

Bussage C of E Primary School
Annual SEND Information Report which also serves as our contribution to
Gloucestershire's County Council Local Offer.

1	<p>How does our school know/identify that children have special educational needs and disabilities (SEND)?</p> <ul style="list-style-type: none"> • Liaison with pre-school settings/previous schools • Liaison with outside agencies • Concerns raised by parents • Concerns raised by teachers/teaching assistants (TAs) • Child performing below age related expectations • Child not making expected progress • Early identification through schools assessment procedures (Identifying children with SEND record sheet) • Provision is made for children with <ol style="list-style-type: none"> 1. Communication and Interaction Needs 2. Cognition and Learning Needs 3. Social, Emotional and Mental Health Needs 4. Physical and Medical Needs
2	<p>What are the first steps our school will take if special educational needs are identified?</p> <ul style="list-style-type: none"> • Class teacher to complete 'Identifying children with SEND' record sheet and discuss needs with the Special Educational Needs and Disabilities co-ordinator (SENDCo) • Use of assessment information to analyse needs and set targets (use of attainment and progress data) • Meeting arranged with parents, class teacher and SENDCo to discuss concerns • Liaison with outside agencies, if appropriate. (Speech and Language Therapy (SALT), Communication and Interaction (C and I), Cognition and Learning (C and L) teams) • Targets set to meet the needs of the child • Interventions put in place to support child's needs • Child will discuss needs/issues with Class Teacher/TA
3	<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p> <ul style="list-style-type: none"> • Discuss concerns with class teacher • Follow up meetings may then be arranged with class teacher, SENDCo and Headteacher • Keep record of your child's needs at home • Share information from any outside agencies that may be involved e.g. General Practitioner (GP), SALT, Paediatrician
4	<p>How will our school include parents and students in planning support?</p> <ul style="list-style-type: none"> • Class teacher will arrange a meeting to discuss any concerns or particular needs • SENDCo will communicate and liaise with parents, class teacher and outside agencies, if appropriate • Individual needs will be discussed and targets will be set outlining tasks and activities, how often the support will be given and who will be carrying out the support • Regular communication between parents and class teacher • Twice yearly parents' evenings to discuss progress and achievement • Additional parents' meetings offered for parents to discuss needs with class teacher and SENDCo

5	<p>How will our school teach and support children with SEND?</p> <p><i>(Curriculum, teaching, learning environment, access to ancillary aids, assistive technology, additional support available)</i></p>
a	<p>For children without an Education, Health and Social Care plan (EHC)</p> <ul style="list-style-type: none"> • Access to quality first teaching as part of whole class • Individual targets set by staff to address needs • In class support from teaching assistant (TA) • Small group work/adapted activities, catch up programmes • Nuffield Early Language Intervention sessions and activities • Circle time/social skills group/Personal, Social, Health and Economic (PSHE) activities • Fizzy group sessions • Booster sessions • 1:1 interventions addressing individual needs • Contact and involvement with outside agencies to support provision and monitor progress (e.g. Advisory Teaching Service (ATS), SALT, Occupational Health (OH) • Pets as therapy trained dog
b	<p>For children with an EHC plan</p> <p>As above and in addition children may receive:</p> <ul style="list-style-type: none"> • Individual targets set by staff and outside agencies e.g. ATS, Educational Psychologist (EP) to address needs • Use of appropriate support materials as required • Social skills group/1:1 support • Individual counselling • Play Therapy • Individual reward system • Advice from EP/ Advisory teaching service/Occupational therapy with tailored intervention programmes • Involvement with Children and Youth People Service (CYPS), if appropriate
c	<p>How does our school plan the support? How are our resources allocated and matched to needs?</p> <ul style="list-style-type: none"> • Support is planned against the needs and targets set out in the EHC plan • Individual targets are set and support allocated to carry out interventions • Individual plan drawn up and shared with parents • Advice and support materials from support services/outside agencies when appropriate • Support time allocated to carry out interventions • Individual TA hours allocated to meet necessary needs of individuals • Budget used to provide TA support/resources
d	<p>How is the decision made about the support your child will receive?</p> <ul style="list-style-type: none"> • Head Teacher, SENDCo and class teacher will discuss the EHC plan along with any outside agencies and decide on the appropriate support for each individual • Support arrangements will be discussed with parents • Discussion with parents about use of personal budget • Casework team allocate hours and set targets for EHC plan
e	<p>Link to information about what Gloucestershire schools are expected to provide from their budget, including Gloucestershire's Local Offer:</p> <p>https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2</p>

f	<p>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?</p> <ul style="list-style-type: none"> • Individual targets will be set and progress will be monitored using school tracking systems and termly assessments • Small group/individual assessments carried out and results/progress recorded • Objectives and targets reviewed and amended to meet needs of the individual • Annual review meeting with parents, class teacher, SENDCo and outside agencies to discuss needs, progress and next steps • Individual children to be involved in discussing their targets and their progress
6	<p>Who will be working with your child?</p> <p><i>(Assessing, reviewing, overseeing arrangements, working towards outcomes, including looked after children)</i></p> <ul style="list-style-type: none"> • Class teacher and class TA • Outside agencies as necessary (ATS services, EP, SALT, Occupational Health)
7	<p>How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p> <ul style="list-style-type: none"> • Class teacher will discuss SEND needs/EHC plan with TA • SENDCo to meet with class teacher and TA to discuss SEND/EHC plan
8	<p>What role will the child's teacher play?</p> <ul style="list-style-type: none"> • Class teacher will discuss the My Plan/My Plan Plus/ EHC plan with SENDCo and outline how support will be allocated • Class teacher will support individual needs through adapted class activities • Class teacher will set task/activities for TA to support individual needs • Class teacher will monitor progress and change targets/activities as and when necessary • Class teacher will consult with support services and will act on advice given • Class teacher will liaise with parents, keeping them informed with progress and any areas of concerns
9	<p>What expertise does our school and our staff have in relation to SEND? <i>(three levels: awareness, enhanced, specialist)</i></p>
a	<p>Training of staff</p> <ul style="list-style-type: none"> • SENDCo attends regular conferences and cluster meeting to update knowledge and to keep up to date with good practice • TA trained in Nuffield Early Language Intervention • Teachers and TAs attend relevant training courses • SENDCo has achieved National Award for SEN Coordination • Staff have attended level 1 Autism training • Staff have taken part in Emotion Coaching training • Head and SENDCo took part in Wellbeing training course (Wellbeing for Education Return) • HLTA completed training course on Trauma and Attachment
b	<p>List areas of expertise</p> <ul style="list-style-type: none"> • SENDCo and some TAs have completed Positive Behaviour Management Level 1
c	<p>What intervention programmes does our school run for children with SEND and how are they delivered?</p> <ul style="list-style-type: none"> • Reading and spelling supported by phonics programme • Reading and spelling supported by use of Dancing Bears, Bearing Away, Apples and Pears and Bear Necessities • Project X Code books (reading intervention)

	<ul style="list-style-type: none"> • Listen, Think and Do • Time to Talk • Language for Thinking • Language for Behaviour and Emotions • Nuffield Early Language Intervention sessions and activities • Handwriting interventions • Spelling interventions • Rapid Maths • Circle time/Social skills groups • Fizzy programme <p><i>(one to one support or in groups)</i></p>
d	<p>What teaching strategies does our school use for children with learning difficulties including:</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Hearing impairment • Visual impairment • Speech and language difficulties • Dyslexia • Advice and support from GP, Paediatrician, SALT, ATS Service used to guide teaching strategies • Teaching strategies may include individual time tables, change of activity cards, awareness of emotion and voice control cards, appropriate positioning, use of visual cards and IWB, writing slopes and spelling cards, alphabet and sound mats, high frequency word cards, number lines/100 number square. These may be delivered by TAs through individual or small group work.
e	<p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p> <ul style="list-style-type: none"> • School traffic light system for behaviour • Individual target and reward cards • Small group/1:1 support • Celebration assemblies • Safe places
10	<p>Which other services do we use to provide for and support our pupils/students?</p> <p><i>(Health, Social Services, Local authority support services, voluntary organisations – specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support etc)</i></p> <ul style="list-style-type: none"> • GP • School nurse • EP • SALT – (Speech and Language Team) • ATS – Cognition and Learning Team, Communication and Interaction • Occupational Health Team • Inclusion Team (LA)
a	<p>How do we meet the needs of SEND pupils/students</p> <ul style="list-style-type: none"> • Targets and interventions planned in line with recommendations from above services

	<p>b How do we support families of these pupils/students?</p> <ul style="list-style-type: none"> • Parents involved through meetings and discussions with Class teacher and SENDCo • Communication may also be through informal meetings as well as using home/school book
11	<p>How does our school provide support to improve the emotional and social developments of our SEND pupils/students?</p> <p><i>(pastoral, medical, social support available)</i></p>
	<p>a How does our school manage the administration of medications <i>(knowledge and training of staff; what parents have to let school know; school being in touch with parents)</i></p> <ul style="list-style-type: none"> • School follows County policy regarding the administration and managing of medicines in school (see school policy on Supporting children with medical needs). • Asthma inhalers are kept in classrooms • Staff have regular and up to date First Aid training • Staff attend epi pen training • Staff attend diabetic training
	<p>b How does our school help with personal care where this is needed <i>(for instance: toileting, eating)</i></p> <ul style="list-style-type: none"> • Extra support given as and when necessary • Mid-day supervisors support when needed at lunch time • Access to disabled facilities if necessary
	<p>c What is our policy on day trips, school outings, health and safety arrangements</p> <ul style="list-style-type: none"> • All trips and school outings follow recommended pupil adult ratios • Risk assessments are carried out for all trips and outings
	<p>d What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in our school to prevent bullying?</p> <ul style="list-style-type: none"> • Class teacher has overall responsibility for pastoral care of every child in their class • Extra support is given by TAs/Higher Level Teaching Assistants (HLTAs) if appropriate
12	<p>What access do our SEND pupils have to facilities and extra-curricular activities available to all children?</p> <ul style="list-style-type: none"> • All extra – curricular activities are available for all children, across Foundation, Key Stage One and Key Stage Two • Audits are carried out to monitor the provision and uptake of the activities on offer
13	<p>Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children)</p>
	<p>a Who will explain and discuss this with parents/carers?</p> <ul style="list-style-type: none"> • The class teacher is responsible for keeping in touch with the parents through informal discussions and through parents' evenings
	<p>b How will parents/carers know how well their child is doing?</p> <ul style="list-style-type: none"> • Progress and attainment is tracked and discussed with parents at parents' evenings • My Plans/My Plan Plus forms are reviewed termly and new targets are set • Additional meetings with the class teacher and SENDCo are offered during the course of the year to review and monitor progress and to discuss new targets

	c	How does our school measure outcomes and impact of the support provided to the pupil? <ul style="list-style-type: none"> • My Plan/My Plan Plus targets are reviewed and the outcomes of the interventions are monitored and recorded • Continuation of these targets or setting of new ones will be carried out when appropriate
	d	When and at what interval will this happen? <i>(measuring outcomes and contact with parents/carers)</i> <ul style="list-style-type: none"> • My Plans/My Plan Plus forms are reviewed and adjusted termly. • Targets amended and updated according to needs and progress made.
	e	Who will explain and discuss this with young people <i>(where applicable)</i> <ul style="list-style-type: none"> • The class teacher will discuss the targets with the individual children
14		How will our school involve young people with SEND in their education? <ul style="list-style-type: none"> • Children will be involved in discussing their targets and their progress • Discussions will take place with the class teacher and the TAs who are involved in carrying out the interventions • Children are encouraged to recognise when they have achieved their targets • Children's views will be sought before any review meetings, if appropriate
15		What accredited and non-accredited courses do we offer for young people with SEND? <ul style="list-style-type: none"> • Road Safety course offered to Key Stage Two children • Swimming certificates and badges awarded
16		How do we assess and evaluate the provision we have arranged for your child? <i>(effectiveness, outcomes, progress)</i> <ul style="list-style-type: none"> • Targets are reviewed using results of assessments and through discussions with Class teacher, TAs and the individual children • Outcomes are recorded and progress is monitored • Provision of support is adjusted, if necessary, as a result of the assessment procedures
17		How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school/educational establishment? <i>Transition/ welcome/ support from infant to junior, primary to secondary, special school to mainstream or reverse, moving out of county, transition at 16+, transfer to another school following exclusion.</i>
	a	How do we prepare our pupils for adult life? <i>(higher education, employment/ independent living)</i> <ul style="list-style-type: none"> • Our school-wide Ethos, Vision and Values • All children are taught the necessary skills to become independent learners and to work both as individuals as well as members of a team (Bussage Learning Power) • Age appropriate Relationships and Sex Education for all children (see our Policy on Relationships and Sex Education)
	b	What special arrangements are made for exams? <ul style="list-style-type: none"> • Appropriate support is provided for individuals for exams, in line with national guidelines
	c	What resources and equipment do we provide for children with SEND? <ul style="list-style-type: none"> • Appropriate resources and equipment will be provided following assessment of individual needs • Advice from outside agencies (SALT, ATS , Occupational Therapy) will be acted on for individual children

d	<p>What arrangements are in place with other schools/educational providers when our SEND pupils transfer?</p> <ul style="list-style-type: none"> • Liaison with preschool settings before children start school • Communication with secondary school transfer, through visits and discussions with staff • Year 6 children attend secondary school visit during the end of the summer term • Individual children supported when visiting secondary schools. • Transition booklet completed with child if appropriate • Liaison with previous school setting and in-year transfer to new schools for pupils arriving and leaving during the school year
e	<p>How accessible is our school to pupils/students with SEND?</p> <ul style="list-style-type: none"> • The school site is accessible for children with wheelchairs and there is an accessible toilet. The school is all on one level with ramps at outdoor exits, where necessary.
18	<p>Where can you find our SEND policy? The SEND policy is available on the school website: www.bussageprimaryschool.co.uk. Hard copies are available on request from the school office (admin@bussage.gloucs.sch.uk).</p>
19	<p>What role do the governors have? What does our SEND governor do? <i>(information must include Looked After Children)</i></p> <ul style="list-style-type: none"> • SEND Governor supports and monitors the provision of SEND in school • The SEND Governor meets with the SENDCo to discuss the needs and provision of resources for children with SEND. • The SEND Governor then provides a report outlining the SEN provision and the progress of the children with SEND to the full governing board
20	<p>What can you do if you are not happy? <i>(Who to talk to and who to complain to; arrangements made by the governing body)</i></p> <ul style="list-style-type: none"> • Discuss issues with class teacher/SENDCo, Head teacher • If necessary, use the school Complaints Policy which is on the school website.
21	<p>How can parents/carers arrange a visit to our school? What is involved?</p> <ul style="list-style-type: none"> • Parents can contact the school office by telephone or by email to discuss arrangements for booking a visit to the school
22	<p>Who can you contact for more information? <i>(Class teacher, other staff, SEND policy; SENDIASS)</i></p> <ul style="list-style-type: none"> • More information can be obtained from the class teacher, SENDCo, SEND Policy or the Head teacher • See www.bussageprimaryschool.co.uk • SENDIASS https://sendiassglos.org.uk/
23	<p>When was the above information updated? <i>(must be updated annually – please provide date of latest update)</i></p> <ul style="list-style-type: none"> • January 2023