



SEN INFORMATION REPORT

(Special Educational Needs and Disability (SEND) Information Report)

Scott Primary School's Mission Statement

Inspire – Believe - Achieve

Scott Primary is an inclusive school and we celebrate the fact that each and every child is unique and therefore, the educational needs of every child are different. This is especially the case for children with Special Educational Needs.

What kinds of special needs are provided for in this school?

Where can I find out about what is available locally for me, my family or my child?

Bedford Local Authority has published its own Local Offer which can be accessed by the link below.

[Bedford Local Offer](#)

This is the link to Scott's Local Offer:

[Scott Primary School | Bedford Local Offer](#)

At Scott, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

We support children with the full range of SEN as identified in The Code of Practice -

This encompasses the four main areas of SEND.

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

In the last academic year 2021 – 2022, 19.5% of children in the school were identified and supported with a range of small group and individual interventions.

1.1% of children were supported with an Education, Health and Care Plan.



SENDCO: Mrs Anita Barker

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Who is involved?

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO as necessary.
- Writing children's Individual Education Plans Provision Maps and keeping them up to date.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher: Mrs Anita Barker

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mrs Jo Sawford

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.
- Makes regular monitoring visits.

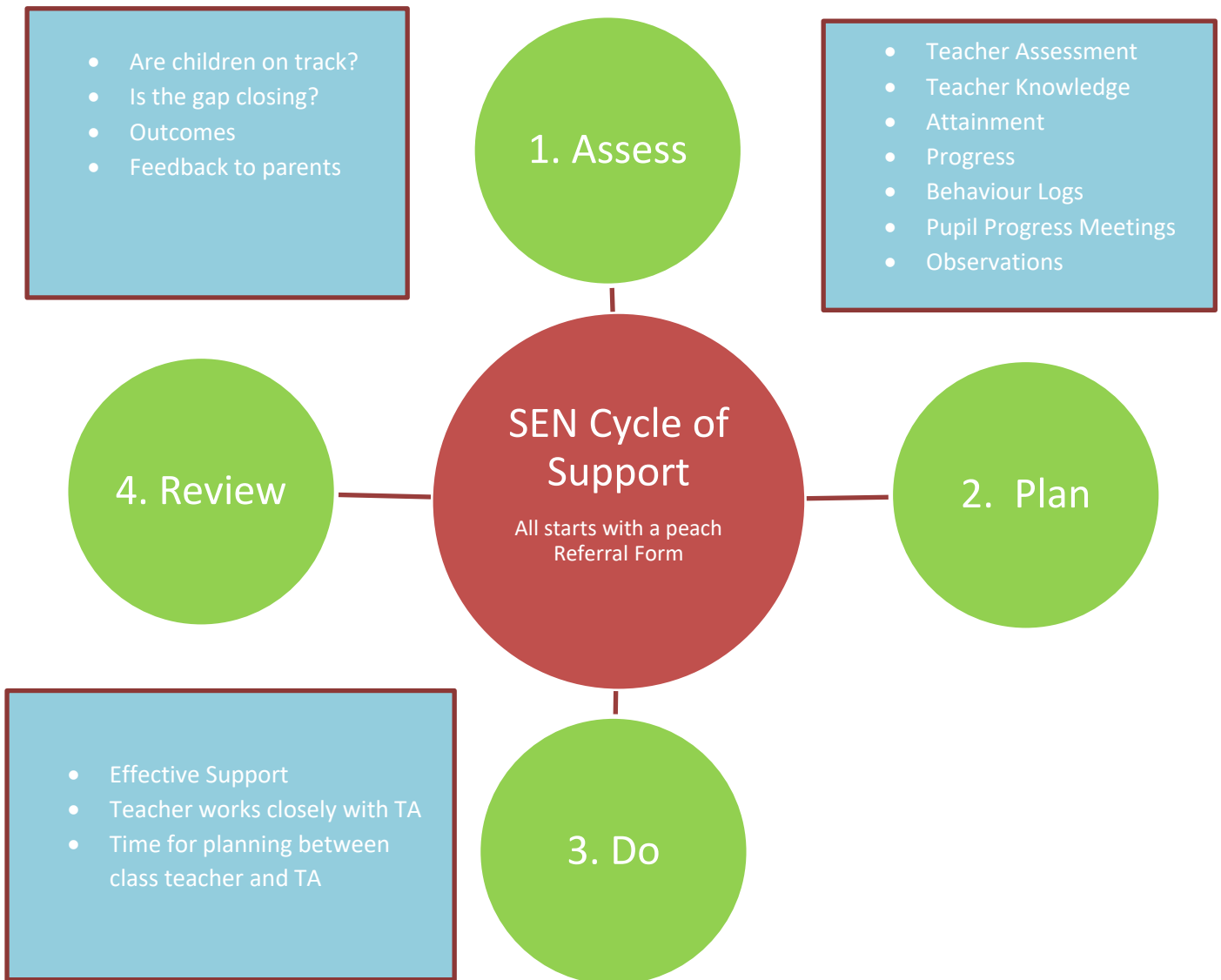
School provision -

- Teaching Assistants / Learning Support
- Breakfast club / After school club and School clubs
- Family Support Worker
- Nurture Group Staff

Local Authority Provision delivered in school if appropriate for identified needs -

- Autism Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour Support Team Health Provision delivered in school
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- CHUMS

What additional support is there for my child?



All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
- Parents and children being involved in decisions and targets set for children.

How will teaching be adapted to meet the needs of my child?





How will my child be involved in their own learning?

Children are involved every day in their own learning. They are involved in the marking of their own and their classmates' work, through peer assessment. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are co-produced with them and they take ownership of them.

How accessible is your school?

- We recognise that accessibility is not easy at Scott Primary as the school is built on many different levels and across two sites, but our Accessibility Plan sets out our aspiration to become more accessible. We do of course, make reasonable adjustments.
- Our Reception classroom block is fully compliant with DDA requirements.
- There is a lift to the second floor in the North Pole site.
- There is a disabled toilet in the Reception block and on the North Pole site.
- Alternative coloured paper is available for pupils and staff with Dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops and iPads are readily available.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- Parents are also supported by the Family Worker and adult learning classes are available in school on areas such as phonics, literacy and numeracy.

What skills do the staff have to meet my child's needs?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attention deficit hyperactivity disorder (ADHD) and dyslexia.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The SENDCO has planned a programme of training for staff including Mental Health and Attachment training.
- The SENDCO has recently completed the National Award for SENDCOs.

How will you support children with Emotional, Social and Mental Health needs?

We recognise that pupils with SEND may well have Emotional, Social and Mental Health needs, that will require support in school.

- The Emotional Health and Wellbeing of all our pupils is very important to us. We have a Mental Health policy.
- We have a robust Child Protection Policy in place; we follow National & LA Guidelines.
- We have a robust Behaviour Policy in place.
- The Head teacher, Assistant Head teachers, Family Support Manager and all staff continually monitor the Emotional Health and Wellbeing of all our pupils.
- We are an Anti bullying school.
- A number of our Yr 5 and 6 children are trained Playground Pals.
- We run a Nurture Group four afternoons a week run which follows the Nurture Principles.
- We run social and emotional intervention groups for pupils who require extra support.
- We have members of staff who work with pupils on an individual basis to support their Emotional Health and Wellbeing. This is led by our Family Support Manager.
- All staff receive positive behaviour training regularly.
- We support children's medical needs and follow any Care Plan's children have with very close liaison with parents.
- We work in partnership with Grey's Medical Needs Support for children who need home/ school support.



- We make sure activities outside the classroom and school trips are available and accessible to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What extra-curricular activities can my child participate in?



How will I know how my child is doing?

At Scott Primary School your child's progress is continually monitored by their class teacher, SENDCO and the Senior Leadership Team.

- Parents hold invaluable information on their child and know them best, so our first port of call is parents. We value the information and insight you can give us on your child and how best we can support them in all areas of the curriculum, school life and their emotional and social development.
- Progress is reviewed formally every half term in reading, writing and numeracy and discuss with the Head teacher, Assistant Heads and SENDCO during Pupil Progress Meeting.
- If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail.
- At the end of each key stage (i.e. at the end of year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children on the School SEND register will have an Individual Education Plan (IEP). This has targets set for your child and will be reviewed every term. You will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and any social care or medical needs.
- The Leadership Team and SENDCO will also check that your child is making good progress with any individual work and in any group intervention that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/ School communication books
 - Reading Journals
 - Parents evenings
 - Additional meetings as required
 - Reports

What happens if I am worried about my child?

If you tell us you think your child has SEND, we will discuss this with you and investigate. We will share with you what we find and agree with you what we will do next and what you can do to help your child. The first person to speak to is the class teacher, who will speak to the SENDCO.



How do you identify children who may have special needs?

How do I get to know if my child has SEND?

When children have an identified SEND before they start at Scott Primary, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff think that your child has SEND we will observe them, we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENDCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision
- We may suggest adaptations to the transition period to help your child to settle more easily

How will it work?

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by filling out an Early Help form and referring it to the Local Authority SEND Team.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.



The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or attending the Nurture Group.
- A group or individual work with outside professional.
- Further assessment with other professionals when and if appropriate.

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your 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 you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA 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 your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

Toe by Toe

Nurture groups through pastoral care

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

What if I think my child needs more help than the school can provide?



How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

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

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure that they know about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - All IEPs and Provision Maps will be shared with the new teacher through the class Inclusion Folder.
 - Depending on the needs of the child, a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
 - Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into Scott Primary School during the academic year:
 - We will meet with you and your child to discuss their needs and decide how to best transition into our school.
 - We will liaise with previous school SENDCO to discuss the provision and obtain records from external agencies.
 - Organise meetings as needed after transition to discuss settling in and progress.
- In Year 6:
 - We fully support parents and carers in making decisions about the secondary school they choose for their child and work with them to ensure the transition from KS2 to KS3 is smooth.
 - The SENDCO will attend transition meetings to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for SEND students as appropriate.
 - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
 - Secondary School support workers are invited into school.
 - 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.



How do I complain if I am not happy with what is happening for my child?

Depending on the nature of the concern, you may wish, or be asked to, follow the school's formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within one month of the incident occurring except in exceptional circumstances. The prime aim of Scott Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school. Please find the complaints procedure on the website link -

<http://scottlower.co.uk/secure/uploads/2016/05/17-Scott-Complaints-Policy.pdf>

If you have any further questions then contact the school and we will be more than happy to help you.

Tel: 01234 352630

Email: SENDCo @scottprimary.co.uk

This Information Report will be viewed annually.

Next review due – October 2024