



# Buxton Primary School

## SEND Information Report

### Part of the Norfolk Local Offer for Learners with SEND

September 2019

#### Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietors policy for pupils with SEND.

The information published must be updated annually. The required information is set out in the draft SEND regulations which are available on the school website.

At BUXTON School we are committed to working together with all members of our school community. This local offer has involved pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENDCo                Mrs Jan Cuss  
Asst. SENDCo:     Mrs Gail Swann  
SEND Governor:   Mrs Madeleine Dimsey  
Headteacher:      Mr Imran Khan

If you have any specific questions about the Norfolk Local Offer please look at the Norfolk Local Offer website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>  
Alternatively, if you think your child may have SEND please speak to their class teacher in the first instance. As with every concern, if your query cannot be answered by the class teacher, you will be passed to the school SENDCo.

#### Our Approach to teaching Learners with SEND

At Buxton School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy on the school website.

Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with specific need, if appropriate.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Buxton School we value:

## **‘Learning for all’**

### **How we identify SEND**

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

**“A child or young person has SEND 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 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.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from their learning. At Buxton school we are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2018-2019 showed that we had 9.9% of children identified with having SEND, and 1.5% of children at the school have an Educational Health and Care Plan (EHCP)

Our SEND profile for 2019-2020 shows that we currently have 8% of children identified as having SEND, and 1.5% of children have an Educational Health and Care Plan (EHCP)

### **Assessing SEND at Buxton School**

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Buxton school we ensure that assessment of educational needs, directly involves the learner, their parent/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within the cluster, which we can use to identify a specific need.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Buxton Primary School have also commissioned for 2019/20 support from:

Child Counsellor on staff – full time (Pastoral Support)

Forest Schools TA (Level 3 trained) – social and emotional support

Forest Schools Trained Teacher (to Level 3)

Opportunity to purchase/access as necessary:

‘School to school’ support – specialist provision from Special Schools in County

Educational Psychologist

Specialist teacher

Physiotherapist

Occupational therapist

Speech and Language Therapy

Access Through Technology

We also employ a number of Teaching Assistants and HLTA’s who deliver the interventions in the provision map as coordinated by our SENDCo.

The Aylsham Cluster SENDCo’s work closely with each other and aim to meet at least termly to share expertise, experiences and offer advice and support.

### **What we do to Support Learners**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers,

and we at BUXTON are proud of our Teachers and their developments. The Teacher Standards are available on request.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- tablets, laptops or other alternative recording devices
- Positive behaviour rewards system
- TA targeted group support

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. The support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Buxton School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **Funding for SEND**

BUXTON School receives funding directly to the school from the Local Authority to support the needs of the learners with SEND. This is described in the SEND memorandum. The amount of funding we will receive for 2019-20 is £46815

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Buxton school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plans, do review, model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself or can be a formal meeting held regularly, where we can all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, senior Leaders and Governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority. This ensures that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Buxton School in 2019/20 we are continuing to offer a range of additional clubs and activities. These can be found in school newsletters or on the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SENDCO to discuss specific requirements. Please email the [sendco@buxton.norfolk.sch.uk](mailto:sendco@buxton.norfolk.sch.uk). All staff at Buxton School have regular training on the Equality Act 2010 as part of ongoing essential staff training. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.”**

#### Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Single Equality Scheme.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Buxton School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have your say**

Buxton School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful links**

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

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