

Annual Report on the Implementation of the Special Educational Needs and Disability Policy (Sept '22 – July '23)

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 2022-23.

Pupils with SEND can have learning difficulties or disabilities that make it harder for them to learn in comparison with most pupils of the same age. This group of pupils 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 pupils.

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

We identify the pupils 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)
- Sensory and Physical needs (S&P)

A pupil is deemed to have SEND if, in spite of quality first teaching and adaptations to teaching, and/or resources, progress is not made. Interventions and support plans are implemented to address the desired outcomes. Please use the following link for more details:

EARLY YEARS: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SEN_guidance_for_early_years_foundation_stage.pdf

Key Stage 1 and 2: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

Provision for pupilren with SEND

The 'Special Educational Needs Code of Practice from birth to twenty-five,' document outlines a graduated approach in the provision for pupils with SEND. The code recognises that pupils 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 a targeted strategy or intervention to address a need such as a literacy difficulty; through additional small group support eg Social skills group or adaptations to the learning offer; or through specific targeted support eg Speech and Language therapy following a bespoke programme.

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

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 Mandy MacIntyre is the designated SEND Governor.

Number of pupils with SEND

SEND Category	2019-2020	2020-2021	2021-2022	2022-2023
SEN Support	71	60	64	80
EHCP	8	18	19	20 (+4 pending)
Total:	79	78	83	100

Categories of need

Primary need	Number of pupils
Cognition and learning difficulties (MLD)	52
Communication and Interaction needs	15
Social, Emotional and Mental Health (SEMH)	12
Physical needs and/or Sensory	1

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. The whole school ethos is that we celebrate differences and treat each pupil as a unique individual. We run a range of interventions including:

In support of **language and vocabulary development** the following interventions can be used:

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

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

- Read, Write Inc
- Accelerated/Accelerate
- Early Literacy Support
- Launch for Reading Success
- Direct Phonics
- Precision Phonics

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

- Read Write Inc
- Rapid Readers
- 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 Pupil 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, Social Skills, Confidence Group, Self-esteem, Mindfulness, Play Therapy and Physiotherapy.

External Agencies

The following external agencies have been involved in supporting pupils this year: Educational Psychologist, Physical Disability 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), Complex Needs Advisory Teacher, Physiotherapy, Occupational Therapy, 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 pupil 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 pupils due to transitional meetings and enhanced transitional plans for those most vulnerable SEND pupils.

Staff Development and impact

Staff are kept up-to-date with training relating to SEND through internal and external training opportunities. This year training has been largely delivered virtually, or in-house. Where possible, staff have attended relevant training co-ordinated to meet the needs of the pupils, both current and projected. Examples included:

- Strategies for improving Phonics, Reading, Comprehension, Spelling, Grammar and Writing: This training was disseminated to both class TAs and those with responsibility for supporting pupils with SEND. Feedback has been positive in terms of the range of strategies to promote good learning outcomes for pupils and also for extending the range of IT based applications to rejuvenate motivation for learning and growth mindset. Impact has been positive. Phonics screening for SEND pupils has shown excellent progress was 0 pupils passing their Phonics screening in September '22 to 66% of pupils with SEND passing in June '23.
- We now have a fully trained ELSA (Emotional Literacy Support Assistant) in school: An ELSA is a specialist teaching assistant who has been trained to work with children who are showing a wide range of emotional or social difficulties eg; anxiety, low self-esteem, anger etc. Our ELSA has built fantastic relationships with pupils and the impact this year has been excellent in promoting positive behavioural communications and promoting self-esteem.
- Makaton – signing; Staff have been increasingly growing in confidence with growing the range of signs used eg for songs, using it for everyday communications within the classroom and supporting inclusion for all. Impact positive.
- Autism – Strategies of support: We have provided ongoing training across the year for key staff who have been generously supported from our specialist Advisory Teacher, and support staff, around the key elements of supporting pupils with Autism. Strategies of support have included around social interactions and communication; emotional regulation; transactional support; and sensory regulation. The impact has been excellent and staff feel well-equipped in managing the needs of this cohort of pupils.
In addition, de-escalation strategies and Team Teach training has been undertaken by key staff to address the needs of those pupils with behavioural needs.
- Occupational Therapy: We have provided specialist training for key staff supporting those pupils with needs in this area. There has been good progress made for all pupils in relation to their functional skill development eg fine motor control – cutting, letter formation, handwriting, cutlery skills; sensory processing/regulation and personal care.

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. Staff 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 pupils 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 pupils to a range of other support agencies when needed.
- Signpost parents 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/sendiaas-oxfordshire> - who are able to undertake the role of parental advocate.
- Or, the Family Information directory which holds a list of available services for pupilren 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 pupils with SEND

We take seriously our whole staff responsibilities in supporting the well-being of the pupils in our care. We listen to, and are responsive to, the views of our pupils through directly working with them and their families or carers, putting in place a plan to positively promote well-being. We also gain views through regular Pupil Profile review meetings, through school council representatives; and regular links with families during any exceptional circumstances such as periods of family crisis.

We take a proactive approach in managing pupil's social, emotional and mental health 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 to promote inclusivity.

At Bure Park Primary we have always celebrated diversity and promoted positive relationships between all members of the community. Our curriculum enables pupils to gain a greater understanding of diversity within society, to recognise the individual behind any disability or difference and our school is a beacon for this.

Plans for next academic year (2024)

EYSEN Support: In response to the high level of SEND across school (23%), including the proportion of pupils who are on the SEND register with an EHCP, the strategic decision was made to have the post of a one day a week Early Years Post created to support the work of the SENDCo. This is in keeping with current Government advice and supports ongoing early identification, planning, implementation and reviewing of support for pupils with additional needs.

Alternative Provision: There will be a newly created space which is dedicated to pupils with SEND in the former ICT room. This space will be set up to support those pupils who have the greatest difficulty accessing the curriculum in order to offer a more bespoke offer which is geared to supporting their levels of independence in learning and in meeting their individual educational outcomes or learning styles.

Maths for Life: We have also opted to be part of a county pilot programme, Maths for Life. We have identified a group of pupils who are working significantly below 'age-related-expectations' within Maths. They will have a fully differentiated curriculum offer from their peers. The SENDCo will work alongside a lead member of staff to co-ordinate, deliver and assess the impact of this intervention, whilst having ongoing support through training via county; with a view to rolling this out to a wider number of pupils with complex needs the following year.

Zones of Regulation: To rejuvenate 'Zones of regulation,' across the school to ensure pupils are emotionally literate from Nursery to Year 6 to further promoting positive mental health and well-being.