



School SEN Information Report

SCHOOL NAME	Bearwood Primary and Nursery School		
TYPE OF SCHOOL	Mainstream	Phase Primary	
ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	No auditory enhancement. Contrasting paintwork is used.	
	Other Adaptions:		
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in BCP's Local Offer?		
POLICIES	Are the schools policies available on its website for:	SEN	yes
		SAFEGUARDING	yes
		BEHAVIOUR	yes
		EQUALITY & DIVERSITY	yes
DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.		yes

At Bearwood Primary and Nursery School we are fully committed to:

- Promoting the inclusion of all children
- Believing that all children have a right to be educated with their peer group
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential
- Believing that all teachers are teachers of children with Special Educational Needs and Disability (SEND)

We put in support in place for all pupils with SEND,

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) In each of the following areas:		
	Areas of Strength We have high expectations of pupils with Special Educational Needs, we		

	<p>ensure that they receive high quality teaching from their class teacher which is personalised to meet their needs. Each lesson starts from the premise that all children will make progress from their starting point. We have an inclusive approach and the aim is that every child will spend most of their time in class being taught by their teacher.</p> <p>We work closely with other professionals to ensure that advice is built into daily provision. Where appropriate short term interventions are provided to close learning gaps enabling children to access whole class teaching more effectively.</p>
	<p>Specialist Facilities/Equipment to support SEND</p> <p>A designated Teaching & Learning Assistant who delivers the Speech and Language programs which are written by the Community Speech Therapists.</p> <p>A designated Teaching & Learning Assistant who delivers occupational therapy and physiotherapy programs which are written by the hospital Children’s Therapy Department.</p> <p>We have a Pastoral Teaching & Learning Assistant who has been trained as an ELSA (Emotional Literacy Support Assistant). She delivers short term intervention, usually 6-8 weeks which supports pupils in identifying strategies to control their emotions, supports pupils in developing their confidence and provides a ‘listening ear’ service for pupils who might be experiencing specific difficulties.</p>
	<p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services</p> <p>We ensure that we maintain close links with specialist services available through Hamwic Education Trust, BCP council and the Health Authority. These links ensure that we have the most relevant information, enabling us to meet pupils individual needs.</p> <p>We prioritise visits from the Educational Psychologist according to the emerging needs of pupils.</p> <p>Speech and Language/Occupational Therapist and Physiotherapist visits are determined by the Health Authority.</p> <p>The school ‘buys in’ support from specialist teachers to carry out specialist assessments of children as required.</p> <p>We work closely with Early Help, which provides help and support within the family home and also sign post families to agencies which can provide support eg parenting courses.</p> <p>CAMHS provide support to pupils who have not made the expected progress following ELSA support within school.</p> <p>Relate, we ‘buy’ in counselling services for pupils who have experienced family break down or a specific trauma.</p> <p>Outreach services, we work closely with local special schools who support us with their expertise and provide guidance for meeting the learning needs of specific pupils,</p> <p>For further details see the full ‘SEND Policy’ on the school website.</p>
	<p>Breakfast Club</p> <p>School are currently providing a limited number of spaces for breakfast club this is due to current Covid 19 restrictions.</p> <p>Lunchtime and after school activity clubs are available to all pupils and are positively encouraged for pupils with additional needs.</p>

INCLUSION	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>At Bearwood Primary and Nursery School we aim to promote the inclusion of all pupils.</p> <ul style="list-style-type: none"> • We promote the early identification of pupils requiring additional support. • We work closely with parents and other agencies to achieve the best possible outcomes. • We ensure that all staff are fully aware of their roles and responsibilities with regard to Special Educational Needs and Inclusion, including the effective implementation of the Equality Act (2010) and the Special Educational Needs Code of Practice (2014). <p>As a school we promote the inclusion of all pupils in learning through a differentiated curriculum and the provision of equipment to enable access to the full curriculum. Occasionally children might be withdrawn from the class to take part in a particular intervention strategy in order to help them close the gap between them and their peers. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working. For a few children their work needs to be adapted to meet their individual needs.</p> <p>We promote the inclusion of all pupils on all school trips, including residential. To ensure that this is achieved we carry out risk assessments and needs analysis audit related to a pupil's specific needs. We seek the views of parents and share with parents what steps we have taken to ensure that their child is able to access this aspect of the curriculum.</p>
HOW WILL I KNOW HOW WELL MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?	<p>We understand the importance of working with parents. There are scheduled parent meetings in the Autumn and Spring terms and you can always ask for an additional appointment to speak to your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report at the end of the summer term with the opportunity to meet with the class teacher. We will always ask to see you if we have any concerns about your child's progress.</p> <p>If your child has an IEP (Individual Education Plan) their plan is reviewed with the class teacher, Senco and parents each term.</p> <p>If your child has an EHCP (Education Health and Care plan, an annual review is held according to the guidance in the SEND Code of Practice.</p>
SUPPORTING MY CHILD'S OVERALL WELLBEING?	<p>All adults have a trusted adult within the school, this is usually their class teacher. Pupils are also able to gain support from a key adult within school should they need it. Some pupils need further support through ELSA /or counselling. This might be in the form of a regular weekly one-to-one session where your child would be able to talk about any difficulties they might be having and learn additional skills to help them to cope with situations they may be struggling with: or it could be a one off session as required. All adults in school alert SLT if they feel that a child is not thriving.</p>
ARRANGEMENTS FOR LAC (Looked After Pupils).	<p>We ensure that LAC pupils are not disadvantaged in any way, that they access the same opportunities as their peers. Careful monitoring ensures that the pupil fulfils their potential.</p> <p>A PEP (Personal Education Plan) this is reviewed termly to ensure that it reflects the learning needs of the pupil.</p> <p>The PEP sets short-term and long-term goals for education, plans for the</p>

	<p>future (including your plans for your future career and your personal aims) and how your teachers, carer, social worker can help you meet your goals.</p>
<p>ACCESSIBILITY TO OUR SCHOOL.</p>	<p>The school building is predominately on one floor with only one room on a mezzanine floor, which is accessed via a flight of steps. However, we would make every reasonable adjustment possible to ensure that all members of our school community could be included. We have 3 disabled toilets, located in the office area, Key Stage 1 cloakroom and Key Stage 2 cloakroom.</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>The class teacher has the responsibility of meeting the needs of SEND pupils within their class. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that your child is not making the expected progress, the teachers will decide whether additional and/ or different provision is necessary. The class teacher would first approach parents if they had a concern about a child's progress. They would also be the first person that a parent could approach if they wish to raise a concern.</p> <p>When a child is identified, parents will be invited into a meeting to share their knowledge of their child to plan the next steps. Following this initial plan, targets will be reviewed formally each term; this is in addition to regular parent's evenings. Parents can ask for an update of their child's progress at any point by contacting the class teacher.</p>
<p>HOW WILL SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL AND THEN TRANSFER TO A NEW SCHOOL?</p>	<p><u>Within our school</u></p> <p>On the first Wednesday in July, children have an opportunity to meet their new teacher for the following year. Class teachers complete a transition document about each pupil with additional needs. Information is shared about the level of support individuals have received, interventions, resources and the learning approaches which best suits the individual pupil. For pupils who find changing classes more challenging, social stories, photo books, pastoral support and where appropriate additional visits to their new classroom.</p> <p><u>To/from other schools.</u></p> <p>We link with the pre-schools and secondary schools in the area and share records of all children on the SEN Code of Practice when they transfer. In particular cases. In particular cases it is appropriate to arrange additional visits to ensure that a pupil is confident and has a positive transition experience.</p>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</p> <p>At the beginning of each year the SENCo meets with each pupil on the Code of Practice to gather their view on their learning and what is working well for them and even better if.....</p> <p>The view of children with Education, Health and Care Plans and pupils who are on Pastoral Support Plans are asked for their views about school and their learning.</p> <p>When new targets are written these are shared with pupils.</p>

EVALUATING SEN PROVISION	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <p>Effectiveness of intervention programmes are evaluated at the end of each programme to measure the impact for the individual pupil. Pupil progress is tracked each half term to ensure that pupils with SEN are making progress in line with pupils without SEN. The monitoring of pupils books, the quality of teaching and support are monitored to ensure that provision is meeting the needs of individual pupils.</p>
SENCO contact details	<p>Name of SENCO: Mrs Sally Wall</p> <p>Contact details: 01202 590703 or school@bearwood.poole.sch.uk</p>
WHAT TRAINING HAVE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD?	<p>The SENCo, Sally Wall, is an experienced class teacher and completed the SENCo Accreditation qualification. All staff receive regular training and updates from the SENCo, the educational psychology service, local special schools, Hamwic Academy Trust and other outside agencies. Recent training has included ELKAN, autism, mental health and well being, behaviour. School nursing team provide training on epilepsy and epi-pen annually.</p>
CONCERNS AND COMPLAINTS	<p>Any complaints regarding SEN provision should be made directly to the SENCo who will respond by telephone within a week.</p> <p>If parents are still concerned then the complaints procedure as set out in the school prospectus should be followed.</p>
OTHER INFORMATION	<p>What else do you think parents would like to know about your school?</p> <p>For further details see our SEN policy and school prospectus on the school website. We welcome parents to have a visit and discuss their child's needs further.</p>
COMPLETED BY (Name and Position)	<p>Mrs Sally Wall SENco</p>
DATE COMPLETED	<p>1st September 2020</p>
UPDATE	<p>1st September 2021</p>

What proportion of children currently at the school have SEND?

Currently there are 26/226 (11.5%) pupils who have Special Educational Needs.