



Updated November 2018

Pulford School SEND Offer 2018 - 2019

Pulford School Overview

Pulford School provides a broad and balanced curriculum for all children. The Long Term Curriculum Plans for each class are published on the website. We have high expectations for each child and aim for them to achieve their full potential. We do this by providing Quality First Teaching (wave 1).

The key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

This recognises that children learn in different ways; have different speeds of learning; need a range of approaches to teaching. You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

SEND

We make sure that additional needs are identified early and we offer a range of provision according to identified needs.

We recognise that a child has special educational need or disability (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Pulford School can help many children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. These children may have special educational needs or disabilities.

Special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural or mental health difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information

- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child’s progress and/or involves treatment that affects his or her education.

All schools have duties under the Equality Act 2010 (and subsequent updates) and CAFA 2014, towards individual disabled children and young people. Section 66 contains a key duty on the governing body of a school to use their “best endeavours” to secure special educational provision for all children or young people for whom they are responsible. Mrs Rebecca Morley is the named governor for SEND. The school has an Accessibility plan <https://www.pulford.beds.sch.uk/wp-content/uploads/2012/06/Accessibility-Plan-2018-2021.pdf> which is reviewed regularly with particular reference to how Pulford can: increase the extent to which disabled pupils can participate in the school’s curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school; how we can improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

At Pulford we make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The School has had many new buildings added over the years which means it covers 6 levels. Through our disability action plan the school is making good progress towards having these levels accessible where possible. At present there are still parts of the school which have to be accessed from an outside route for wheelchair users and there is no access for wheelchair users for the upstairs part of the pre-school.

What to do if you think your child has SEND.

If you are aware that your child has a special educational need or disability, please tell us straightaway, ideally before they start school. Please contact your class teacher or the SENDCo, Mrs Tessa Rees. If your child is due to start Pre-school, please inform Mrs Stacey Major. Some children have a complex set of needs which cover a range of difficulties. If, after a child starts school, the class teacher becomes concerned about their progress, they will share their concerns with the SENDCo, Head teacher and parents or carers. If appropriate the class teacher makes an initial identification, underpinned by evidence. The school uses Central Bedfordshire’s graduated response to children’s SEND

http://www.centralbedfordshire.gov.uk/Images/send-5-16_tcm3-15032.pdf

and the Early Years

http://www.centralbedfordshire.gov.uk/Images/early-years_tcm3-4838.pdf

If necessary the school will also refer the child to one of the different agencies listed towards the end of this document.

Some children have medical needs with which your family doctor or specialist is involved. They, or your Health Visitor, should inform the school nurse before your child starts school to write a care plan for them. This should be reviewed annually in the light of

medical advice. Examples of this are for children with Cystic Fibrosis; undergoing chemotherapy; severe allergies; diabetes etc. Other medical needs, such as if your child has a mild intolerance to a particular food or needs to have an inhaler kept in school for asthma need to be reported in the starting school pack and flagged up to class teachers/ the front office.

This is in the process of change in consequence of the Children and Families Act, details of which are outlined below:

Children and families Act (2014)

This Act concerned the implementation of the new 0-25 special needs system

The Act aims to provide children, young people and their parents' greater control and choice in decision making regarding SEN provision by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHC plan), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

Children with Statements of Educational Need will be re-written over time into EHC plans. Children with special educational needs (SEN) support stage 1 and stage 2 will have a SEND support plan. Children who do not fulfil the criteria for Stage 1, but are still causing some concern, will still be monitored by staff. SEND support plans are implemented according to the new SEND Code Of Practice for Central Bedfordshire. This graduated approach has the child at its heart with the 'assess-plan-do-review' cycle driving their progress.

How will Pulford meet children' needs?

Many children require a personalised learning pathway even if they do not have SEND. If appropriate, they may have a provision map compiled for them to help all the adults in school meet their needs. Many children's needs are catered for by the Quality First Teaching which we provide (wave 1); some require group intervention (wave 2) and some require individual support (wave 3).

Some children may require interventions with groups of children with similar needs. The school has a dedicated room for each Key Stage to deliver different programmes. One of our teaching assistants spends a proportion of their week delivering these programmes, for example:

'Time to Talk' or 'Socially Speaking' language /social skills programme;
Motor Skills United;
Working memory or auditory processing games;

Anger management skills or individual games suggested for the child by their speech therapist or occupational therapist.

If a child has an EHC the child will also have some 1:1 or group support time dedicated to meeting their needs according to their provision map.

The school has a wide collection of resources kept in the Sunshine office/Hive/KS2 group room or classrooms purchased to support learning.

The school follows the Letters and Sounds phonic programme. In addition, for older children from Year 2, our phonic intervention programme is Sounds-write, which is delivered in small groups or individually depending on need. The school uses Precision teaching and the Early Numeracy Research (ENR) materials for those who are behind in maths. The BEAM diagnostic maths programme is also used to target interventions in mathematics for Key Stage 2.

The school uses other assessment tools such as the Boxall profile; strengths and difficulties questionnaires; Connors assessments; ABC movement assessment battery; to track children's progress in conjunction with other professionals.

All staff have regular updates in SEND through staff meetings or training days or courses. The School Nurse or specialist staff (e.g. from GOSH) update staff about specific medical conditions such as epilepsy, diabetes, asthma, allergies. The school has a well stocked dedicated First Aid room with an automated defibrillator. All staff attend regular safeguarding training. Staff who are assigned children with an EHC plan are encouraged to undertake specialist training in the area of need of their appointed child.

Concerns about a child should be reported in the starting school pack and flagged up to class teachers/ the front office. This is also the case for children who see a speech therapist, occupational health therapist etc. Parents should not hesitate to ask to make an appointment with the class teacher or SENDCO to talk through any additional needs before the child starts school. If children have a serious medical condition which involves them having much time off school for operations or chemo therapy etc. the school can refer them to the Medical Needs Team who offer some educational support at home for those children who meet their criteria. Medicines are administered in accordance with the school's medicine policy.

The school has a named governor for SEND (Mrs Morley) who meets regularly with Mrs Rees (SENDCo).

The school works in co-operation with the Local Authority and Health care professionals to plan and commission services.

If a child needs a SEND support plan the school consults with parents, implements the plan and then assess at the next half term, reviews the plan and then updates parents at the next parent's consultation evening. Children with complex needs, or those that need ongoing medical plans, are provided with a provision map outlining how the school proposes to meet their needs over the coming year. These are updated yearly or as necessary in the case of changing medical needs. All children with SEND are monitored using the school's tracking system and plans are personalised in order that each child should succeed in their education and make a successful transition to Middle School. The success of intervention programmes such as Sounds-write or Motor Skills United are monitored through specific tests which are reported to parents through SEND support plan reviews if applicable. At present every child has a full annual report at the end of the

summer term and interim reports in the early spring and summer terms. Progress is reported to parents at termly parent's evenings. At the end of the summer term teacher's and teaching assistants have dedicated 'hand up' time to appraise new class teachers and teaching assistants of all children's needs and levels with a special emphasis on those requiring additional support in order to facilitate a smooth transition to a new class. Those with highly complex needs will have a transition plan drawn up.

Other Professionals Involved

From time to time children will require support from outside agencies. Parents are always consulted before any outside agency is approached. Other professionals might include:

The Assessment and Monitoring Team for Central Bedfordshire

The Educational Psychologist

Occupational Therapists

Speech Therapists

The Edwin Lobo Child Development Centre

Social Services

The Early Years Support Team

Relevant hospital departments at local hospitals and GOSH etc

Looked After Children's Team

Children with Disabilities Team

Medical Needs Team

Parent Partnership (CBC SEND PYPPS)

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

Family Support Service

CAMHS (Child and Adolescent Mental Health Service)

CHUMS (Child bereavement, Trauma and Emotional Wellbeing Service)

www.chums.uk.com

The Chiltern School providing outreach for children on the autistic spectrum as well as being the base for other services such as the Visual Impairment Team

<http://chiltern.beds.sch.uk/>

The Jigsaw Centre (behaviour support) <http://www.jigsawcentre.co.uk/>

Opportunity Group – Bassett Road Surgery under 5's SEND support group

Hearing/visual Impairment Service – www.HAST-Education.co.uk

Liaison with other schools

The SENDCo meets with the SENDCo's of the town's middle schools in the summer term in order to transfer important information about those children with SEND. Some schools offer extra days transition for the most vulnerable, which the SENDCo facilitates. The Pre-school offers open mornings and 'Stay and Play' sessions for all children, which are an ideal opportunity for parents to appraise staff of their children's needs. Mrs Major is the SENDCO for the pre-school and liaises closely with Mrs Rees. Many children join the main school from the Pre-school, for those that don't, they are invited to an 'intake' session. Class teachers also make visits to early years settings to familiarise themselves with the child and any additional needs they might have. Those children who have highly complex needs may need a transition meeting to be arranged for parents/carers, the Pre-school placement and the SENDCo.

Other useful websites include:

Central Bedfordshire's Local Offer:

<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

www.sendgateway.org.uk

<https://www.thedyslexia-spldtrust.org.uk>

<http://www.thecommunicationtrust.org.uk/>

<http://www.autismeducationtrust.org.uk/>

<http://www.afa3as.org.uk/>

www.dyslexiaaction.org.uk

<http://www.coreassets.com/what-we-do/independent-support-service/>

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

<http://www.spectrumca.co.uk/>

Parents have found the following charities or organisations of help. There may be other providers of similar services of which the school is unaware or too many to list:

LOAF –Loads of Autistic Fun- <http://www.autismbedfordshire.net/childrens-services/loads-of-autistic-fun-loaf/>

Riding for the disabled - <http://www.gaddesdenplacerda.org.uk/>

<https://www.mencap.org.uk/>

Otters swimming: <http://beta.timebank.org.uk/opportunity/244356/the-leighton-buzzard-otters-disabled-swimming-club>

<https://www.ipsea.org.uk/>

Much needed break for families with disabled children <http://thomley.org.uk/>

<http://thegirlwiththecurlyhair.co.uk/>

<https://www.anxiety.org/autism-spectrum-disorder-anxiety-strategies>

<https://www.relate.org.uk/find-my-nearest-relate/outpost/leighton-buzzard-bassett-road-relate>

<https://mindedforfamilies.org.uk/>

<https://www.carersinbeds.org.uk/about-cib>