and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Educational Psychology service.

A number of teaching assistants have had speech and language training. Five members of staff are THRIVE trained. Other teaching assistants are trained in particular areas and support children accordingly e.g. Success with Sentences, Toe by Toe, Rapid Maths, and Multiplicative Reasoning.

Miss Eustace accesses support from professionals as required such as the Communication Interaction Team, Hearing Impairment, Speech and Language Therapists, CAHMS, Occupational Therapists, Physiotherapists, Behaviour Support Team, ICT team and meets with the Educational Psychologist once a term to arrange any assessments/support for individuals. She has been awarded the National SENCo Award. The school also receives support from Babcock's SEN Advisor and Educational Psychologist.

The school has access to other support such as Balloons bereavement, social workers and has excellent links with the school nurse and the parent support advisors who support a number of families in the school. The PSA for this area is Louise Phillips, contactable through the school.

How can parents/carers be involved?

There are a number of ways that parents are and can be involved in the school:

- Appointments as required with the class teacher or SENCo
- Appointments with professionals involved with the child
- Open afternoons
- Assemblies
- PTFA
- Parent helpers
- Governors
- Miss Eustace is aiming to hold focus groups for parents to strengthen the link between home and school.
- Parent workshops to support learning.

Complaints procedure

Regular communication between school and home will ensure that concerns are promptly acted on. In the first instance issues should be raised with the class teacher and then the SENCo. If this is not possible, parents/carers are able to make a complaint by contacting the Headteacher and then with the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

How will we support your child when they join us, move to another class or leave our school?

If your child is joining us from another school:

The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.

If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school and stay for a number of taster sessions, if this is appropriate.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs or intervention logs will be shared with the new teacher. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school. We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting, to which you will be invited, will take place with the SENCO from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

School entitlement offer to pupils with additional needs

Focus group	Provision	Pupil Focus	By Whom
All SEND children	Whole school policies evaluated regularly to ensure inclusion and progress for SEND pupils.	All SEND pupils	All subject co-ordinators and Governors including nominated SEND Governor
	The school ethos values all pupils and their diverse abilities are equally celebrated.	All pupils, all SEND pupils	Whole school community
	Pupil voice mechanisms e.g. School Council enables children to be heard and to contribute their views.	All pupils including those with SEND	Head teacher, with feedback to Class Teachers
	A range of extra curricular activities are available to all children in school to enhance learning and motivate pupils to engage in their learning.	All pupils	Teachers, teaching assistants
	SEND files in every class	Pupils in that class with SEND	All class teachers, monitored by SENCO
	All staff undertake continued professional development (CPD) in relation to SEND and meeting pupils' needs within the classroom and there is an on-going programme to update these skills.	All SEND pupils	All teachers and TAs
	An effective assessment process which identifies areas of need where the rate of progress may be a cause for concern.	All pupils	All teachers
	Pupils identified on SEND list. Individual or small group targeted intervention	All SEND pupils	Class Teacher and SENCO

	programmes are delivered to pupils to improve skills in a variety of areas. These are recorded on our Intervention Logs and progress is monitored regularly.		
	IEPs as appropriate with focused SMART targets using cycle of Assess, Plan, Do and Review (the Graduated Response to SEN). Where possible, pupils, parents and staff are all involved in the formulation, review and implementation of these. These are shared with all adults who work with the child.	SEND pupils identified at SEN Support or with a Statement of Special Educational Needs.	Class Teacher, SENCO
	Differentiated planning and teaching, ensuring opportunities for learning in all subjects	All SEND pupils	Class teacher, Subject Co-ordinators
	Parent meetings termly. 'Early Work' time in Foundation and KS1 allowing informal communication with parents/carers. Communication with parents is of paramount importance and is judged to be highly effective.	All SEND pupils	Class Teacher
	SENCO is experienced and provides advice and guidance to staff.	All SEND pupils	SENCO
	Teaching resources are routinely evaluated to ensure they are accessible to all pupils.	All SEND pupils	SENCO
	Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to.	Identified children and children who may need involvement from more than one agency and	SENCO Outside agencies

Communication and Interaction: Autistic Spectrum Disorders Speech, Language and Communication Needs		whose needs have not been fully identified	
	Visual timetables displayed in classrooms	All SEND pupils	Class Teacher
	Language Link assessments on all children in first term in Reception class. Referral on to Speech and Language Therapy Service as necessary. Speechlink assessment according to need.	Pupils identified as needing intervention through Language Link or Speechlink assessment and external agency referral.	HLTA supported by Class Teacher, SENCO and SALT
	Language groups	Pupils identified as needing intervention through Language Link or Speechlink assessment	TAs supported by Class Teacher and SENCO
	Makaton and visual aids used to support communication.	SEND children with significant communication difficulties on advice of external agency.	TAs supported by SENCO and SALT.
	Personalised social stories.	ASD pupils	TAs and teachers supported by SENCO
Cognition and Learning MLD, SpLD	Small group interventions targeting areas of difficulty	Pupils at SEN Support level or identified as	Class teachers and TAs

Social, Emotional and Mental Health		CAN (Concern of Additional Needs)	
	Additional TA support within class	Pupils at SEN Support level or identified as CAN (Concern of Additional Needs)	Class teachers and TAs
	Outreach support via Ellen Tinkham Special School and QE Secondary School.	SEND pupils with very significant difficulties accessing the curriculum	Advisory Teachers from Special Schools.
	Writing and Maths booster groups	Children currently targeted at below age-related expectations	Class Teachers with TA support
	Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact on SEND pupils. The school's behaviour systems are predominantly based on a positive approach.	All pupils, all SEND pupils	SENCO and all staff.
	Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.	All pupils, all SEND pupils	Class teachers
	Support is offered and signposted to families in order to reduce the impact of any disadvantage. Parents are encouraged to access advice and support from our Parent Support Advisor and to engage in any	Pupil Premium children, children with social, emotional and mental health difficulties	Class teachers, Parent Support Advisor, SENCO, Deputy Headteacher and Head Teacher

	services they may be offered e.g. Positive Parenting courses.		
	Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.	All pupils including those with SEND	Whole school community
	The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves.	All pupils including those with SEND	All staff, including trained Thrive practitioners
	Access to information and support is provided within school for social, emotional and mental health needs.	Pupils with social, mental and emotional needs.	Parent Support Advisor, School's trained Thrive practitioners, SENCO
	SEAL Oasis Room, a well-resourced facility which is accessed by children either individually or within small groups.	SEND pupils with some emotional needs.	School's trained Thrive practitioners, Teaching Assistants, teachers
	Individual Thrive programmes run by trained Thrive practitioner staff.	SEND pupils with significant emotional needs.	
	Individual workstations used as needed.	SEND children who find it particularly difficult to filter out potential distractions.	Class teacher supported by SENCO.
	'Safe spaces' or 'calming down places' as needed.	SEND children who find it particularly difficult to manage their feelings and behaviour.	Class teacher supported by SENCO and Teaching Assistants.

	External support is sought (Educational Psychologist, Advisory Teacher for Behaviour, CAMHS, Occupational Therapy) and any advice implemented to support individual pupils' needs. Behaviour Care Plans are used where necessary.	Pupils with significant social, emotional and mental health needs.	Class teachers supported by SENCO, EP, Advisory Teacher for Behaviour
	SEAL practice is central to all teaching and learning within school.	All pupils including those with SEND	Class Teachers
	The school uses systems, e.g. use of Friendship Bench at playtime, to ensure that peer friendships are maintained and no pupil feels isolated.	All pupils including those with SEND	PSHE Co-ordinator and all Class Teachers
	Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. These are evaluated in a qualitative way.	Pupils with Social, Emotional & Mental Health needs.	TAs supported by SENCO and SEAL Group
	Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs, e.g. gardening areas.	All pupils including those with SEND	Class teachers supported by TAs.
Sensory and Physical	Adaptations to the school environment are made on an ongoing basis to ensure accessibility for all. We have disabled toilet facilities and a lift to the first floor.	Children with significant sensory/physical difficulties	Class teachers, SENCO, Senior Leadership Team, school caretaker

	Advice and guidance is sought and implemented from the relevant outside agencies to ensure that barriers to success are reduced or removed.	Children with significant sensory/physical difficulties	Class teachers supported by Occupational Therapist/Physiotherapist/ Visual/Hearing Impairment Teams
	Fun Fit physical movement programme to improve co-ordination	Children with physical difficulties	Designated trained FunFit Teaching Assistant
	Specialist assessment and Occupational Therapy/ Physiotherapy via Vbranch House.	Children for whom school intervention is not impacting enough upon their rate of progress and who need specialist assessment/ intervention.	OTs, Physiotherapists TAs delivering specific programmes of work provided by external agencies.
	Sensory aids and resources to support learning in the classroom e.g. move 'n' sit cushions, writing slopes, pencil grips, Theraputty, etc.	Identified pupils	SENCO

EAL/SEND	Monitoring of pupil performance.	EAL pupils identified as also having SEND where appropriate	SENCO and EAL Co-ordinator
	Language skills monitored and progress tracked formatively and reported to EAL Co-ordinator.	All EAL pupils bar those whose use of English is indistinguishable from a native speaker including all EAL/SEND pupils	Class Teacher and EAL Co-ordinator

	Differentiated planning, teaching and opportunities for learning in all subjects (QFT)	All pupils including pupils with EAL/SEND	Class Teacher, Subject Co-ordinators