



Everybody Learns - Everybody Cares

Bede Community Primary School – SEN Information Report 2022

About the school

Bede Community Primary School is a maintained mainstream school for students from the ages of 3 to 11. It also supports two Additionally Resourced Mainstream facility (ARMS), one for children in Reception and Key Stage 1 who have particular needs relating to their social and emotional mental health (SEMH), the other for Key Stage 2 children who have a diagnosis of Autism (ASD) and are unable to manage within a large class setting. Children from other schools may be referred to the Key Stage 1 ARMS by the Primary Behaviour Support Service or an Educational Psychologist. These children do not need to have an Education Health and Care Plan (EHCP) as it is intended that they stay within the small group for 2 terms then transition back to their original school following intensive support and therapy. The children who are placed in the Key Stage 2 ASD ARMS all have EHCPs and once accepted into the base, become permanent pupils at Bede. The Headteacher will always make the final decision on any placement.

The main school caters for students with a variety of special educational needs including Communication and Interaction (C&I) e.g. speech, language or social communication including Autism, Cognition and Learning (C&L) e.g. Moderate and Specific Learning Difficulties/Dyslexia, Social, Emotional and Mental Health (SEMH) e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder. and Physical and Sensory (P&S) e.g. Vision/Hearing impairment.

Bede currently has the privilege of a supporting SEN Team which includes the Special Educational Needs and Disability Co-ordinator (SENDCo), Mrs Sue Bell, the Special Educational Needs Support Teacher, Mrs Gina Hind and the Social, Emotional and Mental Health (SEMH) ARMs lead Miss Felicity Dickinson. They can be contacted by phone on 0191 4334135 or by email at:

bedecommunityprimaryschool@gateshead.gov.uk

or

suebellbede@gateshead.gov.uk

Identifying Needs

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset within the high-quality differentiated teaching that is provided at all times within class (Wave 1).

Concerns will be raised if progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs. Should difficulties persist, class teachers will consult with the parent, SENDCo/SEN Support Teacher and relevant subject coordinators to initiate classroom intervention (Wave 2) Notice of these concerns will be logged on the school CPOMs.

If there is little or no progress following a fixed period of Wave 2 intervention, further assessments of the child will be carried out by the SENDCo/SEN Support Teacher and more detailed discussions with parents and teacher will be arranged and an agreement made to place the child on the SEN Register. At this point, the Assess, Plan, Do, Review (APDR) process will be initiated and an individual targeted Plan implemented (Wave 3). This is now designated as SEN Support according to the 2014 Code of Practice.

Assessment, Monitoring and Review

Bede follows the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**. The class or subject teacher will work with the SENDCO/SEN Support Teacher to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Depending on the pupil's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Primary Behaviour Support Service within Gateshead Council, health services such as Speech and Language Therapy, school nursing service, Children and Young People's Service or social care teams such as the Family Intervention Service. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carer's agreement.

If the pupil does not make progress with the support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for a more detailed

needs assessment which can lead to a child securing an Education and Health Care Plan (EHCP). The application for an EHCP is a legal process, carried out by the Local Authority (LA) which, if awarded, sets out the amount of support that will be provided for your child.

All children are formally assessed at the end of each Key Stage (i.e. at the end of year 2 and year 6) using Standard Assessment Tests (SATs). This is something the government requires all schools to do. The results of these tests are published nationally.

Involving Parents/Carers and Pupils

Bede will ensure there is an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents'/carers' wishes and concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be shared with parents and put on an Initial SEND concerns form.

We will formally notify parents/carers if it is decided that a pupil will receive SEN support.

Parents/carers can contact school if they have any concerns about their child by telephoning and requesting a meeting with staff.

Parents/carers are invited to discuss their child's progress 3 times each year, with additional consultations being arranged when necessary.

Annual Reviews are held for pupils with Education, Health and Care Plans (EHCPs). These reviews focus on achievements, the progress made towards the proposed outcomes, the level of support and future plans. They are held with parents/carers, the student (if appropriate) and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age.

Staff

There are a number of people in school who are responsible for special educational needs: The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met by delegating the responsibility to the SENDCo and SEN Support Teacher (SEND Team) and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Team is responsible for:

- Coordinating support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Liaising with other professionals who may be coming into school to help support their child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of their child's progress and needs.
- Providing specialist support for teachers and support staff in the school, to enable them to help pupils with SEND make the best possible progress.
- Supporting class teachers in writing APDRs that specify their child's targets.
- Ensuring that all staff working within school are well-informed about all aspects of SEN(D), especially those which affect the children they are teaching.

The Class Teacher is responsible for:

- Making sure that all children have access to high quality classroom teaching and that the curriculum is adjusted to meet every child's individual needs (this is called differentiation).
- Writing APDRs with the SEN Team. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum
- Help with the implementation of differentiation and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lesson
- Attend all training opportunities related to SEND and differentiation.
- Help pupils to develop effective ways of becoming independent learners

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

Approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Additional reading sessions and small group or 1:1 sessions based primarily on specific barriers to learning are arranged for those falling significantly below or who have additional needs (SEN).

Provision Maps showing in-class support and intervention within classrooms across the school are prepared on a termly basis following cohort meetings and discussion over targeted children to receive support. External specialist support teachers and support staff can also provide assistance and guidance, activities or resources.

All intervention is intended to be short term and is evaluated at the end of a term. If the intervention is successful for a particular child it may be continued. If not, a different approach may be taken. School uses Pupil Premium funding to employ additional staff to provide this 1:1 intervention or small group work.

The support takes a cyclic approach where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Following the assess, plan, do, review structure, this will continue for at least 1 full term before referrals to outside agents are initiated.

If difficulties continue to persist after additional assessments and advice from outside agents have been followed, further discussion with parents and professionals may lead to a request being made to the Gateshead SEN panel for an Education and Health Care Plan (EHCP) assessment.

To support such a request, all interventions and additional adult support allocated to a child at Wave 3 is costed according to the Gateshead funding bands for Additional Educational Needs. This provides a measure of the outgoings from the school's notional £6K budget that is allocated for meeting the additional needs of each individual. These costings are evidence that the school has provided an appropriate level of additional support prior to making the request for an EHCP.

Training

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training.

Managers of Literacy and Numeracy areas find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as teachers and classroom assistants, and will focus on how teaching and learning can be adapted to meet the pupil’s needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist – where necessary, specialist advice and support will be sought to ensure that all children’s individual needs can be met.

At Bede Community Primary School, staff have had awareness training in a wide variety of SEND including Dyslexia, Dyscalculia, ADHD, Speech Language and Communication Difficulties, Autism, Epilepsy, NF1, Asthma and Type 1 Diabetes.

Staff have also received enhanced training in the use of Epipens should any child with an allergy suffer an anaphylactic shock. Staff who work in the ARMS and some mainstream staff have also received Team Teach Training which enables them to work with extremely vulnerable children in physically challenging situations. Bede School SENDCo is a fully qualified Dyslexia Specialist, having achieved the Post Graduate Diploma through the Dyslexia Institute and York University. She has also acquired many years of experience and expertise working in a specialist environment for children with complex language and communication difficulties, including Autism. She is available to both staff and parents for advice and support.

Bede’s SEND Support Teacher, Mrs Hind, has gained the National Award in Special Educational Needs Coordination through the University of Sunderland and Miss Felicity Dickinson has gained an equivalent Award at Northumbria University. We can therefore be confident that we are carrying out our responsibilities in line with the most up to date guidance.

Transition

Transitions can be difficult for a child with SEND and at Bede, we take steps to ensure that any transition is as smooth as possible.

- Students with an Education, Health and Care Plan will have a review in the Autumn term before they move to secondary school to discuss the transition.
- Before a child moves to Bede's KS1 SEMH ARMS or the KS2 ASD ARMS, staff will visit them in their current school. Whenever possible, visits will be arranged and parents contacted. We will develop a personal plan for each child that will ensure that the transition is a positive experience.
- When moving classes within the mainstream 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. All APDR information will be shared with the new teacher.
- If your child is moving to another school we will contact the SENDCO at the new school and ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Bede Community Primary School will discuss the specific needs of your child with the SENDCO of their secondary school. Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move.

Adaptations and Additional Support

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring children can hear instructions clearly without interference
- Ensuring children have a clear view of the screen, worksheets, visual aids etc.
- Buddy the therapy Bulldog is around school to assist with emotional support where needed.
- Buddy's Inspiration Station provides a designated area for Lego, Art, Craft, Design & Technology and Music Therapy sessions.
- Mrs Bell's Relaxation Station provides a calming sensory experience for those who struggle with anxiety and emotional stress.

Additional support for learning

We have a specialist learning support teacher and teaching assistants who are trained to deliver interventions such as the Nuffield Early Language Intervention (NELI), Early Talk Boost, Talk Boost, Boosting Reading @Primary and Lego Therapy.

Teaching assistants will also support pupils on a 1:1 basis and in small groups in accordance with interventions devised by the learning support teacher, class teacher or recommended by outside agents

We work with other appropriate agencies to provide support for pupils with SEN.

Bede is currently able to provide an Alternative Basic Curriculum (ABC Group) facility for both Key Stage 1 and 2 children who are unable to access basic curriculum learning within the mainstream setting. The Group runs each morning and can include up to 6 children from each key stage who then return to their main class for the afternoon. The group focuses primarily on those who have cognition and learning and/or speech and language difficulties.

Accessibility

In School

The school is fully accessible to students with physical difficulties.

A risk assessment is carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

Outside of School

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils.

Complaints

Parent/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service (SENDIASS) which is run by Barnardos in Gateshead (tel 0191 4784667).

This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an EHCP.

Bede Community Primary School – SEND Information Report Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer