

The Bluecoat School SEND Information Report

September 2016

Mission statement

Bluecoat Primary School is a place where everyone is valued and cared for as an individual, their views respected and where children are at the centre of all we do. We allow the uniqueness in each individual to flourish through a happy, safe and stimulating environment where everyone can meet their personal goals and full potential: intellectually, physically, socially, emotionally, morally and spiritually. Through a positive community ethos we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling enjoyable learning within the context of a rapidly changing technological society.

Our aims for children with SEND

- The staff and governors support a whole school, graduated approach to special educational needs. We work together as a team, collaborating and co-ordinating all that we do for the benefit of all children.
- We believe in fully including all children.
- We recognise that all children may have special educational needs at some point in their education. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- Wherever possible, we aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.

Working in Partnership with Parents/Carers

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's educational targets and

plans. Information on outside agencies that support the school to work with individual children, is available from the SENCo/Headteacher.

We can always be contacted for an appointment to discuss any concerns.

What is SEND?

- **What is a SEND Register?**

This is a list of all the pupils in the school and class who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

- **Why is my child on the SEND Register?**

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these pupils to help them to make progress.

- **What does this mean for my child?**

If your child is placed on the SEND Register, then they will start to receive extra help

- **Will my child always be on the SEND Register?**

This can vary. Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

SEND Reforms (from September 2014)

- **How will the changes affect my child?**

At The Bluecoat School the changes to 'Special Educational Needs and/or Disability' (SEND) will not affect your child very much. The changes primarily affect how we work in school and will further improve how we work with parents/carers and other professionals. Some of the main changes are:

- We will no longer use the terms 'School Action' and 'School Action Plus' and will use the term 'SEN Support' instead.
- Over the next 2-3 years any 'Statements of Special Educational Needs' will be transferred to an 'Education, Health and Care Plan' instead.
- Parents/carers of pupils with an 'Education, Health and Care Plan' will be given the option to manage the funds attached to the document

- **What does all the jargon mean?**

Please see below the different words and abbreviations that we use in school:

- **SEND** - Special Educational Needs and Disability
- **SEN** - Special Educational Needs
- **SENCo** - Special Educational Needs Co-ordinator, the person in school responsible for managing SEND
- **Outside Agencies** - Any professional from an agency or service who provides advice to the school and family
- **Transitions** - A change or transfer from one school or class to another
- **Provision** - Any extra help, support or equipment that a child receives
- **Statement** - A document provided by the Local Authority which outlines a child's special educational needs and the support that they need **Education, Health and Care Plans** - From September 2014, these will replace Statements - see above
- **Individual Health Care Plan** - This is a document which describes any significant medical conditions that a child may have which requires special medication or adjustments. The plan outlines the child's needs and what needs to be put in place to support them. It is then shared with all those staff supporting the child.

The Bluecoat School's response to SEND

- **What do I do if I think my child has SEND?**
 - Raise concerns as soon as they arise with your child's class teacher. You may also ask to speak with the SENCo or a member of the Senior Management Team.
 - Early identification is often key to securing support for children and families.
- **What will the school do if they think my child has SEND?**
 - The school will contact you at the earliest opportunity to discuss any concerns.
 - The school will begin to assess your child; this may be formal or informal assessments at this stage.
 - We will set up a meeting with parents, involving relevant staff to establish the nature of any concerns.
 - Following the meeting a plan of action will be agreed with parents and this will be reviewed regularly.
- **What will the school do to support my child?**
 - A personalised action will be created which would clearly set out, to include; individual goals, how a child will be supported to meet them, referral to external agencies, if deemed appropriate and regular review of impact.
- **Who will support my child in school?**
 - Your child will be supported, in the first instance by the class teacher.
 - Your child may need support from the SENCo, and other outside agencies and professionals who become involved, e.g. the Education Psychologist.

- Any support deemed necessary, over and above will be decided according to the child's needs.
- Training for staff is commissioned to support the specific needs of the children who attend the school.
- **Will every member of staff working with my child be aware of their needs?**
 - All staff working with your child would be made aware of their special educational needs and/or disability (SEND). This ensures that all staff can offer the help and support that your child needs.
 - Where a pupil has significant needs, wider staff would be aware of your child's needs, for example all staff including the midday supervisors so that the support is provided at all times, for example where a child uses sign language or has a visual or hearing impairment.
- **How will the curriculum be matched to my child's needs?**

Through:

- A differentiated curriculum
- Specific arrangements which are 'additional to and different from'.
- Interventions to support learning and specific identified needs
- **How does the school know how well my child is doing?**

The school will review a wide range of evidence to judge how well your child is progressing, including: formal and informal assessments, reports from other professionals, and the views of you and your child.

- **How can I support my child's learning and development?**

You can support your child's learning and development best by being positive and open and engaging fully in partnership with the school. This includes sharing information with school and following advice of professionals.

- **How will my child be involved in the process?**

Your child views will always be taken into consideration as part of the review procedures. School will respond in a clear and honest way to children concerns and questions.

Outside Agencies

An outside agency, is an agency, service or profession consulted by the school to seek advice and guidance about how best to support a pupil's needs.

The Bluecoat School has established effective partnerships with a wide range of external agencies and professions. The Special Educational Needs Co-ordinator (SENCo) can refer to most of these agencies directly. Most agencies used by the school are to provide the school with advice, but the SENCo can also refer to, or

advise you about, services that can support a parent/carer or family. Most referrals will require parental/carer permission and a referral form will need to be signed. The school cannot access agency support without this permission. The Bluecoat School uses the following outside agencies:

- **Cognition and Learning (Learning Needs)**
 - Educational Psychology – to assess and/or observe within the school setting and to provide advice about supporting special educational needs of pupils
 - Specialist Teacher – to assess within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, specific learning difficulties such as Dyslexia and Dyscalculia

- **Communication and Interaction (Speech and Language)**
 - Speech and Language Therapy Service (SALT) – A referral can be made by the school. Pupils can be seen either by appointment at the hospital or assessed within the school setting.

- **Social, Emotional and Mental Health**
 - Pathways – A referral can be made by school. Pupils will be assessed or observed within the school setting to advice sought regarding social, emotional and behavioural needs.
 - Child and Adolescent Mental Health Services (CAMHS) – A referral can be requested by a pupil's G.P. or a paediatrician or by school in some cases.
 - Social and Communication (including Autism) Outreach Service – A referral can be made by school. Pupils will be observed within the school setting and advice sought regarding social, communication or behavioural needs.

- **Medical, Physical and Sensory Needs**
 - Community Paediatrics (NHS) - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital following a referral by their G.P. or Health Visitor.
 - Teacher of the Hearing Impaired – A referral can be made by school. They provide advice to the school about how to support a pupil with a hearing impairment.
 - Teacher of the Visually Impaired - A referral can be made by school. They provide advice to the school about how to support a pupil with a visual impairment.
 - Physiotherapist - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician.
 - Occupational Therapist - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician.
 - School Nursing Team - They can provide advice within their clinic, within the family home or within the school setting.

Where a pupil has lots of outside agency involvement, the SENCO may suggest using a service called 'ESCO' (Early Support Care and Co-ordination), a team which will lead and organise the many agencies supporting the family.

For specific details about what these agencies provide follow the link to visit Lincolnshire County Council's Local Offer

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

- **Who decides if an outside agency needs to be involved?**

The SENCO with the Headteacher would normally decide that the school needs advice from an outside agency because the support already put in place has not led to the pupil to making sufficient progress. This would be discussed with the parent/carer and a joint decision would be made with parental agreement before any referral is made.

- **If an outside agency is involved with my child, does that mean that Children's Services will become involved?**

Where the pupil only requires support within school to access the curriculum due to a special educational need, Children's Services would not normally be involved. Where there are wide ranging issues and a family may benefit from additional pastoral or family support, advice from social care may be sought to secure greater levels of support for both the pupil and family.

In addition, we are fortunate to have an onsite Children's Centre which is able to provide a wide range of additional family support and access to various courses and professionals. To find out more about the Stamford Children's Centre please telephone 01780 764072

What does the SENCO do?

The SENCO is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. This makes sure that any special educational needs are identified and that support is put in place to help them. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to outside agencies
- Linking with outside agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Making requests for statutory assessment

- **Who is the SENCo?**

The SENCo responsibilities at The Bluecoat School are shared between Mrs Carol Hines, the Headteacher and Mrs Bridget Hodgson. Bridget is a qualified teacher and holds the National SENCo award, a qualification now required for all SENCos. The SENCo is also a member of the Senior Leadership Team within The Bluecoat School.

- **When is the SENCo available and how do I contact her?**

Mrs Hodgson will be in school, every Friday. Should you wish to meet with Mrs Hines or Mrs Hodgson, please ring the school office or speak with a member of our office staff to arrange an appointment. Alternatively you may e-mail Mrs Hines or Mrs Hodgson Bridget with any queries you may have at office@bluecoat.lincs.sch.uk

- **How can the SENCo help me?**

Mrs Hines or Mrs Hodgson will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. They can make direct referrals to many outside agencies and lead multi-agency meetings to make sure that your child's needs are met in school. They can also provide advice about any family needs and suggest who can help.

What support is put in place for pupils with special educational needs and/or a disability?

- **Cognition and Learning (Learning Need)**

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes, e.g. the Nesy programme, Wordshark, Precision Teaching, Dyslexia Institute Learning Programme
- Extra adult support, group work, individual support

- **Communication and Interaction (Speech and Language)**

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific speech and language programmes provided by the Speech and Language Therapy Service
- Use of Makaton - an early sign language tool
- Communication in Print - a visual/picture resource to support language and communication

- **Social, Emotional and Mental Health**

- De-escalation plans which outline a pupil's difficulties and the most effective strategies to use to help them
- Social skills games

- Praise and reward strategies
- **Medical, Physical and Sensory Needs**
 - Specialist equipment such as seating, writing slopes, pencil grips and calmers
 - Sensory circuit
 - Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired
- **What equipment and resources does the school have to help my child?**

Over the years we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are some examples.

- Disabled toilet and electronic changing table
- Shower facilities
- Coloured overlays
- Pencil grips and specialist writing pens
- Calmers (squeeze/stress balls etc)
- Sand timers
- Communicate in Print - a visual/picture resource to support language
- **How will I be kept informed about the support that my child is receiving and what do I do if I have concerns about it?**

The support that your child receives will be shared with you at parents consultation/meetings each term (3 times a year) so that you are kept informed. If your child has outside agencies involved, we will also review the support that they provide at regular review meetings. If you have any concerns about the support that your child is receiving please speak to your child's class teacher in the first instance. If you require further discussion please contact the SENCo or Headteacher.

- **What enhanced adult support is available?**

If the SENC and Head Teacher feel that despite the additional support a child is receiving from their class teacher through a graduated support plan, that they are not making desired levels of progress, they may consider making provision for additional levels of group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. In usual circumstances, a child would need to have significant levels of outside agency involvement before we could consider providing additional adult support within school. We would discuss any extra adult support considered necessary and appropriate to specific circumstances at review meetings.

- **How will my child be included in activities outside the classroom including school trips?**

The Bluecoat School has a policy of supporting all children to participate fully in all activities. Needs of individual pupils to access any trips or activities are made on an individual basis according to specific needs identified.

- **I think my child has a special educational need, how do I get a diagnosis for them?**

Pupils will only receive a diagnosis if they have a specific learning difficulty such as as Dyslexia, or have a medical need. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in agreement with the Head Teacher, will identify whether a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can support you to seek a referral to the Community Paediatrician via your child's G.P. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCo can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching and Applied Psychology Service' (STAPS). A Specialist Teacher works at our school for one day each week. She can identify if a pupil has difficulties consistent with Dyslexia or Dyscalculia and provide advice about how best to support their needs.

If you are concerned that your child may have a speech and language difficulty, the SENCo can make a referral to the 'Speech and Language Therapy Service' (SALT). A speech therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

- **How long does a diagnosis/referral take?**

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer, on average it can take between three to four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty this will take only a few weeks once the assessment has been completed.

- **What happens once a diagnosis has been made?**

At The Bluecoat School, we do not wait until a diagnosis has been made to put support in place, as this can be a very long process. If it is clear that a pupil has a specific difficulty and is struggling to learn, we will do everything that we can to help them pending a diagnosis.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to help the pupil. This advice will be identified and shared with you and/or

discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment has been purchased.

How will the school support my child with special educational needs when they start at The Bluecoat School?

- **Entry into Foundation Stage**

If your child attends our nursery, we will follow the same process as for children in the main school.

If your child is joining us in Reception and has attended a different pre-school/nursery, we would expect the SENCo from the setting to inform us that your child will be joining us and that he/she has special educational needs.

The SENCo at our school will then attend any meetings at the pre-school before they your child starts at our school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will aim to have it in place as soon as possible which may include relevant training or equipment. The SENCo will also liaise with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Reception class in addition to those already provided.

- **Joining school at other times, e.g. mid-year**

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all the relevant pupil information, which would identify that they have special educational needs. We will initially rely on the information that they send us together with parental information about your child and their needs.

The information from the previous school should tell us what support has been in place already and how effective this has been together with details of any review processes. We will use this information as a starting point, and aim to provide appropriate support as soon as possible. If outside agencies are involved, the SENCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

- **Moving from one class to another**

When your child moves from one year group to another within our school, the two teachers (current and new) meet together to discuss the needs of each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. All paperwork and any outside agency support reports are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are informed about pupils with SEN so

that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The SENCo at our school meets with all the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

- **How can I help during a transfer?**

It is always helpful for you to speak personally with new staff to make sure that they are fully aware of your child's special educational needs and/or disability. Always check, after a short time, that appropriate support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.