



SEND INFORMATION REPORT

Supporting children with special educational needs and disabilities (SEND) at Flax Bourton Church of England Primary School.



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Headteacher



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The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND).

If you have any queries or questions, please contact Mrs Kerrie Burnell via the school office, email SENDCO@flaxbourton.n-somerset.sch.uk or telephone 01275 464468

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WHAT IS FLAX BOURTON SCHOOL LIKE?

We offer opportunities for every pupil to be their best whilst they '**Aim High, Respect Others and Have Fun!**' We provide a safe and happy school environment where pupils value themselves and others. We deliver challenging and inspirational experiences where pupils develop life skills for a positive future.

The school's links with a wide range of outside agencies are strong and ensure that support is sought when necessary to enable pupils with disabilities and those with special educational needs to be supported in school.

We welcome parent involvement at our school and have a substantial number of parents, extended family members as well as members of our school community volunteering.



HOW DO YOU IDENTIFY CHILDREN WITH ADDITIONAL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

When children are identified SEND before they start at Flax Bourton, we will work with the information available and people who already know them to work out the best support for them. If you tell us that you think your child has SEND, we will discuss this with you in a meeting. We will observe your child in class and plan with you how we can best support your child.

Class teachers will assess each pupil's current skills and levels of attainment and if your child is having difficulty with their learning or not making progress in line with their peer group this may be an indication of SEND. This may include progress in other areas other than attainment, for example, social needs. If the SENDCO and your child's class teacher agree that your child needs extra support, we will take a 'step-by-step' approach to supporting them.

HOW DO YOU ADAPT THE CURRICULUM TO MEET SEND NEEDS?

We follow the full EYFS and National Curriculum. We provide exciting, purposeful learning which is designed to meet the individual needs, levels and interests of all children in a safe, stimulating and nurturing environment.

We believe active learning is key to children achieving and therefore offer a creative and exciting curriculum that challenges, inspires, stimulates and motivates.

All teachers are trained to adapt lessons so they are easier or more challenging to ensure every child is able to learn at their own pace and in their own way. We also run small groups (interventions) for children who may have gaps in their learning, require pre teaching or recapping of basic skills in Maths, Reading or English. Children are identified for these groups by class teachers. Small groups are also used to teach social skills, fine and gross motor skills, phonics, and vocabulary building.

WHAT TYPE OF SUPPORT/PROVISION DO YOU OFFER?

Our staff have a broad range of experience in dealing with a range of complex SEND and a full list of our school's provision can be seen on our school's Provision Map which is available to download from our SEND webpage.

Interventions and in class support is provided for children with special educational needs. Support will include;

- Learning Support Assistants working with either individual children or small groups.
- ICT support in the form of communication, writing, maths programmes and phonics.
- Spelling, reading or mathematics programmes delivered by 1:1 support and Learning Support Assistants during specified group or individual sessions, according to need.
- Learning Support Assistants offering support for children with emotional and social development.



HOW DO YOU INVOLVE PUPILS AND PARENTS/CARERS?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

'A child or young person has special educational needs or disabilities (SEND)

if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her 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.’ (Code of Practice 2014)*

You know your child better than anyone else. Therefore, if you have any worries or concerns about your child, please feel free to speak to their class teacher and/or the SENDCO.

At Flax Bourton, we believe that it is key to work collaboratively with parents to support children who have been identified as having additional needs. When appropriate, we will involve the pupil in all discussions and in thinking about their own educational needs. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision

These conversations will make sure that; everyone develops a good understanding of the pupil’s areas of strengths and difficulty, parent/carers concerns are taken into account, everyone understands the agreed outcomes, everyone is clear on what the next steps are. We will make suggestions about how parents can support these targets at home and ensure that parents are clear about the way forward. Ideas for materials for supporting learning at home will be discussed.

HOW DO YOU KNOW IF CHILDREN ARE MAKING PROGRESS?

At Flax Bourton, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We constantly monitor children’s progress to ensure we are meeting their needs.

Teachers will draw on assessments and experience of the pupil, pupil’s previous progress, attainment and behaviour, pupil’s development in comparison to their peers and national data, pupil’s own views and advice from external support services.

Teachers set up Support Plans and IEPs for individual children to track and monitor their progress. On the plan, targets are set for achievement and it is outlined what will happen in class so that the targets can be met. These are reviewed with parents and children termly. Support Plans and IEPs are set up for children with SEND and also for children who are finding a particular aspect of their learning tricky, in this instance they might only have a Support Plan for a short amount of time.

Teachers check on children’s understanding using ongoing assessments and regular marking. This ensures teachers identify the next steps for learning and set targets accordingly. For children with an Educational Health and Care plan (EHCP) a yearly review meeting will take place with the parents and carers which is reported to the Local Authority. Where a child works alongside a teaching assistant; daily home/school communication books can be used.

DO YOUR STAFF HAVE SPECIALIST TRAINING OR SUPPORT FROM OUTSIDE AGENCIES?

Our staff regularly takes part in training from external agencies to advise them on how to increase curriculum access for children with a range of special educational needs. Training is delivered at in-service training days (INSET days) and staff meetings to give staff an awareness of various types of SEND and how to improve the support they can offer. This also supports staff with early

identification of children's needs. Individual teachers and LSAs receive training as required on how to meet the needs of specific children, for example, children with medical needs.

The school is part of the Lighthouse Schools Partnership Trust and is lucky enough to be supported by a Lead Teacher for Pupil Engagement and SEND for the Trust who is able to provide advice and training to all staff and the SENDCO where needed.

Where appropriate, the SENDCO may request support and advice from external agencies, for example:

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Occupational Therapy Service (OT)
- Somerset Support Services (SSE) – Advisory Teachers
- Sensory Support Service (Vision, Hearing)

The external specialist usually acts in an advisory capacity or provides additional specialised assessment. Advice on new targets and additional strategies will be implemented and monitored by the class teacher and SENDO.

Parental permission will be sought before any referral to an external agency and parents will be invited to meetings with external agencies when appropriate.

HOW DO YOU SUPPORT THE WELLBEING OF CHILDREN WITH SEND?

At Flax Bourton, we have six key school values of Social Responsibility, Environmental Responsibility, Curiosity, Zest for life, Determination and Resilience which we discuss and encourage all children to share in and demonstrate these. We explore a wide range of social and emotional themes during our assemblies and through our PSHE lessons and circle times. PSHE lessons and circle time are also used as an opportunity for all children, including those with SEN, to share their views about anything they choose and discuss these with their teachers and peers.

We have a zero-tolerance approach to bullying: our anti-bullying policy is published on our website. All of our extra-curricular activities including school visits are available to all our pupils, including our breakfast club and after school club (SHINE). All pupils are encouraged to take part in school trips, sports day, school plays, and workshops. We encourage the inclusion of children with SEN in the School Council, computing leads and other groups. We have qualified first aiders on site who are trained to administer medicines and support children with their self-care needs.

HOW IS FLAX BOURTON PRIMARY SCHOOL ACCESSIBLE TO PUPILS WITH SEND?

The school is largely compliant with Disability Discrimination Act (DDA) requirements.

- The main school building is accessible via a double door and slope entry.
- The Year 6 building front entrance is accessible via a slope and portable ramp.
- There is a slope entry pathway leading to Years 1, 2 and 3. Years 4 and 5 are level entry.
- There is a disabled toilet in the main building.
- We ensure, where ever possible, that equipment used is accessible to all children.
- After-school provision is based in the Hall and is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- There are 3 disabled parking spaces in the school car park.

HOW DO YOU SUPPORT CHILDREN WITH TRANSITIONS?

At Flax Bourton, we recognise that transitions can be difficult for a child with SEN&D, and therefore we take steps to ensure that any transition is as smooth as possible.

Joining Flax Bourton in Reception:

- As part of their induction into school, all new reception children are visited to discuss individual needs. Multi professional meetings for children with SEND are arranged as needed.

If your child is joining us from another school:

- The SENDCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a social story book to support them in understanding moving on, one will be made for them.
- Your child will be able to visit our school and stay for a taster session or a number of sessions, if this is appropriate.

If your child is moving to another school:

- We will pass information to the school to ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story book to support them in understanding moving on, one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and IEPs (Individual Education Plans) and other relevant information will be shared with the new teacher.
- If your child would be helped by a social story book to support them in understanding moving on, one will be made for them.
- Transition books will be created if needed to support your child
- Your child will meet their new teacher and see their new classroom prior to joining to familiarise themselves

In Year 6:

- The SENDCO & Year 6 teacher will discuss the specific needs of your child with the SENDCO of the child's secondary school. In some cases, a transition review meeting will take place with the SENDCO from the new school and you will be invited to join this meeting.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a social story book to support them in understanding moving on, one will be made for them.

WHO SUPPORTS MY CHILD OUTSIDE OF SCHOOL?

Below are listed services that can support your child outside of school.

- Vulnerable Learners' Service
- Educational Psychology Service
- Parent Partnership Service
- Health Provision delivered in school

- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health Service)
- Sensory Service for children with visual or hearing needs

WHO SHOULD I CONTACT FOR MORE INFORMATION?

The School Special Educational Needs and Disabilities Co-ordinator is Kerrie Burnell. You can contact her through the school office on 01275 464468 or email: SENDCO@flaxbourton.n-somerset.sch.uk

The School SEN Governor is Kirstin Cunningham. She can also be contacted through the school office.

For further advice and support, the school also points parents towards the local partnership organisation 'Supportive Parents'. Further information can be found here:
<http://www.supportiveparents.org.uk/services-in-n-somerset/>

WHERE CAN I FIND OUT ABOUT MORE ABOUT PROVISION FOR CHILDREN WITH SEND?

More information can be found on the North Somerset Website.

North Somerset Council Local Offer: <https://www.n-somerset.gov.uk/my-services/childrenyoung-people-families/local-offer-and-early-help/local-offer/>

What is the Local Offer from North Somerset?

The Local Offer provides information and advice to parents of children and young people with Special Educational Needs and disabilities between the ages of 0 – 25 years. The local offer will also assist professionals who work with families to find services and support.

North Somerset have brought together all of the information about education, health and social care services available to children and young people from birth to 25 who have special educational needs and/or disabilities.

WHAT SHOULD I DO IF I AM NOT HAPPY WITH A DECISION OR WHAT IS HAPPENING?

At Flax Bourton, we strive to build positive relationships with all parents and carers. However, from time-to-time parents, carers or others connected with our school may have a concern they need to raise. We aim to listen to your concerns and plan a positive way forward together. Your first point of contact is the class teacher. Explain your concerns to them. If you are not satisfied you can arrange to meet with a senior member of staff or the Headteacher. If you are still dissatisfied, refer to our complaints policy on the school website.