

Buckland Primary School

Believe Excel Strive Together



SEND Information Report

Whole School Inclusion



The school ensures the effective inclusion of all pupils through high-quality, personalised learning in each lesson every day.

This includes:

- Differentiated curriculum planning building on prior learning.
- Clear learning intentions that are shared with the children and referred to during the lesson.
- High levels of pupil involvement and engagement with their learning.
- Effective questioning, modelling and explaining by the teacher.
- Learning through dialogue, with regular opportunities for talk partners or group interaction.
- Assessment for learning.
- In-class TA support or targeted teacher support.
- Visual timetables and other visual aids.
- Access to ICT.
- Team teaching/modelling.
- Structured school and class routines.
- Whole-school behaviour policy, rules, reward and sanctions system.

Targeted Support:



We offer a wide range of targeted interventions to support children who are making slower progress in a particular area of learning:

- Phonics
- Tuition in English and Maths
- Support for children with English as an additional language
- Reading and writing support using the Fischer Family Trust interventions
- 'Literacy for All' reading intervention
- Pre/post teaching
- Spelling support using Tracks Spelling Intervention
- Speech and language support
- Handwriting and fine motor skills intervention
- Social Skills Groups

Early identification of SEND



- Pupil progress and attainment is monitored regularly by class teachers and the Senior leadership team. Pupils not making expected progress are identified and given additional support. This will then be discussed with parents/carers and the pupil concerned.
- Staff raise concerns about pupil progress or behaviour with the SENCO.
- Data and other forms of assessment are used to identify additional needs or gifted and talented pupils.
- Parents/carers with concerns about the progress or attainment of their child should make an appointment to speak to the class teacher to discuss these concerns or alternatively they can speak to the Special Needs Coordinator (SENCO).

Support in the Early Years setting.



- Pupil progress and development are closely monitored. When pupils are identified as requiring additional support the parents/carers will be involved in drawing up a plan of support with the class teacher and SENCO.
- The school SEND Progress Summary lists the interventions in place to support the pupil. All interventions are closely monitored to ensure maximum impact.
- The Head teacher, Senior leadership team and governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND.

Meeting the needs of SEND children.



- Senior leaders monitor wave 1 teaching to ensure that all lessons are either good or outstanding.
- Lessons are planned and personalised to include the learning styles and abilities of all children.
- Personalised learning is matched to the interest of the cohort/age.
- Pre-teaching of vocabulary and concepts prepares children for the lesson.
- Post-teaching enables pupils to consolidate their learning.
- Regular pupil progress meetings are held with class teachers and Senior leaders to monitor progress and discuss next steps.
- Teachers and Teaching Assistants provide support in lessons to ensure that all children access the curriculum during every lesson.
- Visual resources are used to support learning in all lessons.
- Targeted interventions are used to raise the attainment of those pupils who are making slower progress in a particular area of the curriculum.

Reporting progress



- Children are assessed regularly to monitor progress. Data is tracked every half term to ensure that all children make age-expected progress.
- Parent/teacher consultations are held to discuss pupil progress. Parents are advised on how to further support their child's learning at home.
- The school has an open door policy which gives parents/carers the opportunity to discuss their child's needs as required.
- Curriculum workshops and parent information evenings inform parents on how to support their child's learning.
- Individual targets are set for each child and these are shared with parents.
- Class newsletters and topic webs issued every term inform parents of teaching and learning plan for that term.
- Home-learning support and resources are sent home. Internet resources are suggested for access at home.
- SEND Progress Summaries are shared with parents at the end of each term.
- One-page-profiles are drawn up to enable both the school and parents to support the child's learning.
- Daily communication between the class teacher and parents occurs through the home-school diary.

Mental Wellbeing



- All pupils are supported with their social and emotional development through the curriculum and at playtimes.
- The behaviour policy ensures that all pupils are able to access every lesson. Reward systems encourage pupils to strive for excellence.
- The school follows a 'Restorative Approach' to dealing with behaviour issues.
- Children with specific behaviour difficulties are given additional support in line with their Personal Learning Plan and their particular needs.
- The school council meet regularly to offer an input in the decision-making process of the school.
- The pupil 'buddy system' ensures that all pupils feel supported in the playground.
- The PSHE Association programme is followed throughout the school, giving pupils opportunities to discuss and reflect upon issues which would affect them emotionally.
- The Home School Link Worker supports pupils and their families.
- The Medical Welfare Officer supports pupils with medical needs. Staff are trained to administer emergency aid to pupils with specific medical needs as well as being first aid trained.
- The school Inclusion Officer and Surrey's Education Welfare Officer ensures the regular attendance of all pupils to ensure progress.
- The school takes any form of bullying very seriously and responds to incidents appropriately.

specialist services and expertise



- All staff continually update their qualifications acquiring new trends in education.
- Subject leaders regularly attend network meetings run by experts in their field and where teachers from different schools share good practice.
- The school has access to the expertise of specialist services like health and social care, Mindworks (previously known as CAMHS - Child and Adolescent Mental Health Service), SMHT (NHS Schools Mental Health Team), Educational Psychologists, Speech Therapists, Behaviour Support teachers, Learning and Language Support Teachers, REMA, Traveller Services, Occupational Therapy service (for children with sensory or physical difficulties), Freemantles Outreach Service (for children diagnosed with ASD) and the Education Welfare Officer.
- Parental permission will always be obtained before a referral is made or the advice of these experts sought.
- Parents will be invited to feedback from professionals and they will also be given a copy of any reports provided after the visit.
- Parents will be kept informed of progress made as a result of the intervention as well as further targets which may arise as a result of the review.

Staff Development and Training



- The school invests time and money in training teaching and support staff to improve all areas of teaching and learning.
- Staff receive regular training in child protection procedures, emotional and mental health issues and behaviour management.
- Staff receive regular training in different aspect of teaching and learning including Growth Mindset, White Rose Maths, Phonics, Effective Questioning, Guided Reading, Effective Marking, SEND Provision and Delivering Outstanding Lessons, all of which support all children.
- Support staff undertake training in specialist interventions recommended by the Educational Psychologist or other professionals in order to deliver small group or individual interventions.
- The School Improvement Plan identifies areas where further training is required to improve the teaching and learning of all children, including those with SEND.
- Specialist teachers and other professionals regularly present training for all staff.
- The Special Educational Needs Coordinators of the schools within the local area meet regularly to share good practice.

Inclusion



- The school Inclusion Policy promotes the involvement of all learners in all aspects of the curriculum including activities outside the classroom.
- Risk assessments are undertaken taking into account all pupils and special requirements which will need to be made to ensure the participation of all pupils. Where applicable, parents are consulted and involved in this planning.
- In special circumstances, funding is available to support parents.
- All children have the opportunity to take part in sport or cultural clubs at school.
- See OFSTED report.

Accessibility



- The school is on the ground floor with ramps for wheelchair access.
- Disabled toilets are available in the Infant building (Disability Access Statement).
- The school continuously strives to upgrade and improve facilities and equipment to enable all pupils to access the environment.
- Specific equipment is purchased as required.
- When required, interpreters may be asked to attend meetings.
- The school values the diversity of a multi-cultural society and supports the language acquisition of EAL pupils.

Transition



- The school has a robust Induction programme for Reception, year 1 and year 3 pupils to enable them to make a smooth transition.
- Pyramid Club supports children with the transition from KS1 to KS2.
- Internal transition procedures ensure that personal, academic and medical information is passed on between teachers every year.
- The school communicates with Secondary feeder schools and information is passed on to ensure the needs of all pupils are understood and met.
- Year 6 transition programmes prepare all pupils for the demands of secondary education.
- Additional induction days are arranged for pupils who may need extra support in the transition process.

Resources



- Budgets are closely monitored and linked to the School Development Plan.
- The school ensures 'value for money' by costing and evaluating staff resources.
- Money is allocated annually according to need.
- Every class at Buckland Primary has a qualified High Level Teaching Assistant to support the learning of all children.
- If the assessment of a child's needs identifies a need for support that is significantly different to what is available to all children, an application may be made to the Local Authority for an 'Education Health Care Plan'. If the application is successful, more funding may be made available to the school to meet that child's needs. Parents will be involved in the process from the outset and will be informed of the outcome.

Supporting children with SEND



- The SENCO decides in consultation with staff which additional provision would be appropriate to meet the needs of specific pupils.
- All interventions have clearly defined outcomes and are monitored to ensure that the required progress is achieved.
- When a child is deemed to be working at a level which is significantly below that of his/her peers, a decision is made to include them on the SEND register. Parents will be informed of this decision. Specific targets will be set and additional support put in place on a 'SEND Support Summary' which is reviewed and updated termly, a copy of which is given to parents.
- The SENCO oversees all additional support and regularly reports on progress to Senior Leaders and governors.

Parental Involvement



- The school has an open door policy and welcomes the involvement of parents in their child's learning. Parents are informed of the 'next steps' in their child's learning and ideas are shared on how to achieve these at home.
- Meetings are held with parents to discuss the needs of their child. These meetings are called either by the class teacher, the Senco or parents. The school will inform parents on the support that their child is receiving and advise parents on ways support their child's learning.
- The school encourages parents to become involved in activities at school such as PTA, volunteering, Parent Governors, sport coaching, running clubs, assemblies, etc.
- Parents are able to make comments on "Parent View Online".
- Parent views are obtained through regular questionnaires.

Reporting to Parents



- Information meetings are held by all year groups at the start of the year.
- Curriculum information is provided by class teachers to keep parents abreast of what their children are learning at school.
- Home/school diaries are used for daily communication between the class teacher and parents.
- SEND Support Summaries have the targets and interventions of children with SEND.
- Regular parent consultation evenings will inform parents of the progress of their children.
- 'Marvellous Me' messages are sent to parents daily.
- Additional meetings will be called with parents as required.
- Newsletters will keep parents informed of events at the school.
- Text messages will inform parents of urgent changes or notices.
- Annual reports will inform parents of their child's progress.
- The school website provides information on all aspects of the school.

Who can I contact for further information?



- The first point of contact should always be your child's class teacher.
- The school office: info@bucklandprimary.surrey.sch.uk
- The Senco: senco@bucklandprimary.surrey.sch.uk
- The Head teacher: head@bucklandprimary.surrey.sch.uk
- The school office can be contacted on the following number:

01784 455022