

Bedford Drive Primary School

Inspire, Believe, Succeed



Special Educational Needs and Disabilities (SEND) Information Report

Bedford Drive Primary School is an inclusive school.

We ensure that all pupils are included in all aspects of learning and school life.

Some children require additional support to help meet their needs and/or support their learning. This can be on a short or long term basis, depending on the type of need.

Our approach to supporting pupils with SEND embraces the principles of the Children and Families Act 2014 and the accompanying new Code of Practice:

- High expectations and aspirations for all our pupils
- Aspirations of our pupils and their parents and carers placed at the centre of everything we do
- Early identification of needs
- Support based on desired outcomes

This Report explains what we can offer to all children who come to Bedford Drive Primary School, and in particular those with SEND. This helps to inform Wirral's **Local Offer** which describes all the Local Authority's services and providers for children and young people with SEND and can be found by clicking on this link <http://www.localofferwirral.org>

Equality

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.

What kinds of SEND are provided for at Bedford Drive Primary School?

Children's special needs are classified as falling into one or more of the following categories as set out in The Code:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional, and Mental health**
- **Sensory and/or Physical Needs**

At Bedford Drive Primary School we make provision for all the categories of SEND.

Our greatest area of SEND is **Speech and Language** (which lies within the category of Communication and Interaction) especially in pupils entering Foundation. This **accounts for 50% of our SEND pupils**. We therefore fund private speech and language therapy whereby one or two speech therapists come into school every week in order to assess and to advise on

supporting these pupils in school and at home. We also liaise closely with the NHS speech therapy team in supporting our pupils where appropriate.

Approximately 30% of our SEND pupils have Cognition and Learning difficulties and most of these have specific learning difficulties. We fund a specialist teacher who visits twice every half term to help with assessment of specific needs and to offer strategies to best support these pupils.

Approximately 10% of our SEND pupils have Autistic Spectrum needs (which also lie within the category of Communication and Interaction). If a pupil with this type of need does not already have a Paediatrician, parents can make a referral for a paediatric appointment via the SENCO and School Nurse. The first step in this diagnostic pathway also requires assessment by a Speech Therapist. Where appropriate, parents can also make a joint referral with the SENCO to access support from the local authority Autism and Social Communication Team.

Approximately 5% of our SEND pupils have Social, Emotional and Mental Health needs. Some of these pupils may have been diagnosed with ADHD. In consultation with parents and the School Nurse, if it is felt that a pupil may have ADHD, there is a pathway which is followed where appropriate support and training is offered to parents, as well as a referral to a paediatrician if necessary. There are many other factors which can affect the mental health and well-being of a child and we offer a range of support, including appointments with our Family Liaison Worker, SENCO or School Nurse. We also have fully trained Place2Be counsellors on site two days a week. Parents can be signposted to further support from outside agencies, for example the CAMHS advice line. We also access professional support from the Gilbrook Outreach Team as needed.

We have a nurturing approach to pupils whose difficulties cause them to struggle with self-regulation and managing their own behaviour. We liaise closely with parents and use incentive schemes and individual behaviour plans where necessary in order to raise confidence and self-esteem in these pupils.

Approximately 5% of our SEND pupils have Sensory or Physical needs which in most cases are planned for through an Individual Health Care Plan. This is drawn up with parents, SENCO and health professionals. We have regular visits from the Vision and Hearing Support teams as well as physiotherapists and occupational therapists, for pupils who need this support. We have a hearing loop facility for hearing impaired pupils and access to resources for visually impaired pupils. Our school building is fully accessible and DDA compliant.

If you think your child may have special educational needs, your first point of contact is your child's class teacher. If necessary, the teacher may decide to seek guidance from the Special Educational Needs Co-ordinator (SENCO) Miss Zoë Grannon.

How will the school prepare and support my child when joining Bedford Drive Primary?

Parents, carers and children are welcome to visit Bedford Drive Primary School at any time to see first-hand what provision we have to offer and whether you feel we can meet the needs of your child. If you think that your child may have special educational needs, or if this is already confirmed, you may wish to meet with our School Inclusion Leader Miss Grannon. This can be arranged as part of the first visit.

Where SEND is already identified, a multi-agency meeting will be held prior to the child starting at the school. This will involve parents/carers as well as all relevant professionals. The child's views will always be taken into account and incorporated into subsequent Additional Support Plans. This will include a Person Centred Plan for the child.

Admissions for Pupils with SEND

Parents and pupils will be invited to look around Bedford Drive Primary School, meet the headteacher, SENCO or other member of the Senior Leadership Team to see what provision we offer and whether we can meet the needs of your child. Our school is compliant with the Disability Discriminatory Act requirements.

Transition for Pupils with SEND

Transition to another school, whether during or at the end of a Key Stage, may be enhanced with additional visits to the forwarding school and the option of staff from that school coming to visit Bedford Drive to get to know the child and see how the child is supported. All relevant information is passed on to the next school along with detailed discussion so that the receiving school is fully aware of the needs of the child, the support plans that are already in place and the tracked progress of the child.

Entering F1/F2

Additional meetings with parents, representatives from previous early years provision and professionals already involved are planned for all pupils with identified SEND prior to the agreed start date. We aim to ensure that all pupils are comfortable in the school environment, that all nursery staff are fully aware and familiar with individual pupil needs and that a relationship is beginning to develop with pupils and parents. This transition period is not fixed and flexibility remains until the child and parent are comfortable with the F1/F2 arrangements.

Moving between year groups and key stages

Each year in the summer term, all SEND pupils have transition visits to the next class and spend time with the new teacher and if necessary teaching assistants. Information is shared from current teacher to new teacher by transition meetings, where the SEND pupils are discussed and the individual SEND files are passed on. During September INSET these files are reviewed again with the new class teacher and the SENCO.

Where necessary, a multi-agency meeting will be held during the term prior to transition and a review meeting held during the first term of the new academic year.

Moving to secondary provision

Year 6 SEND pupils carry out an enhanced programme of transition individualised to pupil needs with the identified secondary school. All transition for SEND pupils is planned on an individual basis and involves SENCOs, other professionals involved, the parents or carers and the pupil. We aim to ensure a successful transition to year 7 for all pupils with SEND. Extra visits to the new school are organised, as well as extra-curricular activities, so that the pupil gets to know the new environment and staff prior to the start date.

The aim of SEND transition throughout Bedford Drive is to ensure that all pupils are well prepared for key changes in their education while developing skills in preparation for their future years and adulthood.

How do staff at Bedford Drive know if children need extra help and what should I do if I think my child may have special educational needs?

Assessment of need starts with a whole-school approach that can quickly identify where a child is not making adequate progress.

Teachers at Bedford Drive will identify pupils who are not making expected progress within each assessment cycle. This may be due to one or more factors, for example poor attendance, absence due to illness, difficult home circumstances etc.

At Bedford Drive we have a range of interventions which can be put in place, as part of differentiated Quality First Teaching, to support pupils in making expected progress.

However, as part of the assessment cycle, some pupils will be identified as having a special educational need or needs.

*“A pupil has special educational needs (SEN) where their learning difficulty calls for special educational provision, that is provision that is **different from or additional to** that normally available to pupils of the same age.”*

Code of Practice 2014

This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high quality personalised teaching, known as **Quality First Teaching**.

Where a child has a medical need or physical disability, a Health Care Plan will be put in place with the advice of a medical practitioner and reviewed annually.

How will my child be supported?

If the school decides that a pupil requires SEN Support to make progress, parents/carers will be consulted from the outset and special educational provision put in place through sharing of information and following the SEND Code of Practice. Pupils may be given specific intervention, including some small group or 1:1 support, depending on their needs.

There is a graduated response to the needs of the pupil so that planned support is implemented following assessment and then this support is reviewed regularly in terms of whether the agreed outcomes are being/have been achieved. This approach is referred to in the Code of Practice as **Assess, Plan, Do, Review**

If anticipated outcomes are not being achieved, further guidance and advice may be sought from other professionals within the Local Authority (with parent/carer permission). For example, this might be an Educational Psychologist, Speech and Language Therapist (see list of specialist services later in report). An **Individual Support Plan** is then used to record the Assess, Plan, Do, Review process for the pupil, together with outcomes of meetings held by all professionals involved and the views and aspirations of pupil and parents/carers.

In the event that the pupil is still not making the anticipated progress or achieving desired outcomes, despite following this integrated graduated response to the needs of the pupil, the Additional Support Plan may then be used as evidence to support a request for an Education Health and Care Assessment. This assessment may then lead to the pupil receiving an **Education Health and Care Plan**. The EHC Plan covers the age range 0 – 25 and parents/carers of children who have an EHC Plan have a right to ask for a particular school to be named in the Plan and for a personal budget for their support.

What specialist services can be accessed for my child through the school?

The school can access a wide range of specialist services including:

- School Nurse Team
- Paediatricians (School Nurse or GP referral)
- Speech and Language Therapy (NHS and Talk About Town)
- CAMHS (School Nurse, Social Care, GP, SENCO or parent/carer referral)
- Place2Be Counselling
- ADHD Foundation counselling and training
- Educational psychologist
- Occupational Therapist
- Physiotherapist
- Vision and Hearing Support
- Outreach support from special schools, e.g. Gilbrook and Elleray Park
- Autism Social Communication Team
- SENAAT (Special Educational Needs Assessment and Advisory Team)
- SEND Parent Partnership (Wired)
- Social Care and Family Support workers (via Wirral Children's Services referral)

This list includes the services most frequently accessed by school, but is not exhaustive.

If your child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made, with your consent, usually after meeting with the SENCO and the School Nurse.

What training has been given to (or is planned for) staff supporting children with SEND

The SENCO delivers training to all staff to ensure they are up to date on relevant information relating to SEND. Different members or groups of staff have received training related to SEND, including

- National SENCO and Early Years SENCO Awards
- Specific Learning Difficulties (Cert Ed)

- ELSA (Emotional Literacy Support Assistant)
- ADHD Foundation training
- Mental Health awareness and CAMHS certified
- Person Centred Planning
- Makaton
- Autism
- Occupational Therapy strategies
- WellComm screening and Sounds Listening Programme
- Gilbrook behaviour management strategies
- Team Teach de-escalation strategies

Professional Development is ongoing and staff have regular training opportunities to enhance knowledge and skills.

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

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will depend on the individual needs of the child and activities and expectations are differentiated to enable all children to take part.

All educational trips (and activities unusual to the daily curriculum) are risk assessed using the Local Authority's Evolve system. Where necessary, an individual pupil risk assessment is also completed to ensure the safety and well-being of any child with additional needs to the main risk assessment. The risk assessment helps to inform staff of the support required to enable full pupil participation in trips and activities outside of the classroom.

What support is available for my child's well-being?

At Bedford Drive your child's well-being and emotional health is considered to be as important as their academic progress. Indeed, we believe that good academic progress is more likely when a child feels happy and safe and has high self-esteem.

Quality First Teaching at Bedford Drive promotes confidence and self-esteem and caters for a wide range of learning styles. Other available support includes

- Our lead teacher for Mental Health and Wellbeing, Rebecca Stewart, coordinates a range of interventions and support for pupils and their families.
- Teachers, Teaching Assistants, Midday Assistants and Place2Talk readily available to children to discuss issues and concerns
- Classroom Rules, a Behaviour Policy and an Anti-Bullying Policy which provide the structure for an environment, where there are consistent boundaries, allowing children to feel secure, happy and ready to learn
- After school and lunchtime clubs offer children extra-curricular experiences and an alternative to being on the playground every lunchtime
- If a pupil has a significant and long term medical need then an Individual Health Care Plan is compiled by the SENCO in consultation with the School Nurse and/or other relevant health professional(s)
- Staff are trained in Emergency First Aid with a number of staff being three day fully trained First Aiders
- Several staff are trained in the use of a defibrillator and school has one on the premises
- Prescribed medicines can be administered in school where there is a written consent form signed by the parent/carer

How accessible is the school environment?

Bedford Drive Primary School is a two storey building which is fully accessible and Disability Discrimination Act compliant. There is a lift to the upper floor. Each floor has fully accessible toilets.

The curriculum is adapted to meet the needs of all pupils, for example PE activities can be adjusted to be inclusive: e.g. slower moving balls, balloons or bean bags; varying distances; longer, lighter equipment; lower goals; slower locomotor patterns (bear crawl, crab walk, hopping, etc). Our Lead for PE and Outdoor Learning helps teachers to plan for individual needs.

How are resources allocated to meet children's special educational needs?

The class teacher determines the level of support required for individual children within the class on a daily basis. School leaders need to be mindful of effective and efficient use of school resources. When children whose SEND circumstances or health requirements indicate that additional support is required, discussions are held between the class teacher and senior leaders (and outside professionals where appropriate) in order to plan what resources are going to best achieve the desired **outcomes** for that child. The Code of Practice 2014 says that this should be done in consultation with the parents and the pupil.

All schools are responsible for the first five units of support for individual pupils who have been identified as having special educational needs, and for whom Quality First Teaching is no longer appropriate as the sole means of supporting the child's progress.

How will I be involved in planning for my child's education?

Bedford Drive Primary School is fully compliant with the SEND Code of Practice which accompanies the Children and Families Act 2014.

This new Code of Practice places a greater emphasis on the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.

At the beginning of the process this might be through

- Discussions with the class teacher
- Discussions with the SENCO
- Parents' evenings
- Welcome meetings and Open days

Then, if other professionals become involved, through

- Multi-agency meetings
- Annual reviews
- Meetings with individual supporting professionals, e.g. parent and speech therapist meeting

At Bedford Drive Primary School, parent and child participation is seen as essential to every stage of the SEND cycle of assessment, identification, planning, implementing and reviewing.

Who can I contact for further information if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity but to contact us as soon as there is a question or a concern.

For queries related directly to this SEND Information Report please contact the SENCO, Miss Grannon, or the Head Teacher, Mrs Bridges, on (0151) 645 1561.

Wirral SEND Partnership (formerly Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities.

For more information about Wirral SEND Partnership Email: contact@wired.me.uk
(0151)522 7990. More information can also be found
at <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

What Do I do if I Have a Complaint about an SEND issue?

Any disagreements about SEND will be dealt with internally, where possible, following our complaints procedures. The SENCO, Miss Grannon, can be contacted via the school office on 0151 645 1561 or by email at schooloffice@bedforddrive.wirral.sch.uk.

If a disagreement about SEND should arise school must inform parents/carers about the Wirral Disagreement Resolution and Mediation Service www.wired.me.uk/sendmediation.asp

Both the school and parents have to agree to a referral before one is made.

Prior to a referral it is expected that there will have been direct involvement from the Wirral SEND Partnership.

Reviewed: June 2022

Next review: June 2023

We are a Safeguarding School