



## Bierton CE Combined School and Nursery SEND Report- September 2022

At Bierton CE Combined School and Nursery, we celebrate the fact that every child is different and, consequently, the educational need of every child is different; this is certainly the case for children with Special Educational Needs or Disabilities (SEND). Below are a set of questions and answers that we feel cover what Bierton CE Combined School and Nursery does to support children and their families with SEND.

### How do we identify pupils with SEND?

The SEN code of practice states:  
“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:  
a) have a significantly greater difficulty in learning than the majority of others of the same age: or  
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

At Bierton CE Combined School and Nursery, if we feel a child has SEND then we aim to identify those needs as early as possible. Under the SEN Code of Practice, there are four primary areas of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Only pupils with a learning difficulty that requires special educational provision will be identified as having SEND. We use a variety of different methods to identify whether a child has SEND.

- Meetings and concerns from parents
- Pupils who are making limited or no progress
- Comments made from teachers and teaching assistants
- Liaison with external agencies and other professionals
- Analysis of progress in interventions

### How many of our children have SEND?

Year Group	No SEN	SEN Support	EHCP	Total
Nursery	29	1	0	30
Reception	51	6	1	58
Year 1	54	5	0	59*
Year 2	57	4	1*	62*
Year 3	51	2	1	54
Year 4	39	4	4*	47
Year 5	34	5	4*	43
Year 6	39	4	2	45



Total	354	31	13	398
*Year 1= 2 children are offset and are actually in our Reception cohort *Year 2= 2 children are offset and are actually in our Year 2 cohort- 1 of those has an EHCP *Year 4= 1 child is offset and is actually in our Year 3 cohort *Year 5= 1 child is offset and is actually in our Year 4 cohort				

## What support is available at Bierton CE School and Nursery for our pupils with SEND?

At Bierton CE Combined School and Nursery, we provide support for pupils with a broad range of SEND. These are formed from the Code of practice and include:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Initially the support available is via excellent targeted classroom teaching (quality first teaching). This means that the teacher has the highest possible expectations for all pupils in their class, including those with SEND. The emphasis is that all teaching is built on what the children already know, can do and can understand and that different ways of teaching are in place, so that all children are fully involved in learning in class. This may involve things like using more practical learning and ensuring that specific strategies (which may be suggested by the SENDCo) are in place to support the children to learn. The child's teacher will check on their progress and will have decided that they have a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress, through Ordinarily Available Provision.

The child may then be the focus of specific group work as identified on their individual Assess, Plan, Do, Review document (APDR). This could include 1:1 reading, spelling support, maths booster, comprehension booster, phonics booster, social skills groups, fine / gross motor skills, behaviour management programmes and Lego therapy. These interventions may be run in the classroom or outside the classroom and may be run by a teacher, the SENDCo, or a Learning Support Assistant (LSA). Alternatively they may be the focus of specialist groups or 1:1 sessions run by outside agencies, e.g. Speech and Language Therapy or Occupational Therapy. Once a child is receiving a number of additional interventions, and/or is making very little progress, they are then likely to be placed on the SEND register and on an SEN Support Plan.

At Bierton, we have trained some of our LSAs to deliver specialist interventions across the school. Currently, we have 3 LSAs trained to deliver speech and language interventions, 1 LSA trained to deliver fine and gross motor (OT) interventions and 1 LSA trained to deliver Emotional Support interventions (ELSA).



## How are pupils with SEN ensured access to the curriculum?

At Bierton CE Combined School and Nurseru, we follow the Graduated approach, to ensure our pupils with SEND are supported appropriately.

The graduated approach follows a cycle of 'assess, plan, do, review'.

### **Assess:**

Where formative and/or summative assessment raises a concern, the teacher will in the first instance move to 'plan'. If there is an existing initial concern then this is referred to, to identify any further concerns. An appropriate discussion may be held with the child to establish where they think they struggle and parents may also be consulted. A profile is developed taking all the above into account and this may trigger the next step.

### **Plan:**

When a child is identified as having a 'barrier to learning' and their progress is not in line with their peers or age/stage expectations, 'quality first teaching' (i.e. teaching by the class teacher in the classroom) with differentiated teaching/tasks for the individual child, is the first step in responding to the SEND. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

### **Do:**

Teachers implement the plan. Teachers are responsible and accountable for the progress and development of the children in their class. This includes where a child accesses support (e.g. from teaching assistants or specialist staff). The teacher will decide if support is in a group, paired or 1:1 and will take place within or away from the classroom. Whatever the decision, the teacher is responsible for linking all support to the classroom curriculum content, as appropriate.

### **Review:**

The school regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children. At this stage the effectiveness of quality first teaching is reviewed. If the teacher concludes that the child's needs are not being met by quality first teaching, the teacher and SENDCo will consider all of the information gathered from within the school about the child's progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials, alongside national data and expectations of progress. The graduated response of assess, plan, do, review will continue in this way, referring to external professionals if necessary.



## **What happens when a child is placed on the SEND register?**

All children who have been identified as SEND will have an SEN Support Plan. This is a document that is written in consultation with the child's parents and is reviewed every 6 weeks in a joint meeting with the parents and class teacher (and pupil and SENDCo where appropriate). Each child has their own specific targets, linked to their own areas of need.

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school. This could be support delivered by teachers, LSAs or this may be from outside agencies. For a referral to be made to an outside agency, parents will be asked to give consent for the school to make the referral (e.g- CAMHS). This agency might contact the parents for some additional information about their child. This will help the school and parents to understand the child's particular needs better and be able to support them more effectively in school. The specialist professional will work with the child to understand their needs and make recommendations for extra support.

## **How is their progress monitored?**

SEN Support Plans are reviewed every 6 weeks, after a programme of interventions. The teachers meet with the parents to review this and then the plans are adapted if needed.

Our children with SEND are also assessed against the National Curriculum objectives in the same way as the other children in our school. This is working towards their year group expectations, working at the expected level within their year group or working at greater depth within their year group. Data is tracked rigorously by the SENDCo and members of SLT so that any children who are not making enough progress can be identified early. A small number of our children with SEND will not be assessed against their year group standards and may be working at a prior year group or below key stage standards. This information is shared with parents on a half-termly basis. Half-termly pupil progress meetings are held between teachers to ensure that interventions are being put in place to support the progress of our children.

## **What is an Education Health Care Plan and how can a child get one?**

A small number of our children will have an Education Health Care Plan (EHCP). This type of support is available for children whose learning needs are severe, complex and lifelong. This means a child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. The child will also need specialist support in school from a professional outside the school, which may be from a range of outside agencies. This would mean the school or parents can request that Buckinghamshire Council carry out a statutory assessment of your child's needs.



This is a legal process which sets out the amount of support that will be provided for the child. After the request has been made to the 'Panel of Professionals', alongside a lot of information about the child, including parental and child views, they will decide whether they think the child's needs, as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case, they will ask all professionals involved with the child to write a report outlining their needs. If they do not think the child needs this, they will ask the school to continue with the current support provided.

After the reports have all been completed, the Panel of Professionals will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. An EHC Plan will outline the individual/small group support the child should receive from Buckinghamshire Council and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for the child. An additional adult may be used to support the child with whole class learning, run individual programs or run small groups including the child, however it is up to the school how they use the additional funding to best support the child and allow them to develop independence.

If a child has an EHCP, as well as half termly meetings with their class teacher, parents will also be invited to attend an Annual Review. This is where all professionals working with the child meet formally to discuss their progress towards their outcomes on their EHCP and consider whether any changes need to be made to the provision. This meeting is also where transition to new settings etc is discussed.

### **How are school resources deployed?**

The school receives funding from the local authority. These funds include money to support the learning of pupils with SEN and/or disabilities. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated and the school will apply for top up funding.

Teaching assistants and support staff are in place to support the children with SEN in our school.

### **Who is responsible for SEN at Bierton CE Combined School and Nursery?**

We all are! As educators, we all have a duty of care and responsibility to all our pupils.

#### **Class Teacher**

First and foremost the child's class teacher is responsible for delivering 'quality first teaching' for all pupils within their class. This means that teachers are responsible for delivering high quality lessons every day which inspire and motivate the pupils to learn whilst also meeting the needs of all individual learners. The child's class teacher is responsible for monitoring the progress of every child and identifying, planning and delivering any additional help a child may need (this could be targeted interventions or additional support) and letting the SENDCo know as necessary.



The child's class teacher and the SENDCo together are responsible for setting targets for the child and sharing and reviewing these with parents. This will be shared with parents 6 times a year (each half term). The child's class teacher will ensure they receive personalised teaching and additional support as identified on their SEN Support Plan. The child's class teacher is also responsible for ensuring that the school's Special Educational Needs Policy is followed in their classroom and during their lessons for all the pupils they teach.

**SENDCo: Mrs G Bramley and EYFS SENDCo: Mrs V Tarling**

The SENDCo is responsible for developing and reviewing the school's SEND policy in conjunction with stakeholders (parents, children with SEND, Headteacher, Governors, staff, and partners from outside agencies). The SENDCo is also responsible for overseeing and coordinating all of the support for children with special educational needs or disabilities (SEND) at Bierton School. She also ensures that parents are involved in supporting their child's learning; and kept informed about the support their child is getting and involved in reviewing how they are doing. The SENDCo is also responsible for liaising with all the other people who may be coming in to school to help support the child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy. She ensures that parents receive the necessary paperwork such as consent forms and reports. The SENDCo is responsible for updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of children's progress and needs are kept and maintained. The SENDCo also provides specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Headteacher: Ms J Martin:**

The Headteacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Headteacher gives responsibility to the SENDCo and class teachers, but still has overall responsibility for ensuring that the children's needs are met. The Headteacher and the SENDCo together ensure that the governing board is kept up to date about issues relating to SEND.

**The SEND Governor: Mrs L Fisher:**

The SEND Governor is responsible for monitoring the school's SEND provision on behalf of the governing board to make sure that the school provides the necessary support for every child with SEND who attends the school. She works closely with the SENDCo to ensure the governing board understands the way the school meets the needs of children with SEND and to provide challenge and support to the school on its SEND practices and procedures to secure the very best education for all children with SEND at Bierton School and to raise standards.

**Who should I contact if I have concerns about my child?**

The initial point of contact to discuss any concern you may have with regards to your child's learning will be your child's class teacher. In turn they will raise any issues with the SENDCo by completing a concern form. The SENDCo will observe the child within the school environment and assess what support strategies may need to be put in place. The SENDCo



at Bierton CE Combined School is Georgina Bramley, who holds the National SENDCo Award. Vicki Tarling holds the EYFS SENDCo qualification.

### **Describe the progress on any parts of the SDP relating to SEN?**

Our school development plan (SDP) at Bierton has a specific area related to pupil progress. This includes the progress that particular groups of people (i.e. SEND) make. Data on pupil progress is analysed half-termly and then followed up with teachers during pupil progress meetings, to ensure that our pupils with SEND are making the required progress from their starting points.

### **Is there a policy for SEND at Bierton?**

The SEN Policy was reviewed in September 2022 by the SENDCo. This can be found on our school website:

<https://www.biertoncombined.co.uk/>

### **What training have staff at Bierton had related to SEND?**

The SENDCo holds the National Award for Special Educational Needs Coordination (NASENCo) with Oxford Brookes University. The SENDCo also regularly attends other training from the LA and attends the SENDCo network meetings.

We regularly review our training and CPD on offer for staff at Bierton CE Combined School and Nursery.

Teaching staff have received training in a number of areas, including shape coding, PALS training, behaviour management and mental health needs. The SENDCo has provided training to staff on a number of areas including:

- INSET in September relating to expectations of SEN.
- Zones of Regulation Training
- Behaviour management training

Five of our LSAs deliver interventions across the school. Three deliver speech and language support, one delivers occupational therapy support and one delivers social and emotional support. These staff have received some training already and will continue to receive specific training as the year progresses.

### **Which external agencies and support agencies are the school working with?**

At Bierton CE Combined School and Nursery, we work with a wide range of agencies to ensure all pupils with SEN receive the most effective support. We currently work with:

- Speech and Language
- Occupational Therapist
- Physiotherapy service



- CAMHS
- Educational Psychology
- School Nurses
- Community Paediatrics
- Social care
- Family resilience
- Visual impairment team
- Hearing impairment team
- Counsellors
- Education and welfare team
- Pupil Referral Unit
- County SEN team
- ASD Specialist Teaching Team

### **How does the school consider parent/pupil views?**

All of the parents of our children on SEN Support Plans meet half-termly with their child's class teacher to review their SEN Support Plan. Furthermore, the SENDCo holds half-termly drop ins for the parents whose children have SEND. A parental questionnaire is also sent out annually to consider parent's views and to ensure we are providing enough support to our parents. Moreover, a children's questionnaire is completed annually, to gain the views of our children.

Children with an EHCP have an Annual Review, where the parents and child are encouraged to share their views.

Pupils with an EHC Plan are given priority admission, where our school is the named school, according to our admissions criteria. Our admissions policy is available on our school website.

### **How accessible is Bierton CE Combined School and Nursery for children with SEND?**

The school is fully compliant with Disability Discrimination Act (DDA) requirements. All classrooms can be accessed from external doors if needed. There is one disabled toilet in the school. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Some of our classrooms are purposely designed to support children with hearing impairments. All areas of the school are fully accessible via a wheelchair. If necessary, year group classrooms can be switched around to accommodate wheelchair users. After-school provision is accessible to all children, including those with SEND. Extra-curricular activities are accessible for children with SEND.





## How does the school support the social and emotional needs of children?

At Bierton, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE programme to support this development. In addition, all classes have a weekly wellbeing slot in their timetable. However, for those children who find aspects of this difficult, we offer additional support. This is often on a case by case basis and is an individual approach based around the child. We have a trained ELSA in school (Miss Brooks) who is available to support children's wellbeing and social and emotional needs. Some children struggle with friendship groups and these challenges are addressed as and when they occur. If your child still needs extra support, with your permission, extra support may be accessed through outside agencies such as a CAMHS referral.

## What transition support is available for children with SEND?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

When children with SEND are joining our school, we always ensure there is a thorough handover between the Nursery/Pre-school setting and Bierton. We also meet with the parents/carers of the child with SEND before they join us, in order to gain a truer picture of the child's needs and so that we understand how best we can support the child when they begin their learning journey with us.

At the end of each academic year, the children who are transferring to new classes across our school experience two transition afternoons, as well as extra time built in (if necessary) for the child to meet their new teacher. There is also a thorough handover between the teaching staff, to ensure everyone is able to support the children in the best possible way.

When our children reach Year 6, some of our children with SEND might require some additional transition support. Some secondary schools offer enhanced transition, where our children are invited to spend some extra time in their new setting before they begin their school in September.

## Complaints

Arrangements for considering complaints about special educational provision within the school are as follows.

- Informal complaints or concerns should in the first instance be discussed with the class teacher and/or SENDCo.
- Formal complaints should be discussed with the SENDCo and Headteacher in the hope that a satisfactory solution can be found.
- If a satisfactory resolution cannot be found the parent will be referred to the school's complaints procedure which is available on the school website.



## Key Contacts

The school's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire County Council is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

SENDCo: Mrs Georgina Bramley  
[senco@biertoncombined.bucks.sch.uk](mailto:senco@biertoncombined.bucks.sch.uk) 01296 483110

EYFS SENDCo: Mrs Vicki Tarling  
[nursery@biertoncombined.bucks.sch.uk](mailto:nursery@biertoncombined.bucks.sch.uk) 01296 483110