

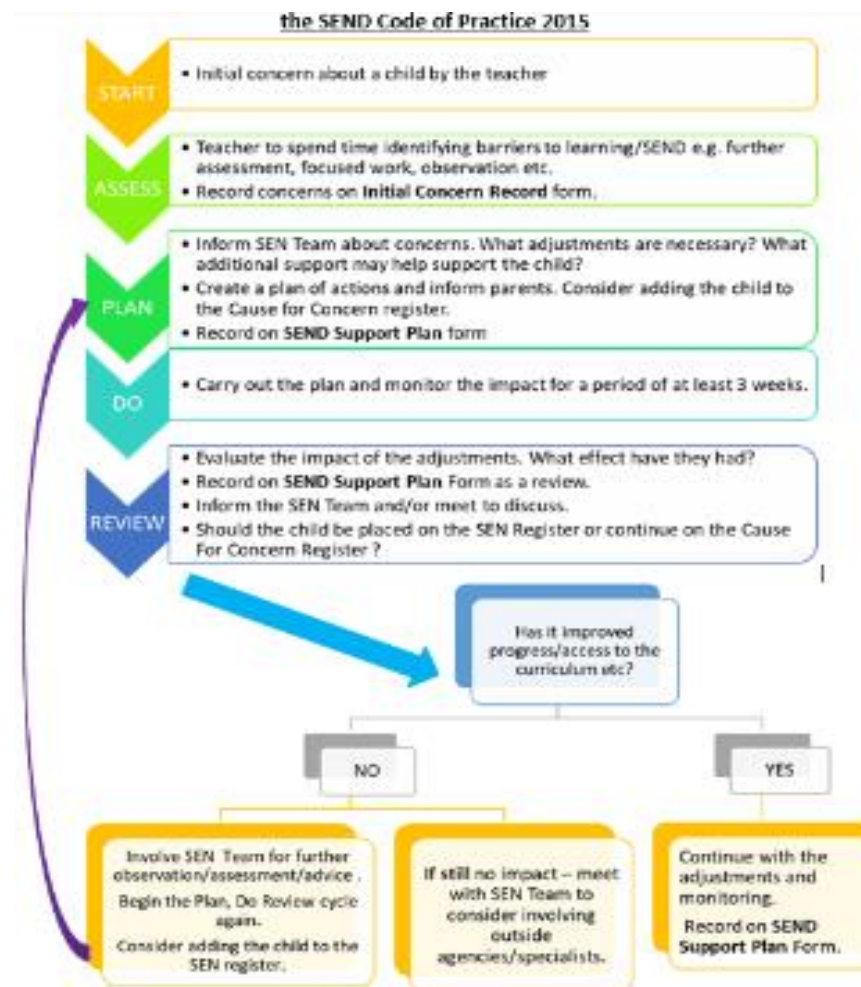
Information Report for Pupils with Special Educational Needs and Disabilities January 2023

<p>1. The kinds of Special Educational Needs (SEN) that are provided for by Allerton Bywater Primary.</p>	<p>There are 4 broad categories of need as described by the 2014 Code of Practise which we provide for within school. These are:</p> <ul style="list-style-type: none"> • Communication and Interaction This includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum. • Cognition and Learning This includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. • Social, Mental and Emotional Health This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. • Sensory and/or Physical Needs This includes children with sensory, multisensory and physical difficulties. <div data-bbox="1019 395 2024 1212"> <h3>Four Broad Areas of Need</h3> <p>SLCN speech language & communication needs (SLCN): ASD/Aspergers/Autism</p> <p>C&L cognition & learning (C&L): <ul style="list-style-type: none"> • MLD – moderate • SLD – severe • PMLD – profound & multiple • SpLD - specific </p> <p>SEMHD social, emotional and mental health difficulties (SEMHD): various manifest behaviours e.g. anxiety, depression, self-harming, substance abuse, eating disorders, ADHD, attachment disorder etc</p> <p>SPN sensory and/or physical (SPN): <ul style="list-style-type: none"> • VI – visual • HI – hearing • MSI – multi sensory </p> </div>
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<p>2. Who to contact at Allerton Bywater Primary regarding a SEND query.</p>	<p>The SENCo at Allerton Bywater is Ruth Thomas.</p> <p>They can be contacted through the school office as follows:</p> <p>Email: abpssend@brigshawtrust.com</p> <p>Phone: 01977522620</p>
<p>3. The systems in place for identifying a person who may have Special Educational Needs</p>	<p>At Allerton Bywater Primary we identify the needs of pupils by considering the needs of the whole child, not just his or her special needs.</p> <p>In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • the teacher's assessment and experience of the pupil • their previous progress and attainment • the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. <p>Children who are identified as SEND pupils may be monitored by the class teacher, given extra support through group or individual interventions by the class teacher or a learning support assistant, or placed on the SEND register if they meet the criteria. There are times when a child's SEND requirement may already be in place before they arrive at school through consultation with outside agencies.</p>

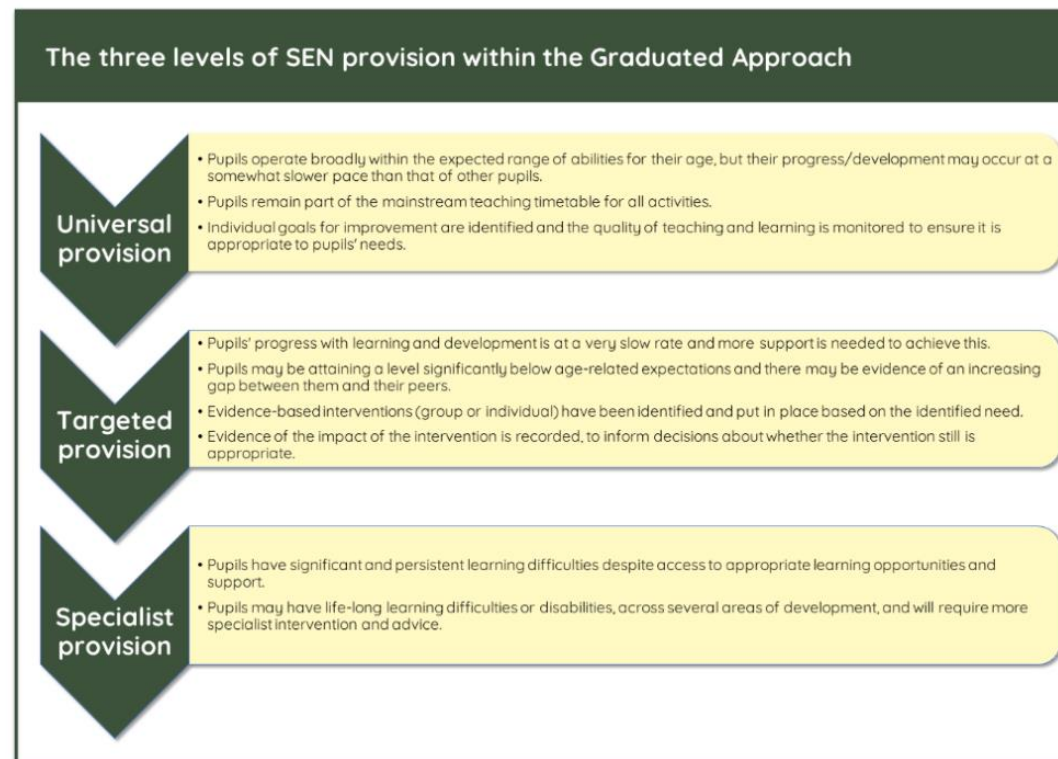
4. The systems in place for monitoring, assessing and reviewing pupils progress towards outcomes.

We offer a Graduated approach to SEND support. This means we carry out the process of Assess, plan, do, review on a regular basis to make sure we are continually meeting the individual needs of children in our school.



<p>5. The approach to teaching pupils with Special Educational Needs at Allerton Bywater Primary School.</p>	<p>At Allerton Bywater we ensure all pupils have access to High Quality First Teaching. We believe that successful teaching and learning is not just about good lessons; it stems from the culture and environment we create. We believe that by developing emotional intelligence and creating the appropriate supporting conditions all children will thrive, because all of this impacts on how children behave as learners.</p> <p>As such, we aim to create a positive learning environment with:</p> <ul style="list-style-type: none"> • Different approaches to learning so all children can access learning • Children taking responsibility for their own learning, including SEND children having responsibility of their own targets • All children working collaboratively together, supported by adults and children alike • Making mistakes is integral to learning and children are supported in how to improve from these • Effort of all children is rewarded • Positive exchanges are predominant
<p>6. The adaptations made to the curriculum for pupils where needed.</p>	<p>Our aim to nurture and develop the whole child with the belief that ‘through creativity, challenge and connection, we unleash our true potential’ is at the heart of our curriculum. We want all our pupils to achieve life-long knowledge and skills across the full breadth of subjects, and to be equipped with the communication skills and personal attributes to enable them to be successful global citizens. We are committed to ensuring that our curriculum offer is inclusive, comprehensive and cohesive and that our curriculum design and teaching are grounded in evidence. Based on the National Curriculum, we have developed a curriculum which has clearly sequenced content and progression for all classes. Our curriculum is intended to enable pupils to master knowledge and skills, yet is adapted according to their needs. Our approach allows children to create schema that is constantly revisited and enables them to build on the solid foundations of previous learning.</p> <p>Allerton Bywater is aware children may have dyslexic tendencies and our learning environment takes this into account. Our interactive slides all have pale backgrounds with a dyslexia friendly type font so all children in the class can read it, instructions on the board are clear for all children to understand. We are mindful of cognitive overload and so slides containing new learning are kept simple, containing only key information. Where needed, adults use visual cards to highlight instructions so the children clearly understand what is asked. Pale paper is can be used for children to write on and reading rulers are given to support children with reading by giving a coloured overlay to their books.</p> <p>When accommodating children with physical difficulties classes can be moved around to ensure fair access for all. The local authority representative, SEND and Health & Safety governors and parents will also be invited to look around and check the accessibility of the building. The school works effectively with relevant professionals (e.g. Visually Impaired Team) to enable children with specific needs to attend our school, ensuring appropriate access internally and externally.</p>

6. Continued



7. The arrangements for consulting pupils with SEND to involve them in their education.

We recognise that all pupils have the right to be involved in making decisions and exercising choices. In lessons, children are involved in monitoring and reviewing their progress through the use of targets and success criteria. We endeavour to involve the pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting
- Self-review progress and set new targets
- Monitor their success at achieving the targets on their support or individual plan.

8. The arrangements for consulting parents of children with SEND	<p>We work closely with parents to ensure:</p> <ul style="list-style-type: none"> • Early and accurate identification and assessment of SEND leading to the correct intervention and provision • Continuing social and academic progress of children with SEND • Personal and academic targets are met and set effectively. <p>Meetings are held termly with parents of children on the SEND register by the class teacher, there may be occasions where the SENDCo attends as well to ensure the children are working towards their given targets and update parents on the progress. Where needed these meetings occur more frequently to make sure the needs to the children are being met.</p>
9. Transition arrangements for children with SEN needs at Allerton Bywater Primary School.	<p>The admission arrangement for all pupils is in accordance with the national legislation are outlined in the school admission policy, this includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without. The School SENCO works closely with feeder schools or nurseries where there are SEND children to transfer information to aid a smooth transition, where possible a meeting will occur to do this.</p> <ul style="list-style-type: none"> • Support for children who are coming to terms with moving on is carefully planned and will include familiarisation visits and mentoring, whether this is inside the school moving between classes on class transition days and the addition of additional transition days where necessary. • For children accessing secondary school who are more vulnerable we offer 'Transport Training' to aid their understanding of 'stranger danger' and the Green Cross Code and safety of pupil transport.
10. The training of staff to support children and young people with SEND at our school.	<p>Specialist training of staff working with SEND children takes place when required. In the past we have had staff undertake training in numicon, phonics, dyslexia, working memory difficulties, Team Teach positive handling and Autism Awareness. We work alongside the Interactions speech and language therapist who provides specialist training to the adults in school who deliver speech and language programmes relevant to the children they are working with.</p>
11. The support offered for improving emotional and social development.	<p>All children are taught PSHCE (Personal, Social, Health and Citizenship Education) as part of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing. In addition to this, teachers will hold circle times and address issues within their classes when they arise.</p> <p>In school, we have two learning mentors who works with key children identified as needing extra support with their emotional and social development; this may involve 1:1 sessions or group sessions using games or Lego therapy to develop skills. The Pastoral Team offer children the opportunity to talk through their problems at lunchtimes if there are issues at playtimes using restorative conversations.</p>

	We have access to a counsellor through our local guidance and support service we can refer children to with consultation with the parents where we feel they may benefit from having someone else to talk to who is removed from their situation.
12. The outside agencies that Allerton Bywater Primary work with to ensure the needs of individual pupils are met.	<p>The school has strong working relationships and links with external support services to fully support the SEND pupils and aid school inclusion. Sharing knowledge and information with these support services is key to the effective and successful SEND provision within our school.</p> <p>Some of the agencies we work with include:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Educational Psychologists • Local Authority Special Educational Needs and Inclusion Team • Autism Specialists • The Deaf and Hearing and Visual Impaired teams • Occupational Therapists • Local Guidance and Support Team (family support, counselling)
13. Which policies do you need to look at to find further information about SEND provision at Allerton Bywater Primary School	<p>The following policies are available to find out more about the identification, provision and assessment of pupils with SEND within our school:</p> <ul style="list-style-type: none"> • SEND policy • Safeguarding and Child Protection Policy • Supporting Pupils with Medical Needs Policy • School Behaviour Policy • Teaching and Learning Policy • Equality Opportunities Policy • Accessibility Plan
14. The way to raise a complaint regarding the provision of SEND children.	Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School. The BLP Complaint Policy is published on the BLP and school website.
15. How accessible is the school?	Insert Link to accessibility plan
16. School resources and funding linked and matched to children's	How the school's SEND funding is allocated and spent:

needs.	<p>Notional Inclusion Budget - this funding is needs based using a formula against the profile presented in the school census. It considers who requires additional support to access learning including factors such as social deprivation, demographics (e.g. EAL, Free School Meals eligibility) and levels of attainment. Schools are expected to fund the first £10,000 of any child or young person's provision before applying for additional funding (FFI). This means that for any additional support (above core provision) there is an expectation that schools meet the first £6,000 of such provision. The notional budget is not specifically targeted at individual children and young people however schools are accountable for the use of this money for those children and young people needing it.</p> <p>For pupils identified as having a higher level of need, further applications for FFI are completed by the schools SENDCO. For pupils with EHCP's from Wakefield and North Yorkshire, applications are not needed as FFI is linked to the EHCP.</p> <p>The school uses the FFI funds to put appropriate support in place to meet the specific needs of a pupil. Working in partnership with professionals, money is targeted at children and young people with the most complex needs who require the most individualised provision. SEND funding can also be spent on the purchase of specialist equipment or resources that will support the pupil's progress.</p> <p>The notional SEND funds are used to provide a range of support for pupils with SEND which may include (but are not limited to) the following:</p> <ul style="list-style-type: none"> • SEND assistant support • Flexible Learning Groups • Transition sessions • Daily Meet and Greet • Break and Lunch Club • Pre and post teach • Homework Club • Literacy and Numeracy intervention (small group or individual) • Core subject tuition (small group or individual)
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- Social, Emotional and Mental Health Groups e.g. social skills, self-esteem, anger management, Zones of Regulation
- Autism Support Group
- Speech and Language intervention

At the start of each academic year a considerable amount of planning and preparation takes place to ensure that all support staff are utilised effectively. This is done to ensure we meet the needs of all our pupils and achieve the best outcomes, as well as promoting independence, social skills and life skills in preparation for adulthood. ***Our inclusion staff are organised into teams to ensure that provision considers the additional training and experience of the staff involved.***

Allocation of resources is the responsibility of the Headship Team and reflects priority of need which is advised by the SENDCO. This process is monitored by the Brigshaw Learning Partnership Directors and Local Governor.