



Bookwell School

SEN Information Report

2022-23

Part of the Cumbria Local Offer for Learners with Special Educational Needs (SEN)

Welcome to our SEN information report which is part of the Cumbria Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Bookwell Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Shona Wolfenden (SENCO) to discuss your concerns.

Does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Shona Wolfenden (SENCO) to discuss this further.

How will early years setting / school / college staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing SEN Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Shona Wolfenden

Responsible for...

- Providing professional **guidance** to colleagues and working closely with staff, parents and other agencies
- Writing the SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies
- Managing the transition process between keystages
- Ensure school keeps the records of pupils with SEN up to date
- Work with Headteacher and school governors with regards to reasonable adjustments and access arrangements

The Headteacher: Mr Russell Hardy

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN
- The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

The SEN Governor: Mrs L. Yardley

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Headteacher and SENCO with regards to SEN within the school.

How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome any barriers to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is “additional to” or “different from” we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCo and outside agencies contribute to this review. This stage then informs the next cycle.

Bookwell Primary adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCo to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCo every term in reading, writing and maths. Through parent consultations and end of year reports, teachers make clear the attainment against age related expectation and the amount of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using National Curriculum Tests (more commonly referred to as SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an SEN Support Plan based on targets set by school and outside agencies specific to their needs with the intention of accelerating learning and closing the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Headteacher and SENCo will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCo 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.

We send regular class and whole school newsletters with information about things that have happened. Also extra information can be found on the school website including class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development, as well as timetabled sessions using the 'Kidsafe' programme. We also have a Well-being lead in school (Mrs K. Robinson), who co-ordinates our Mental Health First Aiders, and timetables support for children who are having mental health issues. We can also offer:

- Social awareness games and activities
- Lunch time and play time support
- Individualised programmes of work including activities to complete at home
- Access to external agencies and professionals

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Bookwell Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs register. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meets regularly. Prior to SEND review meetings, pupils have the opportunity to share their views.

What specialist services, experience, training and support are available at or accessed by the setting / school / college?

Once the school has identified the needs of SEND pupils, the SENCo and Headteacher decide what resources/training and support is needed.

- Our SENCo has the National Award for SEND Co-ordination qualification (NASC).
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists; Howgill Family Centre and specialist advisory teachers.

What training are the staff supporting children and young people with SEND had or are having?

Our Teaching Assistants have undertaken various training for their roles including courses in the following areas:

- Letters and Sounds
- Autism Awareness
- Team teach
- Dyslexia – how can I help?
- Springboard

How will my child/young person be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

At Bookwell Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

How accessible is the setting / school / college environment?

- The school is compliant with the Equality Act 2010.
- The school is on a split-level but has two lifts to enable access to all areas of school.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCo manages a SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has a 'Can Do' attitude and will adapt to additional needs as they arise.

How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

New pupils to Bookwell Primary School

Foundation Stage staff will meet with parents prior to pupils starting school. There will also be the opportunity for a home-visit if necessary. Concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCo will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with secondary school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need. West Lakes Academy offer transition sessions for vulnerable pupils. These take place at Bookwell, with members of staff attending from WLA.

Provide examples of interventions, equipment, resources that Bookwell may allocate to match children's/young people's special educational needs.

- Specific Ipad Apps for individual pupils/needs
- Time to Talk book and game / Speak Easy
- Early Literacy Support (ELS) programme
- Additional Literacy Support (ALS) programme
- Further Literacy Support (FLS) programme
- FFT Wave 3 1:1 literacy programme
- Memory skills programme
- Toe by Toe spelling programme
- Springboard – throughout KS2
- Fine and gross motor exercises
- Sensory resources
- 1:1 tuition for writing and numeracy

Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENCo (Shona Wolfenden), or the Headteacher (Russell Hardy)
- You might also wish to visit the following websites:
 - Cumbria County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:
<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/