



The Federation of West Leigh Infant School and Backwell C of E Junior School



www.backwellfederation.co.uk

SEN information report 2020-21

Backwell Federation of Schools (West Leigh Infants and Backwell Juniors) are inclusive mainstream schools which provide education for primary aged children.

At the Backwell Federation, we are committed to providing equal learning opportunities for all our children regardless of race, gender, additional needs and/or disabilities. We value all members of our school community and believe that all learners share the right to a broad and balanced curriculum. Every child is encouraged to achieve their full potential.

Special Educational Needs and Disability (SEND) is a legal definition. Children with SEND have difficulties or disabilities that make it harder for them to learn than other children of the same age. This is something that is 'additional to and different from' that already provided within our differentiated 'Learning without limits' curriculum. (*SEN Code of Practice 2014*)

What kinds of SEN are provided for at the Backwell Federation?

The DfE outline four areas of need in the Code of Practice (September 2014)

Children may have:

- Communication and interaction (Speech, language and communication difficulties, including Autism)
- Cognition and learning (Specific learning difficulties, including dyslexia)
- Social, emotional and mental health (Hearing and vision)
- Sensory and/or physical needs (ADHD)

Any concerns that parents have about their child should be raised with the class teacher. Your child's teacher will be able to recommend the best way to support your child and if further advice is needed they are able to seek support from the SENDCo.

We pride ourselves on building positive relationships with parents so we can work together to provide the best possible support and advice for all children.

How does the Backwell Federation identify particular Special education needs of a child?

All children at West Leigh Infants and Backwell Juniors are monitored closely by their class teachers. This is done through on-going assessment and regular Pupil Progress meetings.

A children may be identified as having SEND through a variety of ways including:

- Child performing below age related expectations and interventions have not had an impact.
- Concerns raised by parent
- Concerns raised by teachers (for example if behaviour or self-esteem is affecting performance).
- Liaison with external agencies or health professionals
- Liaison with previous school or nursery.

Teachers will discuss any concerns with parents and share what can be done to help children in getting back on track. Teachers will also speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

Federation SENDCo – Miss Ellie Jenkins

If you still require further support, you can contact the school governor with responsibility for Special Educational Needs and Disability (SEND).

SEN Governor – Mr Angus Urquart

How will my child be supported in school?

- Each class teacher seeks to provide high quality education for all children in their care. As part of **Quality first teaching**, every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.
- Work is always appropriately challenging for all children, whether self-selected or adult-selected. Children will receive additional support if their needs require it. This may take the form of in-class support, small group intervention work or phonics/maths catch-up programmes.
- The class teacher is responsible for the children with SEND in their class and will oversee, plan, work with and assess each child to ensure progress is being made.

- Our SENDCo oversees the support and progress of children requiring additional support across both schools.
- The SENDCo is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the schools and updating the SEND register (a system for ensuring all the SEND needs of pupils in the schools are known). The SENDCo works closely with the Head teacher, Governors, Senior leadership team (SLT), class teachers and support staff.

If a child has difficulties accessing the curriculum for the year group they are in the following may be put in place:

- 1:1 or small group support for work at an appropriate ability level
- Pre-teaching of lessons to help with vocabulary and planned activities
- An adapted learning environment eg, independent work-station, visual aids, alternative means of communication (laptop/ipad), opportunities for body breaks
- Individualised curriculum, taking into account recommendations from outside agencies
- Motivational reward system specific to the child where required
- Referrals to outside agencies following discussion with class teacher and SENCO.

How do we assess and review pupil progress, involving parents and pupils in the process?

- Provision that is specific for children with SEND is recorded and monitored through individual targets.
- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- These are recorded on an Individual Support Plan (ISP) and reviewed every long term. Parents are invited to meet with their child's teacher to review the provision for their child. Meetings will be arranged at the end of each long term.
- **We follow the graduated approach and the four-part cycle of assess, plan, do, review.**

- Parents evenings are held two times per year and class open evenings two times per year.
- The pupil's view is an important part of the process and teachers or LSAs will share reviewed targets with individual children, enabling the child to explain what is working well for them.

What is our approach to the teaching of children with SEND?

Quality first teaching in a whole class, which includes;

- Dyslexic friendly classrooms
- Adapted resources included differentiated work.
- Small group work with teachers or LSAs to meet the needs of individual children.
- Small group intervention to fill specific gaps in children's learning eg. Pre-teaching.
- Longer term interventions led by LSAs.

If your child requires further support, additional to the above, where they require the support of a Learning support assistant (LSA) and may require support for usually more than 20 hours, you or the school may feel that would like to request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which you can find out more from the Local Authorities 'Local Offer' (or speak to your SENCO). *For more information on the 'Local offer' please visit the link from our SEN Webpage.*

After the school has sent in a lot of information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health, Care Plan) needs to be written.

- The EHCP will outline the support your child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. It will have long and short term goals for your child.
- Top Up Funding can be applied for where children meet all criteria for a specific need. Funding may be spent in various ways in order to best meet your child's needs – i.e. LSA, resources, training etc.
- If required, the child may also attend support off school site at a specialist unit or be part of a dual placement with a Special School.

How are adaptations made to the curriculum and the learning environment for children with SEND and how is extra support allocated?

- Learning is personalised by the class teacher when appropriate.
- We have developed a Provision Map to outline the different types of support available to our children. If a child receives additional support, outcomes and details of support are outlined on the provision map which is shared with parents. The outcomes are reviewed regularly with parents and the child and new outcomes set.
- If a child is working below the expected national level for that subject, they will work towards objectives for the year group at which they are working, as well as those for the year group they are in.
- The school budget, received from North Somerset Council, includes money for supporting children with SEND.
- The Head teacher decides on the budget for special educational needs in consultation with the school governors and SENDCo, on the basis of needs within the school.
- 1:1 support may be put in place. If your child has significant additional needs we will apply for additional funding from the local authority to support them. If the funding application is successful, your child may receive a personalised curriculum which could include support from an adult during the school day. This is only applicable to children with the very highest level of need in the school.

What specialist expertise and services are available or accessed by the school?

- All staff are committed to professional development opportunities, which will develop our knowledge and expertise in providing excellent education for all children regardless of need. Staff are knowledgeable about the 2014 SEND Code of Practice and are given regular access to Continuing Professional Development (CPD) opportunities. Specific training has been planned based on the needs of all children in the schools. If a specific need arises, SENCO secures specialist expertise through liaison with North Somerset SEN team, advisory teachers and the LSP Lead teacher for SEND.
- The SENCOs regularly discuss children with class teachers for updates on needs and progress.
- We work with a wide range of health professionals including Speech and Language, CAMHS, School nursing team, Occupational therapists and community paediatricians.
- We have access to Advisory teachers and Educational Psychologists when a child's needs require greater support.

How do we engage all pupils in the activities of the school (including physical activities)

- Both schools value the contribution of all pupils in all aspects of school life
- **All** pupils are expected to take part in all class and whole-school activities, including out-of-school trips, PE lessons, swimming lessons (BJS) and other physical activity events, e.g. Sports Day, Health and Fitness Week. Children are encouraged to participate at a level appropriate to their abilities.
- Children have access to ear defenders (if required) and 1:1 discussion time to prepare for events that are not a normal part of the school day.

How do we support children in their social and emotional development?

Backwell Junior and West Leigh Schools have an inclusive ethos and are committed to supporting children's social and emotional development through all areas of the curriculum. We support children's development in school through:

- Excellent teacher knowledge of their pupils
- Learning mentor support available in school for regular or ad hoc sessions
- Involving children in 'Jigsaw' lessons (our PSHME scheme of work).
- School values include diversity, confidence and self-esteem
- Regular assemblies which focus on these values
- Strong reward systems which value kindness and responsibility
- A team approach to providing pastoral care for children and parents
- Extra support for children with additional social, emotional and mental health needs, which includes social learning programmes and learning mentor support
- Pupil buddy system (BJS)

How accessible are the schools both indoors and outdoors?

- West Leigh infants is all on one level and is fully accessible to wheelchair users.
- The nature of the site at Backwell Juniors means some areas are not assessable to wheelchair users. The school hall and 4 of the classrooms are accessible. If required, classrooms can be swapped to enable accessibility. The school has slope access at the front and round to the playground.
- Both schools have a disabled toilet.

How will the school support my child's transition to a new setting?

Induction of children into and out of our schools is well-planned and supports the child to feel safe and ready to begin school in a new setting. The induction plan includes:

- Meeting children and staff in their early years setting.
- Pre-visits with parents and/or staff to new schools.
- Liaison between pre-school, KS1, KS2 and KS3 staff.
- 2-day induction programme for children moving to Backwell Juniors and from KS2 on to Secondary school.
- Transitions between classes are carefully planned for and will take into account a child's individual needs (eg. Additional transition days or sessions, visits to their new teacher or classroom before the new school year).

How do we assess the effectiveness of our SEND provision?

The governor with responsibility for SEND meets regularly with the SENDCo to discuss the needs of the children in the school and to evaluate the provision. They also report to the Governors.

Our Governor for SEND is Mr Angus Urquhart.

The SENDCo communicates regularly with the Head teacher to ensure the provision and progress of children with SEND is monitored.

What happens if I want to make a complaint?

If parents have concerns about their child the first point of contact should be the class teacher. If it is felt that a resolution hasn't been reached the teacher may wish to involve another member of staff. This could be the SENDCo or the Head teacher. Parents can also contact the Governing Body with concerns. A link to The Light house partnership school's Complaints Procedure can be found in the policies section of the school website.