

Putnoe Primary School SEND Information Report 2022-23

Introduction

Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs and Disabilities (SEND) The Children and Families Act 2014 requires Local Authorities (LA) and schools to publish and keep under review information on their website about the policy for pupils with SEND at the school. This SEND information report is kept under review and updated annually. The School Local Offer identifies how the different schools in the LA aim to meet the need of SEND pupils as determined by school policy and the provision that the school is able to provide.

Your child has Special Educational Needs. What can we at Putnoe Primary School offer you?

Putnoe Primary School is a stand-alone academy school in Bedford.

“The Head teacher, Staff and Governors at Putnoe Primary School aim to help all pupils delight in achievement. We strive for academic excellence while seeking to provide a balance between academic subjects and the aesthetic, practical, musical and physical activities that shape the curriculum We believe all pupils should have the opportunity to develop those life skills that will raise self-confidence and self-esteem and contribute to their role as responsible citizens.”Putnoe Primary Mission Statement

The success of our mission is focused on the following themes:

- Working together with the wider community
- Seeking continuous improvement and innovation
- Celebrating success and taking pride in our achievements
- Being responsible for our own actions

The school environment supports the development and maintenance of pupil’s mental health, and strategies such as enabling pupil voice and developing emotional self-management actively supports SEND pupils in becoming active citizens at the school.

Identifying the Special Educational Needs of pupils

At different times in their school career, a child or young person may have a special educational need.

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:-

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream school.

The four main area of needs are:

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health Difficulties

Sensory and Physical Needs

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND.

All children are closely tracked from their initial baseline assessment on entry to the school, enabling early identification and intervention. Information will be gathered seeking the views of, parents and child, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences from school, attending lots of different schools, difficulties with speaking English, or worries about different things that distract them from learning.

At Putnoe Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who at risk of not learning, we will provide interventions.

This does not mean all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as SEND.

Pupils that require additional support with the social, emotional, and mental health are identified by the adults that work with them, parent consultations and as a result of the school's Family Worker working closely with families and outside agencies.

Our Approaches to Teaching Learners with SEN

We have effective management systems and procedures in place for SEND, considering the SEND Code of Practice.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupils and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed

Support for Children with Special Educational Needs

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). Every teacher is required to adapt the curriculum to ensure access to learning for all pupils in their class.

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 the teacher creates a positive working environment in the classroom
- Systems are in place, that allow for the early identification of barriers to learning and participation
- Providing specific strategies (which may be suggested by the SENDCo) 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

The whole school system for monitoring progress includes regular pupil progress meetings.

If a pupil is identified as having SEND, we will provide provision that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the identified barrier to learning.

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review. This additional support, 'intervention', will be targeted to meet the child's needs, and will target the area of difficulty.

Support may be provided in the classroom or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or teaching assistant. The support provided, and its impact in class, will be monitored closely and discussed regularly.

Specific group work intervention may be:

- Run in the classroom or a group room
- Run by a teacher or a teaching assistant (TA)
- 1:1 short term intervention by the SENDCo and Family Worker
- Specialist groups directed by outside agencies, e.g. Speech and Language therapy. This means a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services, such as the Behaviour Support Team or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Education Psychology Service

For some learners we may want to seek advice from specialist teams, with the parents or carers consent, for example 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

While the majority of learners with SEND will have their needs met in this way, some children with severe and complex needs may require a statutory assessment of their needs to determine whether it is necessary for the Local Authority to write an Education Health and Care Plan. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

The school or parents/carers can request the Local Authority to carry out this assessment.

How can I let the school know that I am concerned about my child's progress in school or I am concerned about their progress in school?

If you have concerns about your child's progress, SEND provision or well-being, please speak to your child's teacher or Mrs Woodfield (SENDCo) or the school's Family Worker in the first instance. If there continues to be cause for complaint parents should speak to Mr Petch the Head teacher or contact a member of the governing body.

At any point parents can contact the Parent Partnership Service for support and advice about their child. The Bedford Parent Forum and SENDIASS offers free confidential support for parents and carers of children with special educational needs.

Bedford Parent Forum: - communications@bbpcf.org.uk

Tel 07943524553

SENDIASS :- Sendiass@bedford.gov.uk

How will the school let me know if they have concerns regarding my child's learning in school?

If your child is identified as not making progress, their class teacher will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child
- If, as a parent, you would feel it beneficial for yourself and your child a home/school book can be created to help monitor your child's progress and wellbeing

How is extra support allocated to children?

The school budget includes money for supporting children with SEND. The Head Teacher 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 Head Teacher and the Senior Leadership Team discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and 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.

How will Putnoe measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Head teacher and SENDCo every term in reading, writing and maths. Putnoe uses an ICT assessment tool, Target Tracker to help monitor and track progress.

Where necessary, children will have a Support Plan based on what their teacher perceives as their area of need or based on targets set by outside agencies. This will consist of two or three manageable actions which are reviewed half termly.

Progress against these targets will be reviewed regularly, evidence for judgements assessed and an updated plan made. Each pupil's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinises and lesson observations will be carried out by the Head Teacher and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support does Putnoe have for you as a parent of a SEND child at Putnoe Primary?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

The Family worker is there to support you and to liaise with other agencies if necessary. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Your child's SEND support action plan will give you some information about how your child is achieving and progressing these will be reviewed with your involvement every half term.

Homework will be adjusted as needed to your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

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How is Putnoe accessible to all children with SEND?

The school is on two floors with easy access and double doors, lifts, and ramps. The front desk has a wheel-chair height section. There are four disabled toilets. We ensure that wherever possible, that equipment used, is accessible to all children regardless of their needs. After-school provision is accessible to all children; including those with SEN and extra-curricular activities are accessible for children with SEN. However, the safety and well-being of all pupils at the school is our upmost concern and therefore on occasions the situation may arise where the school must first re-evaluate how this provision may be best accessed in line with the pupil's individual needs both at that time and as they change.

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, staff

carry out a risk/benefit assessment, which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required.

How will we support your child when they are starting at the school, leaving this school, or moving to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate
- Your child will be able to visit our school and stay for a taster session, if this is appropriate. If your child is moving to another school:
- We will contact the school SENDCo 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 SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible. 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. Support plans will be shared with the new teacher. In Year 6:
- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo 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
- The SENDCo and Family worker can organise extra transition visits for SEN and vulnerable pupils.

How are the social and emotional wellbeing of our pupils cared for?

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.”

Keeping Children Safe in Education 2022

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. We have designated wellbeing lead practitioners in school who ‘champion’ the wellbeing of every pupil.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural

difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

The school's Family Worker is also there to offer support and advice to both parents and pupils. If necessary, specific plans are put in place to support a child's wellbeing and in these cases, parents are consulted. If your child still needs extra support, with your permission the Family Worker will access further support through completion of an Early Help Assessment, which is reviewed every 6 weeks.

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