



Enabling ALL children to feel success and develop independence

What kind of special educational needs do we provide for at Busbridge C of E (Aided) Junior school?

We are a fully inclusive mainstream junior school, complying with the requirements outlined in the Special Educational Needs Code of Practice (2014). We make reasonable adjustments to our practice so as to comply with the Equality Act (2010). We offer quality first teaching for all children, delivered by the class teacher. Children’s needs are identified and appropriate learning activities are taught. The SENCo supports, and where appropriate arranges training, to provide teachers with appropriate strategies and practices to enable all children, with or without additional needs, to engage and learn.

Staff are trained so as to be able to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health needs
- Physical, medical and sensory needs

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.

The Busbridge C of E (Aided) Junior School SEND policy can be found on the school website. The SENCO is **Mrs Rachel Barker** who can be contacted by telephone through the main office on **01483 417032** or by e-mail: **rbarker@busbridge-junior.surrey.sch.uk**

As a school we continually assess children’s learning, plan their next steps, and review progress made, through observation, data analysis and from feedback from staff, parents and the children themselves. We assess children as to whether they are working towards, working at or working above their age related expectations. Pupil progress is regularly monitored, assessed and tracked by the class teacher. Termly meetings are held with the class teacher and the Senior Leadership Team (SLT) to review and discuss pupil progress. If a class teacher is concerned that a child is not making expected progress the parents will be involved in discussing next steps and reviewing outcomes. Parents have contact with teachers either face to face at the end of the day or via e mail or face to face meetings and are welcome to make appointments to discuss any concerns they may have. There are also parent consultations twice a year. If a parent is still concerned or wishes to discuss any concerns with the SENCo they can make an appointment by e mailing the SENCO directly.

We use our teacher assessments to identify any additional needs and if appropriate the class teacher or SENCo will arrange for additional support to be provided. The SENCo works alongside administrative staff in the school office to ensure records of children with medical needs are regularly updated. Parents are asked to contribute to a Medical Care Plan if their child has a medical need and if appropriate the school will also liaise with the School Nurse or other professionals to assist in the completion of complete Care Plans. A template provided by the Department for Education is used for Medical Care Plans where appropriate.

Arrangements for consulting parents of children with SEND and involving them in their child’s education.

We endeavour to build positive relationships with our parents to support pupils’ learning and needs. Children for whom there are SEN support arrangements in school will have a SEND support document that stays with them for as long as they require additional support. If this is throughout their time at Busbridge, it is passed on to their secondary schools when they leave us. This document, called a SEND support plan, will detail strategies that are used in class to help and support the child. These will also contain a provision map so that any interventions can be planned, assessed and reviewed on a termly basis. Parents are sent copies of these plans and the SENCo is available at Parent’s Evening to discuss these.



Children with an Education Statement or EHCP (Education Health Care Plan) will also have termly communications (either online or face to face meetings) to agree continued support.

Other ways in which parents are involved include:

- During parents evenings parent are able to look at their child's classroom.
- Homework is regularly sent home to reinforce learning at school.
- Parent consultations are held twice a year to discuss their child's progress and next steps in learning.
- Parents are invited to give feedback on their child's report.
- Our school website informs parents about our school, policies, curriculum and Governing body.
- Volunteers – Parents and Carers, who have DBS (Disclosure and Barring Service) clearance for the school, are invited to support children in the classroom.
- Parents and teachers have regular contact at the start and end of the school day or by appointment.
- Where appropriate communication books are used for identified SEND children in school.
- The Governing body includes Parent Governors who are able to be involved in the decision making process within the school. If a parent governor vacancy becomes available parents can submit a short statement of interest via the school office. Should a vacancy arise a letter will be sent home explaining the process.
- There is a designated governor for SEND, Disadvantaged and Looked after/ Previously looked after pupils as well as a designated Safeguarding Governor.
- Surveys and questionnaires are regularly used to capture parents' views.
- We have a Parent/School Association (The Friends of Busbridge) which is actively involved in school life and fund raising and all parents are invited to become involved.

Arrangements for consulting young people with SEND and involving them in their education.

As part of their SEND support arrangements, children are consulted in a number of ways. This may be through discussions with key staff or completing written / visual tasks such as 5 point scales, Zones of Regulation or one page profiles, with support, to give the child the opportunity to express how they learn, what their likes and dislikes are how they prefer to be supported with their learning. These activities enable all of the adults working with each child to understand how to support them best and have a clear overview of the whole child. Children requiring interventions because of special educational needs will have individual targets recorded on a provision map with the provision being put in place to support them. Children know what they have done well and their next steps for learning are through marking and through discussion with the teacher and teaching assistant during class work and intervention time.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

Well planned and thorough transition from infant school, or previous schools if a child moves school mid key stage, ensures a continuity of provision for children who are already on the SEND register. Children's baseline data (Key Stage one results) are used to track children's progress and should there be a concern from the parent or class teachers regarding progress, an expression of concern may be raised. The SENCo will then work with the class teacher and the child's parents to investigate the possible barriers to learning and support in adjustments to the teaching and learning to remove these barriers. Should further support be required, SEND support arrangements may be put in place. These may include support for the class teacher in quality first teaching; short term intervention programs for a child or longer term support may be identified. This process is done with full transparency and consultation with parents, under the guidance of school staff. Parents are kept informed of short term targets through a Send Support Plan. These are written and reviewed termly for each child on the SEND register. These are shared with parents. The SENCO offers termly opportunities for meetings at Parents' Evenings but is also available in-between for support and advice. Children are involved in the process by means appropriate to their needs and understanding.

In consultation with parents, should the SENCO feel that a child continues to have barriers to their learning and achievement; an Education Health Care assessment process may be started.

All staff support children's social and emotional needs and where necessary, assistance is put in place for those who require for support with their emotional and social development. This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. The school works closely with other



professionals, including health and social care staff, local authority support services and voluntary sector organisations, in order to meet the needs of children and young people's SEN and as well as to support their families.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Before children join our school in Year 3, we visit them in their existing educational setting and give them the opportunity to tell us about their friendships, learning behaviour and interests. We also liaise closely with infant school staff (or previous schools if a child moves school mid key stage) to ensure a smooth transition, tailoring the process to suit individual needs. Documentation pertaining to a child's needs and support are shared between schools. Carefully selected buddies support the children as they begin their junior school journey. As children near the end of their time at Busbridge, transition meetings between the SENCo, class teachers and appropriate secondary school staff are carefully planned so that information is shared to support children's transition. SEND support documentation is given to children's secondary schools and if required, extra transition visits and support strategies can be put in place.

The approach to teaching children and young people with SEND.

Through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN. Quality first teaching describes the ways in which teaching staff adapt the classroom environment, the learning and the delivery of teaching in order to meet the needs of the pupils in the class at that time. Children within our school are supported in a variety of ways depending on their needs. Children's learning needs are managed by the class teacher and children are taught in the classroom setting, where every child's needs are identified and appropriate learning activities are taught. Where pupils are identified by the class teacher and SENCO as needing additional support a Learning Support Assistant is allocated to work with the child/ren within the class setting. Some children may also be identified as needing additional interventions and these may happen outside of the classroom in a small group or 1:1. Whilst most interventions take place in group rooms, there may be occasions where school staff or approved visitors need to work with a child confidentially. A risk assessment is carried out by a member of SLT before an adult works 1:1 in a room with a child. Each term teachers and the SENCo monitor the impact and effectiveness of interventions through tracking of pupil progress. With parents' consent, the SENCo may also engage external agencies such as for additional advice on how to best support a child. Our SEND Governor undertakes regular visits / meetings with the SENCo to monitor the quality of our special needs provision

How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

Where a child's needs mean that they are not accessing the curriculum, additional changes to the curriculum may be made in response to these needs. Changes may mean that:

- The curriculum planning is informed by children's interests and individualised to meet their needs and current attainment.
- Reasonable adjustments are made to teaching approaches and resources in order to include and support all learners to access the curriculum.
- Children identified by a teacher and the SENCo as needing additional support will receive targeted interventions and support.

As well as adaptations to the curriculum, we have an Accessibility Plan and are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Spaces both inside and out are accessible via ramps. There are disabled toilets available within the school.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

We aim to ensure that all staff working with learners who have SEN have a working knowledge of a range of areas of need in order to support children access the curriculum. We have staff within the school who have been trained in the following areas:

- Safeguarding – All staff have annual Safeguarding training
- ELSA – Emotional Literacy Support Assistant
- Elklan - Speech and language support



- Attachment – to enable all staff to understand the needs of children with attachment difficulties and be able to address their needs.
- Autism – to continue to develop the awareness and understanding of ASD within our school and know how to best support children.
- Precision teaching – a one to one program to support children’s learning.
- First Aid

We liaise with a number of external agencies including:

- The Specialist Teacher Team for Inclusive Practice (STIPS) who include Learning and Language Support (LLS) and Behaviour support.
- Educational psychologist (EP)
- Social Care and the Education Welfare Officer (EWO)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Freemantles Outreach Support Service for children with social communication needs
- Physical and Sensory Support Services (PSSS)
- Primary Mental Health Team
- School Nurse

Evaluating the effectiveness of the provision made for children and young people with SEND.

We receive an allocated budget for all children in the school including those with Special Educational Needs and Disabilities. This money is used to meet children’s needs. Additional funding will be given by the Local Authority if a child has an Educational Health Care Plan and the cost of meeting their needs is more than £6,000 a year. We review the needs of the children within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENCOs, SLT and SEN Governor monitor resources and intervention provisions available and the SENCO also monitors how they are being delivered. Learning Support Assistant (LSA) meetings are an opportunity to discuss good practice and deliver further training or updates if required. Our provision mapping enables us to look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place and whether any further staff training is required.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

We have an inclusive school approach to inclusion which supports all learners engaging in activities together and all children are fully integrated into school life, both inside and outside of the classroom. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Trips are carefully selected to ensure all children are able to access the facilities, with reasonable adjustments where necessary. Risk assessments are carried out beforehand and a parent helper meeting is held prior to a longer residential trip to ensure that all adults are aware of the plan for the trip and any individual needs. Trips may be adapted to enable all children to have access to these trips.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

We have a whole school well-being approach called ‘Trick box’ which teaches children ‘Tricks’ or strategies to help managed big emotions and regulate themselves. It also encourages aspects of Mindfulness. This is a whole school approach. For more bespoke support, our Emotional Literacy Support Assistants (ELSA) and Home School Link worker (HSLW) work with children identified by the class teacher or SENCo as having an additional social or emotional need, such as difficulties playing socially with other children or a recent bereavement or loss. They will use the class teachers’ referral form to support their assessment of individual needs and devise a program of intervention or support to best meet their needs. This might be developing social skills through group activities or individual sessions to help children with emotional difficulties. If appropriate, a meeting with the child’s parent will be arranged to discuss best ways to support the child and family.



The school is also an accredited Young Carers provider and where appropriate, the HSLW manages this group of children. We liaise with a number of agencies to help us support children and their families such as Behaviour Support Services (through the STIPS team), Learning and Language Support (LLS), Social Care, the Inclusion Officer (IO), Child and Adolescent Mental Health Services (CAMHS) and Family Support Workers. Through our Personal, Social, Health Education (PSHE) curriculum, we develop relationships, confidence and self-awareness, preparing our children for life now and in the future. We have regular Circle Time sessions in each class. There are opportunities for activities that build self-esteem, such as the Ambassador's Awards Assembly. We have a School Council with meetings regularly attended by nominated children from every class. Whole school issues are discussed and taken back to class. We also have a nurture room at break and lunchtime which is available to those children who find the playground challenging. Children are able to talk to their class teacher about their worries through PSHE sessions, thought books, class worry boxes or one to one during quiet moments in the school day. Children can express concerns about other children through our Pastoral Postcard system. These have also been adapted so that there is a 'low language load' version. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Through SEND support, or early help Assessment, we hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Support agencies that we work with include: The Specialist Teacher team for Inclusive Practice (STIPS), Learning and Language Support (LLS), Social Care and the Inclusion Officer (IO), Occupational Therapy (OT), Speech and Language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHS), Physical and Sensory Support Services (PSSS), GPs and medical practitioners and the school nurse. We have a duty to ensure that children who are Looked After (CLA), or Previously Looked After (PLAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with the relevant professionals to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically. At present we do not have any children who are Looked After.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The school has a history of very good communication with parents and is always willing to listen to the views and opinions of parents, whilst sharing professional knowledge steeped in experience and pedagogy when supporting children with SEND and their families. Parents are encouraged to contact the class teacher if they have a concern although they are also able to contact the SENCo, Deputy Headteacher or Headteacher should they feel that they need to. Should the need arise, the school has a complaints policy which is available on the school website and is shared with parents in the rare instance of a complaint from parents of children with SEND.