

Annual Report on the Implementation of the Special Educational Needs and Disability Policy (Sept '19 – July '20)

Schools have a duty to report annually to parents on the provision of special educational needs and disabilities (SEND) and implementation of the disability equality scheme. This is the annual report for Bure Park Primary School for the academic year 2019-20.

Children with SEND have learning difficulties or disabilities that make it harder for them to learn in comparison with most children of the same age. This group of children may need additional or different intervention in order to meet their individual needs. The Special Educational Needs Code of Practice 0-25 years (January 2015) lies at the heart of the Bure Park Primary School SEND policy and sets out the processes which are followed in order to meet the needs of those children.

How do we identify and give help to children with additional needs?

We identify the children with SEND using the SEND Code of Practice guidance on identifying Special Educational Needs, then use the 'Assess-Plan-Do-Review model,' in support of progress. The code of practice sets out guidance which ensures a consistent approach to identifying needs across settings in the four main areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health (SEMH)
- Physical and Sensory needs.

A child is deemed to have SEN if, in spite of quality first teaching and adaptations to teaching, and or resources, he/she continues not to make progress. Interventions and support plans are implemented to address the desired outcomes. Please use the following link for more details (Feb '17):

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Provision for SEN children

The 'Special Educational Needs Code of Practice from birth to twenty-five,' document outlines a graduated approach in the provision for children with SEND. The code recognises that children learn in different ways and can have different forms of SEND. At 'SEN Support level,' additional support is provided in order to achieve the desired outcomes; this may be through targeted intervention to address a need such as a literacy difficulty, through additional small group support or specific targeted support eg speech and language therapy.

If a child is deemed to have greater needs which cannot be met at SEN Support, in consultation with the SENDCo, parents, staff, outside agencies and the child (where possible,) an application for 'Additional Funding,' or an 'Education and Health Care Plan,' may be necessary.

Policies

The SEND Policy has been reviewed and ratified by the governing body and can be view on our website. The named Special Educational Needs Co-ordinator (SENDCo) is Pam Cotter and Allison Holland is the designated SEND Governor.

Number of pupils with SEND

SEN Category	2016-2017	2017-2018	2018-2019	2019-2020
SEN Support	56	55	68	71
EHCP	7	7	6	8
Total:	63	62	74	79

Adapting the curriculum

At Bure Park Primary, we offer a broad and balanced curriculum for all pupils including those with SEND and make the necessary adaptations to ensure inclusivity. We run a range of interventions including: In support of **language and vocabulary development** the following interventions can be used:

- Spirals
- Speech and language bespoke programmes
- Language for Thinking
- Treasure Trove

In support of **phonic development** the following interventions can be used:

- Accelerated/Accelerate
- Early Literacy Support
- Launch for Reading Success
- Sound Linkage
- Direct Phonics
- Precision Phonics

In support of **literacy/reading and comprehension** skills, the following interventions can be used:

- Rapid Readers
- Read Write Inc
- Toe by Toe
- Phonological Awareness Tasks (PAT)
- Precision Reading
- New Reading and Thinking comprehension
- Simultaneous Oral Spelling (SOS)

In support of **mathematical development** the following interventions can be used:

- Rapid Maths
- Every Child Counts
- Plus One
- The Power of Two
- Precision Teaching and Numicon.

Other interventions include Occupational therapy and gross motor skill development programmes such as Pegs to Paper, Write Dance, Social Skills, Confidence Group, Self-esteem, Mindfulness, Play Therapy, Movement programmes and Physiotherapy.

External Agencies

The following external agencies have been involved in supporting pupils this year: Educational Psychologist, Physical Disability Team, Specialist SEND ICT Team, Down Syndrome Advisory Teacher, Hearing and Visual Impairment Advisory Teachers; Communication and Interaction Advisory Teachers, Speech and Language Therapists, Social Workers, Early Intervention Team from the HUB/Locality and Community Support Services, Mental Health Support Team, Children and Adolescents Mental Health Service (CAMHS), Bardwell Outreach, Physiotherapy, Occupational Therapy, Down Syndrome Support Teacher, Early Years Inclusion Team and the School Nurse.

Liaison with Schools and Settings

We have close liaisons with feeder settings or schools, and next phase schools or other educational establishments. Where there is a child with an additional need, we have close consultations with the other school's SENDCo and Welfare staff (where appropriate.) Year 6 transitions to secondary schools have been smooth for SEND children due to transitional meetings and enhanced transitional plans for those most vulnerable SEND children.

Staff Development

Staff are kept up-to-date with training relating to SEND through internal and external training opportunities. This year due to the Covid-19 pandemic, training has been restricted. Where possible, staff have attended relevant training co-ordinated to meet the needs of the children, both current and projected. Examples included:

- Quality First Teaching/How to be an effective teaching assistant
- Growth Mindset: How to support children to achieve
- Language and Communication skills
- Sensory needs
- Zones of Regulation

- Makaton - signing
- ICT training
- Dyslexia friendly learning strategies and overcoming barriers
- Maths strategies
- Meeting the needs of pupils with Attachment Difficulties
- Strategies for assessing and teaching reading effectively

Our Teaching Assistants are highly valued members of the school, many of whom have also taken on extra responsibilities as 'SEND Champions.' Staff who demonstrate a particular interest or expertise in one particular area of SEND have taken on a co-ordination role, organising the resources, attending further training, training other staff or being observed by colleagues as effective practitioners in support of refining the skills of others etc. This has resulted in an increased expertise in each area; Champions report back to, and are accountable to, the SENDCo. This has proven to be an effective model of working.

Parents and Carers involvement in the provision for pupils with special educational need, and of those with disabilities and/or medical needs.

Partnership with parents plays a key role in promoting a culture of enabling children and young people with SEND to achieve their desired outcomes. We pride ourselves on having strong links with parents. In communicating with and working in partnership with parents we endeavour to:

- Have positive attitudes towards parents, respecting the validity of differing perspectives
- Provide user-friendly information and procedures
- Being aware of parental needs (in respect of a disability or communication and linguistic barriers etc)
- Refer children to a range of other support agencies when needed.
- Signpost parent's to a variety of outside agencies which offer support, such as local groups and the SENDIASS which can be found via: <https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parent-partnership>
- Or, the Family Information directory which holds a list of available services for children and families with SEND. The Family Information directory can be found at: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- The 'Local Offer,' holds a wealth of information about where to go and what is available to young people with SEND and their families in our locality: www.oxfordshire.gov.uk/localoffer

What we do to support the well-being of our children with SEND

We take seriously our whole staff responsibilities in supporting the well-being of the children in our care. We listen to, and are responsive to, the views of our children through directly working with our pupils and families, Pupil Profile review meetings, through school council representatives and regular links with families during periods of time when in lockdown and some of our pupils are managing remote learning.

We take a proactive approach in managing children's emotional well-being and also pride ourselves on having highly trained and effective staff in delivering nurture and self-esteem programmes, including the use of Mindfulness as a tool to support pupils. Additionally, our behaviour and other policies are implemented effectively.

Last year we have seen our SEND community links grow with our local Special School. At Bure Park Primary we have always celebrated diversity and promoted positive relationships between all members of the community. We have successfully fostered our inclusion links with Bardwell Community Special School by linking our Year 5 pupils and some of the pupils from Bardwell, when safe to do so outside of lockdown periods when safe to do so. It has been an exciting opportunity to have pupils from Bardwell join in with weekly lessons. Benefits include expanded social opportunities whereby pupils with additional needs can learn alongside their mainstream peers. Our pupils will gain a greater understanding of diversity within society, recognise the individual behind the disability, and have a better understanding of others within their community.