



## Special Educational Needs and Disability (SEND) Information Report 2019 - 2020

At Bowmansgreen Primary School, we strive to ensure that all pupils thrive and flourish

School rules: **'Be kind, be safe, be respectful'**

School vision: **'For all pupils to flourish, succeed and achieve their potential'**

Mission statement: **'Inspiring, nurturing and achieving excellence together'**

Bowmansgreen values:

Autumn 1 <b>Kindness</b>	Spring 1 <b>Friendship</b>	Summer 1 <b>Truth and Honesty</b>
Autumn 2 <b>Respect</b>	Spring 2 <b>Courage and Determination</b>	Summer 2 <b>Trust</b>

Bowmansgreen is happy, inclusive, community school, situated in London Colney, on the outskirts of St Alban's. There are two classes per year group, from Reception to Year 6 and we currently have 352 pupils on roll. 15% of pupils have SEND and 29% are in receipt of Pupil Premium. During our last Ofsted inspection in 2016, we were graded 'Good.'

At Bowmansgreen, we aim to ensure that all pupils are included in every aspect of the curriculum and school life and encourage all pupils to fully take part, including in wider, additional, enrichment opportunities. Our school vision requires us to be proactive and persistent in putting in place safeguards and removing any barriers to learning that might hinder or prevent progress or exclude pupils from fully participating. We are committed to providing a curriculum that meets the individual needs of all learners, including vulnerable, gifted and talented, looked-after children and pupils with SEND.

We have high expectations of all pupils and expect and encourage all pupils to work hard and receive appropriate challenge to reach their potential. Quality First teaching is key to all pupils making good progress. Some pupils, however, may occasionally, often or usually need additional help to enable them to flourish.

We practise the early identification of SEND through rigorous monitoring and assessment and work closely with parents and external agencies to ensure best practice and appropriate support for pupils.

The Inclusion Teacher is: **Ms Allison Chivers**

Her role is to work closely with the Inclusion Manager to coordinate interventions, including Forest School, Social Groups, Speech, Language and Communication. Also, to work closely with class teachers, to advise and make suggestions about meeting individual pupil needs and to coordinate the provision for pupils with medical needs.

**The Special Needs Co-ordinator (SENCO) and Inclusion Manager is: Ms Anna Lipka.**

Her role and responsibility is to coordinate and communicate all aspects of SEND to the school community and fulfil the obligations of this report and the SEN Code of Practice.

#### **For which special educational needs and disabilities (SEND) does the school provide provision?**

We have experience in supporting a range of needs, including:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN), Autism Spectrum Conditions (ASC), Asperger's Syndrome
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulties (MLD) global developmental delay
- **Social, mental and emotional health difficulties (SMEH)**  
e.g. attention deficit hyperactive disorder (ADHD) and Attention Deficit Disorder (ADD), attachment disorder, social and emotional difficulties
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP), epilepsy
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their signed and up to date (within one year) health care plan. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

## **How do we know if a child has SEND?**

The SEND Code of Practice states that 'a child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

At Bowmansgreen, we practise the early identification of SEND through our whole school monitoring and assessment procedures and by working closely with parents and external agencies. At the heart of this process is the pupil – the pupil's perspective and voice is valued, listened to and acted upon. We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children.

If you have a concern about your child, you should speak to the class teacher as soon as possible. Children can be identified as needing SEND support in a number of ways:

- Parents or carers raising a concern about their child's progress, behaviour or emotional state
- A pupil voicing that they are experiencing difficulties or need further support
- Through a referral from a GP, health visitor, paediatrician, the Speech and Language service, the Educational Psychology service or other specialist advisors
- Staff identify pupils who are not making good progress in their learning, behaviour or social interaction

## **Who is involved in identifying and supporting a child's difficulties with learning, behaviour, physical, emotional or mental health?**

Parents or carers can raise any concerns at any time, by making an appointment with the class teacher in the first instance. After this initial discussion, it may be appropriate to arrange an appointment with a member of the Inclusion Manager to discuss concerns further. We recognise that some families may not feel confident enough to ask for help when it is needed or know how to best support their children and we will be as open, proactive and supportive as we can.

We have an open-door policy for parents and endeavour to provide them with the information they need to make informed choices and decisions about their child. All pupils are carefully monitored and regularly assessed and any concerns are highlighted and communicated to the Inclusion Manager as soon as they arise.

Concerns are usually monitored over two terms, with the expectation that the class teacher will have engaged in the 'Assess, Plan, Do, Review' cycle. This involves communication between parents, the pupil, the class teacher and the inclusion team. During this time, observations and further assessment may take place.

On-going concerns about a pupil's progress or development are communicated to the SEN Teacher or Inclusion Manager and strategies, assessment outcomes or the need for outside agency support are discussed.

Staff position and role	Responsibilities
Class Teachers	Responsible for: <ul style="list-style-type: none"> <li>• Providing all children in their class with Quality First Teaching</li> <li>• Planning, delivering and monitoring pupil achievements and progress</li> <li>• Identifying, planning and delivering any additional help (eg targeted support, interventions)</li> <li>• Letting the SENCO know of any interventions</li> <li>• Ensuring that the school's Inclusion and Teaching and Learning policies are followed in the classroom</li> <li>• Updating and managing pupil passports (monitored and reviewed on a termly basis, in consultation with the SENCO)</li> </ul>
Inclusion Team	<ul style="list-style-type: none"> <li>• Delivering interventions and working with pupils to support their progress towards specific targets and goals</li> <li>• Liaising with and taking direction from the class teachers about targets, interventions and the specific needs of individual pupils</li> <li>• Updating parents on pupils' progress and achievements towards specific targets and with interventions</li> </ul>
SEND Teacher	<ul style="list-style-type: none"> <li>• Liaising with Inclusion Manager about vulnerable pupils, parent meetings, referrals and general provision</li> <li>• Coordinating interventions</li> <li>• Liaising with class teachers, to advise and make suggestions about meeting individual pupil needs</li> <li>• Coordinating the provision for pupils with medical needs</li> </ul>
SENCO	<ul style="list-style-type: none"> <li>• Coordinating the support for children with SEND</li> <li>• Developing the school's SEN/Inclusion policy to ensure all pupils receive a consistently high quality response to meeting their needs in school.</li> <li>• Co-ordinating how additional class-based support and resources are used</li> <li>• Supporting and organising staff in the Inclusion team with timetables, planning interventions etc</li> <li>• Coordinating support for pupils with SEND across the school, throughout the school day, including playtimes and lunchtimes</li> <li>• Ensuring that parents are:               <ul style="list-style-type: none"> <li>• involved in supporting their child's learning</li> <li>• kept informed about the support their child is getting</li> <li>• involved in reviewing how their child is doing</li> <li>• part of the 'Assess, Plan, Do, Review' cycle and process</li> </ul> </li> <li>• Liaising with external agencies e.g. Speech and Language Therapist, Educational Psychologist etc.</li> <li>• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that records relating to progress and needs are maintained and accurate</li> <li>• Providing specialist support and training for teachers and support staff so they can best help pupils achieve their potential</li> </ul>

Head teacher	Responsible for: <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including support for children with SEND</li> <li>• Delegating responsibility for SEND to the SENCO and class teachers but remaining responsible for ensuring that all pupils' needs are met</li> <li>• Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND</li> </ul>
SEN Governor	Responsible for: <ul style="list-style-type: none"> <li>• Making sure that the necessary support is in place for any child who attends the school who has SEND</li> <li>• Checking the impact of the SEND Information report, school policy, practice, procedure and provision for pupils with SEND at Bowmansgreen</li> </ul>

**How does Bowmansgreen adapt and adjust its provision to support pupils with SEND?**

Pupils receive support that is specific to their individual needs. This may be provided entirely by the class teacher or may involve:

- other staff in the school
- colleagues from other schools or local provision (such as support from Windermere School or Collett Outreach Service)
- LA advisers and professionals who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health

Class teachers plan lessons according to the specific needs of all pupils in their class and will ensure that learning tasks are adjusted in order to enable pupils to access their learning as independently as possible.

- Lessons will include a combination of whole class, group and individual activities
- All class based staff are experienced at recognising different learning styles and adapting their teaching and classroom practice to suit these styles
- Lessons are carefully differentiated and equipment is carefully chosen to suit individual pupil's learning needs and style
- Teaching is regularly monitored to ensure that lessons are good or better and that they are well planned and taught to meet the different learning needs and styles in the classroom
- All classrooms have visual timetables and use multi-sensory approaches and resources

Types of support	What would this mean for pupils?	Who can get this kind of support?
(Wave 1) Class teacher input through Quality First, targeted	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for every pupil in their class.</li> <li>• Ensuring that all teaching builds on what the pupil already knows, can do and can understand</li> </ul>	All children in school will be receiving this

classroom teaching	<ul style="list-style-type: none"> <li>• Putting in place different ways of teaching so that every pupil is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support every pupil in their learning</li> </ul>	as a part of classroom practice when needed.
<p>(Wave 2) Specific work within a smaller group of children. This may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or teaching assistant who has had training to run these groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have carefully checked pupil progress and will have decided that an individual pupil has gaps in their understanding/learning and needs some extra support to help them make the best possible progress</li> <li>• A teacher, outside professional (like a Speech and Language Therapist) or teaching assistant may run small group sessions alongside and within the classroom setting or outside of the classroom</li> </ul>	Any child who has specific gaps in their understanding of a subject/area of learning.
<p>(Wave 3) Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p>	<ul style="list-style-type: none"> <li>• A pupil will have been identified by the class teacher/SENCO (or parents have raised concerns) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups</li> <li>• Parents will be asked to attend a meeting to discuss their child's progress and help plan possible ways forward</li> <li>• Parents may be asked to give permission for the school to refer their child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parent understand a pupil's particular needs and be able to support them better in school</li> <li>• The specialist professional will work with a pupil to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way the pupil is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set better targets which will include their specific expertise for teachers to implement</li> <li>○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>○ A group or individual work with outside professional</li> </ul> </li> <li>• The school may suggest that a pupil needs some agreed individual support in school. They will tell the parents how the support will be used and what strategies will be put in place</li> </ul>	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

<p>(Wave 3) Specified Individual support for your child with severe, complex and lifelong needs. Only a very small proportion of pupils require this level of support. <i>This is usually provided via an Education, Health and Care Plan (EHCP).</i></p>	<ul style="list-style-type: none"> <li>• The school or parent can request an Education, Health and Care Plan (EHCP) which is a legal document which sets out any additional support required to meet the special education needs of the child</li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from the parent), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need the EHCP. If this is the case, they will ask the parents and all professionals involved with the child to write a report outlining the child's needs. If they do not think that the child needs this, they will ask the school to continue with <b>SEN Support</b>.</li> <li>• After the reports have all been submitted, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with <b>SEN Support</b>.</li> <li>• The EHCP is reviewed on an annual basis by the SENCO and parents. Any outside agencies involved will be invited to attend the meeting and asked to submit a report. Any requested changes to the EHCP have to be approved by the local authority panel.</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> </ul>
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<p><b>How is extra support allocated to pupils?</b></p> <ul style="list-style-type: none"> <li>• The school budget, received from Hertfordshire County Council, includes money for supporting children with SEN.</li> <li>• The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs across the entire school.</li> <li>• The Headteacher and Inclusion Manager discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> <li>○ pupils getting extra support already</li> <li>○ pupils needing extra support</li> <li>○ pupils who have been identified as not making expected progress</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>		
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<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Learning support assistants</li> <li>• Teaching Assistants</li> <li>• Counsellors/Play therapists</li> <li>• Family Support workers</li> </ul>
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	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Sensory Service (for children with visual or hearing needs)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority)</li> </ul>
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> </ul>

**How will we measure the progress made by pupils in school?**

- Pupil progress is continually monitored by their teachers and the senior leadership team.
- Pupil progress is reviewed formally every term and a judgement is given according to whether the child is below, working towards, at or exceeding age-related expectations.
- If a pupil is working significantly below age related expectations, they will be assessed using Pre-Key Stage Standards.
- The progress of pupils with an EHCP is formally reviewed at an Annual Review with all adults involved in the child's education.

**How do we communicate with, consult and involve parents and carers in their child's education at Bowmansgreen?**

At Bowmansgreen, we encourage parental involvement and have an 'open door' policy to facilitate the dialogue between home and school. We know that pupils make the best progress when they, their school and parents work closely together.

We will always contact parents if we are concerned about any aspect of a child's welfare, progress or behaviour as a matter of course, at any point in the year. We would like parents to talk to their child's teachers regularly so they can support their learning at home. The SENCO is available to meet with parents to discuss their child's progress or any concerns or worries they may have. She will also arrange to meet with parents to discuss any new assessments and ideas suggested by outside agencies for their child.

All information from outside professionals will be discussed with parents and carers, either with the person involved directly or via a report.

Other communication and involvement includes:

- Initial introductory visits to the school with the Headteacher
- Reading journals
- Home/school communication books for important daily messages
- Parent consultation meetings
- Parent workshops and training that run through both evening and day sessions

- Informal coffee mornings
- School app posts and blogs
- Parent email and text service to inform parents
- Online booking for parent consultation meetings
- School app for meal and trip payments
- Letters and emails to inform parents about proposed changes to the school
- Informal and formal meetings can be arranged to suit the needs of parents/ carers members of teaching staff or SLT
- An annual end of year report on each child's progress
- Information on progress and achievement
- Parental representation on the Governing Body
- Questionnaires from the school and the Governing Body
- Support (where necessary) to complete the Ofsted Parent View

#### **How do we consult with pupils and involve them in their education?**

Opportunities for pupils to be involved in making comments and decisions include:

- The School Council involves pupils in giving ideas and making decisions about aspects of school life
- A pupil centred approach where children are invited to contribute to reflect upon their learning, achievements and progress
- Pupils are invited to talk to all adults in the school
- Pupils provide comments and their views for pupil passports
- Whole school House system

#### **How have we made Bowmansgreen Primary School accessible to children with SEND? (including after school clubs etc.)**

- We ensure that equipment used is accessible to all children regardless of their needs
- Personalised curriculum where necessary, to meet individual pupil needs
- Accessibility plan frequently reviewed to meet individual pupil needs
- Support with Home Learning (differentiated where necessary, Home Learning clubs and access to the library)
- Key words and literacy resources are used across the school to support learning
- Whole school focus on oracy and vocabulary to improve communication
- Regular review of enrichment opportunities to ensure most vulnerable pupils are accessing this provision

#### **What support do we offer for health and general wellbeing?**

At Bowmansgreen, we consider the whole family context when supporting each pupil. Sensitivity, privacy and confidentiality are paramount at all times.

#### Medical:

- If a pupil has any medical needs, a member of the inclusion team will invite parents into school to create a care plan.
- Care plans will be updated regularly and parents are able to contact the inclusion team at any time.
- A child's social and pastoral care is very important and the sharing of concerns with the Class Teacher, SENCO or Inclusion Manager will help us all work together effectively.
- All medicines are carefully monitored, stored and their usage recorded.
- The School Nurse regularly visits the school and can be contacted outside of the set visits.
- Dietary needs are discussed and any allergies shared with relevant staff. If needed, a food diary may be kept to support programmes given by a dietician.

#### Social:

- Pupils are fully included in activities where possible. All children are encouraged to work together.
- Whole school family House system encourages pupils to integrate and work alongside pupils of all ages, across the school.
- If a pupil is struggling to understand how to make friends, a range of lunchtime clubs and activities are available and may be suggested to support them until they are confident enough to play on the main playgrounds.
- Social stories are used as a strategy.
- New children (or if your child is lacking with confidence in the playground) are provided with a buddy).
- Staff, play leaders and buddies in the playground will monitor pupils and encourage them to interact with others. Class teachers will be notified of issues and concerns and/or the Inclusion manager if necessary

#### Behaviour:

- If a pupil has difficulties regulating their emotions or behaviour, their class teacher will keep parents informed.
- Strategies will be implemented and shared with parents.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The Inclusion Manager will keep parents informed and if necessary meet with parents and all professionals involved with the child or family.
- Everything possible will be implemented to ensure that pupils are included at all times.

#### Attendance:

- It is important that pupils have good punctuality and attendance so they are able to make good progress with the support they are given. (Please see the school's attendance policy).
- It is important that if a pupil has a medical reason, the school is notified immediately and they return to school as soon as possible. If parents are unsure about any issues relating to attendance, the Inclusion Manager, Mrs Clark or the school attendance officer will be able to advise you.

#### Child's views:

- Pupils contribute to discussions and reviews of their progress and achievements.
- Pupils contribute to their pupil passports.

- Pupils contribute to their EHCP meetings.
- Pupils are encouraged to discuss any school issues or worries and take them to the school council or members of staff.
- If a pupil shares concerns or ideas with parents but they feel they cannot discuss them in school, parents are encouraged to contact the class teacher in the first instance, SEN Teacher, Deputy Head or Headteacher.

#### **How accessible is the school environment?**

- The school building is fully accessible to wheelchairs
- When agencies advise additional equipment, where possible, it is provided.
- Some equipment can also be loaned to parents to help support their children's needs.
- School is secure and has restricted access.

**For further information, please see the school's Accessibility Plan**

#### **How will we support pupils when they are joining, leaving or moving classes at Bowmansgreen?**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Staff form positive relationships with pupils and get to know pupils well which helps support any change or transition.

If your child is joining school in reception:

- Look-ins and Play and Stay visits take place in the summer term before your child starts
- Home visits are carried out, providing an opportunity to discuss any concerns parents might have about their child's progress, development or identified or diagnosed SEND.
- Handover and transition meetings take place with professionals and parents
- A phased introduction ensures that the youngest pupils in the school are given time to settle.

If transferring from another school:

- If possible and if appropriate, the Inclusion Manager or SENCO will visit the child in their current setting.
- Handover meetings are planned with professionals from both schools and with parents to plan carefully for the handover and transition.
- Social stories are provided when appropriate and visits can be planned to support the change.
- Wherever possible, classes are matched to the pupils, to ensure the best transition and new setting for each pupil

If your child is moving to another school:

- We will contact the school SENCO and ensure that they know about any special arrangements or support that needs to be made
- Handover meetings are planned with professionals from both schools and with parents to plan carefully for the handover and transition.
- We will make sure that all records about your child are passed on to the new school as soon as possible.

#### Moving classes:

- Information will be passed on to the new class teacher in advance and the current and new teacher as well as support staff will meet to discuss the learning, progress and needs of individual pupils.
- A social story is provided, when appropriate, for pupils who will benefit from a visual prompt.
- New teachers are given the opportunity to observe pupil in current class
- When needed, a transition programme is planned.
- Transition books are created, where appropriate

#### In Year 6

- Pupils may be part of a small transition group to share and discuss any concerns or worries about moving on to secondary school.
- The Inclusion Manager will invite the secondary staff in to discuss the child and share strategies.
- Visits may be made to the new school

#### **How do we evaluate the effectiveness of our work?**

There are many ways that we evaluate what we do and strive for outstanding systems, procedures and practices across all areas of our provision. Some of the things we do are:

- Have a robust self-analysis and evaluation of the school provision
- Regular monitoring of the quality of teaching and learning, along with the quality of pupils' work and speaking to pupils about their learning
- Regular Pupil Progress Meetings to verify achievement and progress and determine interventions, whilst monitoring the achievement and progress of vulnerable individuals and groups
- Lesson study, with the focus being the learning and progress of individual pupils during lessons
- Look at reading journals and home school books, taking a note of responses from parents to evaluate our effectiveness in partnership working with families
- Listen to pupils and try to respond to what they tell us about their lessons and what is going well, managed through the school council and House Captains
- Collect information about each child's progress and take action if a child is not making the expected progress
- Create and review Case Studies, learning from the evidence and outcomes
- The school governors regularly audit the work of the school by meeting with senior and middle leaders on a regular basis.