



Bushbury Hill Primary School

Our local offer for children with SEND 2022 - 2023



Bushbury Hill Primary School SEN Information Report

At some time in their school life, many children require additional support for learning to help them access the curriculum effectively. All schools are required to publish a report that details the provision and support that they will provide for any child with special educational needs or disabilities.

The special educational needs coordinator is Mrs Sarah Simner. The link governor with responsibility for SEND, is Mr Alan Jasper. Please contact us on the school number if you require any further information - 01902 558230.



What Bushbury Hill Primary School can offer

- ❖ At Bushbury Hill Primary School, we believe that every child is an individual and that all children contribute and play a special part in our school. Bushbury Hill Primary School, aims to provide outstanding educational provision that meets the needs of all children and families, so that they can achieve the highest standards and aspire to achieving our motto, "to be the best that we can be", in everything they do.
- ❖ Bushbury Hill Primary School is an inclusive mainstream primary school catering for children from the age of 3 years (Nursery) to 11 years (Year 6). It welcomes all children, with or without needs equally. We support children with a wide range of special educational needs and disabilities including cognition and learning, physical and sensory, speech and language, social, emotional and mental health as well as children with very specific needs such as ADHD and autism etc.
- ❖ Bushbury Hill Primary School has a strong learning mentor team who work in the Beehive, they along with all staff work hard to meet the individual needs of each pupil to enable the potential of every child to be developed, both personally and academically. Learning mentors design and deliver bespoke interventions, strategies and initiatives to promote pupil wellbeing with those pupils who have a social, emotional and mental health need or short-term need.
- ❖ Bushbury Hill Primary School runs a Nurture Provision for pupils with more complex needs. Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and have the aim of integrating pupils back into their mainstream class full time.
- ❖ Bushbury Hill Primary School strongly believes that quality first wave teaching is essential in moving all learners forward and has a layered provision map which details 'What we can offer', in all

four areas of need. The areas of need are identified as: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.



How we identify individual special educational learning needs

- ❖ When pupils have an identified special educational need or disability before they join Bushbury Hill, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English may have an 'Initial Language Assessment'.
- ❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or our Special Educational Needs Coordinator, Mrs Sarah Simner (SENDCO). If you tell us that you think your child has a special educational need, we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes we seek advice from more specialised services such as specialist teachers, Educational Psychology or Speech Therapist - we always share our findings with you and the next steps and interventions we need to take.
- ❖ Lucinda Dunn, Senior Educational Psychologist works one day a week at our school to provide guidance, support and assessments to staff, pupils and parents in order to best meet a child's need.
- ❖ Julie Higgins, our Speech and Language Development Officer, works three days a week to deliver a range of interventions. Our SLDO works closely with Speech and Language Therapy services to ensure all pupils with a communication and interaction are the best that they can be.
- ❖ Children are placed on the SEN register as either having an Education, Health and Care Plan (EHCP) or SEN support.
- ❖ The schools' layered provision mapping shows the area of need identified for each pupil.



How we assess special needs and measure the progress made by individual pupils

- ❖ All pupils in the foundation stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day in all areas of the curriculum, through observations, pupils' work and responses. Children are also screened for speech and language difficulties on entry to Nursery and, where applicable, on entry to Reception.
- ❖ In Year 1, a formal assessment of pupils' phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.

- ❖ Our staff complete pupil performance data in reading, writing and maths weekly and analyse half-termly to ensure every child is making the best possible progress. Our dedicated support staff assess the progress made with interventions and share these with class teachers, who analyse for their impact. These results are summarised termly and analysed by senior leaders and governors at a termly review meeting. The termly progress monitoring for all pupils (including those with special educational needs and disabilities) provides an overview of progress against age related expectations. From these meetings, a clear action plan is devised for the next term and future interventions are set to maximise each child's learning.



How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

- ❖ We are child and family centred so will always communicate with pupils, parents and carers to make decisions about special educational needs.
- ❖ When we assess special educational needs, we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ We hold a parents' meeting every term that allows all school staff and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps. The success of interventions and the planning of next steps and future interventions will be shared at these meetings. We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ Children with severe and complex needs have personalised SEN support meetings where discussions involve reviewing targets set and progress made. Children with EHCPs also have a multi-agency annual review of progress and targets which is reported to the Local Authority.
- ❖ The Foundation Stage's 'Learning Journey' provides an excellent evidence base to monitor the progress of children with SEN. These are shared termly at each parents' evening.
- ❖ We use homework to share with you, your child's learning and repeat and practice activities that are newly taught to a pupil. Homework can be differentiated to meet all needs. If you have any concerns about homework please see your child's class teacher, or Mrs Underwood.
- ❖ Each half term a curriculum flyer is sent out to parents detailing information about the next learning challenge and how parents can support children.
- ❖ Our school website has a dedicated area for parents, providing information about the school and our school Facebook page offers further day to day information, reminding parents of events to support all pupils.
- ❖ Our learning mentor team are available at the start of each day and welcome children and parents on the drive as they arrive. Messages given at this time will always be shared with staff first thing in the morning.
- ❖ Our teaching staff are available at the end of every school day to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other. If this time is not convenient, then please contact the school office and another time can be arranged.

- ❖ Some children are provided with a home-school book. This tells you about your child's day and allows you to discuss this at home.
- ❖ Each child has a reading diary. Teachers will write comments and targets for parents to read at home, and we encourage parents and carers to add observations of their own.



How we use other adults in school to support pupils with special educational needs or disabilities

- ❖ Our SENDCO leads a team of talented support staff who are trained to support pupils with a wide range of needs.
- ❖ Our SEN team, including Learning Support Assistants (LSAs) and a HLTA (Higher Learning Support Assistant) are able to undertake small group work interventions or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The recording of progress during these interventions is ongoing and reported to the class teacher of the pupil at SEN review meetings. Our staff analyse the progress of every child and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and writes a termly overview of interventions for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible - "If children can't learn the way we teach, perhaps we should teach the way they learn" (Howard Gardiner).
- ❖ Our Learning Mentor team have an excellent knowledge of how to support our children and their families. They work closely with staff and have weekly input from educational psychologists and are able to design bespoke interventions to meet the needs of our pupils and work with parents to ensure the consistency of approach.
- ❖ We have dedicated Educational Psychologists, one of which works one day a week within our school. Both regularly observe and assess pupils and offer advice and support to both home and school.
- ❖ Speech and language intervention sessions are delivered to all pupils who are working towards targets with the speech and language team. Teachers support this work in their classroom practice with these pupils.



How we use specialist resources to support pupils with special educational needs or disabilities

- ❖ Specialist resources to support educational needs and disabilities might be in the form of:
 - * Specialist equipment (coloured overlays or books, special pencil grips or scissors),
 - * Different reading schemes,
 - * Makaton sign language and visual cue cards for children with hearing and language difficulties.
 - * Larger print size,
 - * Specially adapted furniture, keyboard/mouse as needed.
 - * We have a Disability & Equality Policy, scheme & action plan and Accessibility plan available on the school website.

- ❖ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs.
- ❖ We have a wide range of ICT equipment available to help motivate pupils and access learning. These include I-pads, laptops, geobooks, computers, microphones, programmable toys, green screen filming, talking tins and cameras.
- ❖ We have 50 licenses for LEXIA, a valuable structured literacy resource, designed to support pupils in the 5 key areas of reading instruction.
- ❖ We use workstations, visual timetables which incorporate rewards and we use equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets.
- ❖ We use a range of software on our school learning platform to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners who are able to self-regulate their behaviour.



How we modify teaching approaches for individual pupils

- ❖ All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND: specific learning difficulties (including dyslexia and dyspraxia); Autistic Spectrum Disorder; speech, language and communication needs; and social, emotional and mental health (behavioural) needs.
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including individual workstations.
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables and activities where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ❖ All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able *'to be the best that they can be'*.
- ❖ We have many different learning resources / materials so that staff can use to ensure work is always at the right level for pupils with special educational needs, or those who are 'most able'.
- ❖ We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.
- ❖ Our interventions can be designed to meet all needs. These include phonics, reading, writing, handwriting and maths to support the learners' needs. We offer Cool Kids, Write Dance, language

development groups, creative play therapy, sand therapy, drawing and talking, craft based interventions, parent / child workshops, among many other interventions.

- ❖ All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.



What extra support we bring in to help us meet SEND: using services and expertise. How we work together collaboratively.

- ❖ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ We get support from local authority services about training, policy and funding.
- ❖ Our local authority can provide educational psychologist support for assessment, advice and training and we have our own educational psychologist who works one day a week.
- ❖ We have an attendance officer, Mrs Tracey Barratt, who works closely with staff, pupils and families in raising attendance and punctuality and gets support from local authority Educational Welfare Officers (EWO) if required for ensuring children are attending and maximising their learning opportunities.
- ❖ We get support from the Early Years Special Educational Needs Team, based at the GEM centre, who will come in to observe, support staff and parents and to ensure that we are meeting the needs of pupils in Nursery and Reception.
- ❖ We get support from Speech and Language Therapy (SALT) who provide regular assessments and weekly interventions and advise staff on strategies and programmes. We refer pupils for assessment if we believe they need an assessment and period of therapy.
- ❖ We liaise with the School Nurse Mrs Joanne Vickers regularly and care plans are in place for pupils with medical needs.
- ❖ The Wolverhampton Outreach Team, offers valuable support and guidance to meet the needs of children with more complex difficulties.

- ❖ We get support from occupational therapy for pupils who need assessment for issues such as sensory processing, special seating, writing slopes or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions as much as possible.



What other activities are available for pupils with SEND in addition to the curriculum?

- ❖ We have a number of before and after school clubs. Breakfast club is open to all pupils from 8:00 am to 8:25am. Breakfast Club is an extremely successful way of starting your child's school day. Breakfast club aims to promote healthy eating, improve learning, attendance and punctuality at school, and increase social development. This is offered to your child for a highly subsidised cost per day.
- ❖ We have termly educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.



How we support pupils in their transition into our school and when they leave us

- ❖ Pupils with an EHCP will discuss the options of Secondary School at their annual review which is held during the Summer term of Year 5.
- ❖ Visits to prospective new schools are arranged with the parents / SENDCo. We liaise with the pupil's next school to ensure that the transition is as smooth as possible. All information regarding SEN is passed on to the new SENDCo in advance so that suitable provision can be made. We support individual transition plans and children who have SEND / EHCP have additional visits as needed.
- ❖ The school curriculum encompasses transition as a theme for all Year 6 pupils and Secondary schools work closely with Y6 staff to ensure this transition is smooth, especially for pupils with SEND.
- ❖ Headstart Wolverhampton, work closely with Y6 to provide skills necessary for transitioning.
- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school before they start. For pupils joining and leaving us mid-year, individual transition arrangements can be designed and implemented. See our admissions policy on the school website.



How additional funding works

- ❖ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). There is a small amount of top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, funds will have to be prioritised - this includes funds from other bodies including Health. Parents will have a say in this prioritisation and any agreed plan will be formulated by professional advisors, other funded bodies (eg Health), parents and school.



Where pupils can get extra support

- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share.
- ❖ Our Learning Mentors are available during the day, where pupils can come and discuss issues or concerns.
- ❖ We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. This involves utilising our playgrounds and grounds as we employ Lunchtime Learning and Play Leaders to utilise the MUGA pitch, football and assorted activities on the middle playground and obstacle courses and apparatus on ground levels.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.



Where parents/carers can get extra support

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs and disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ The Wolverhampton Information Advice and Support Service (IASS) can offer advice and support to parents of pupils with special educational needs or disabilities. They offer impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years. They help parents to understand what support is available across education, health and social care and help to participate in discussions and decision making. Their contact details are: Telephone 01902 556945 Helpline and General Service Number, 01902 556945 / 555860 Exclusion Helpline, 01902 550396 Parent Information, or email ias.service@wolverhampton.gov.uk
- ❖ Our SENCo can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.



What parents/carers can do if they are not satisfied with a decision or what is happening.

- ❖ Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our Learning Mentor Support Team or our

SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Headteacher Mrs Charlotte Underwood.