

SEND Information Report

Part of the Norfolk Local Offer for Learners with SEND September 2021

Publication date: September 2021

Next update: January 2022



Introduction

Welcome to our SEND Information Report 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 proprietor's policy for pupils with SEND. The information published must be updated annually. In this we comply with: - Section 69 of the Children and Families Act 2014

- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate
- Section 6 of the Special Educational Needs and Disability Code of Practice 2015: 0 - 25 Years.

At Buxton Primary 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 see the Norfolk Local Offer website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Admissions

In accordance with the school admissions policy, Buxton Primary School will ensure it meets its duties under the Schools Admissions Code of Practice. Please see our Admissions policy

<http://www.buxtonschool.co.uk/wp-content/uploads/2020/04/Admissions-Policy-March2020-1.pdf>

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:

<http://www.buxtonschool.co.uk/wp-content/uploads/2020/10/Teaching-and-LearningPolicy-2020.pdf>

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 Primary School we value:

'Learning for all'

No child should be labelled as a failure and every child has something to offer. Every child should see their potential and believe they can achieve and meet their goals, and know that hard work and persistence is part of this (from our curriculum statement)

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

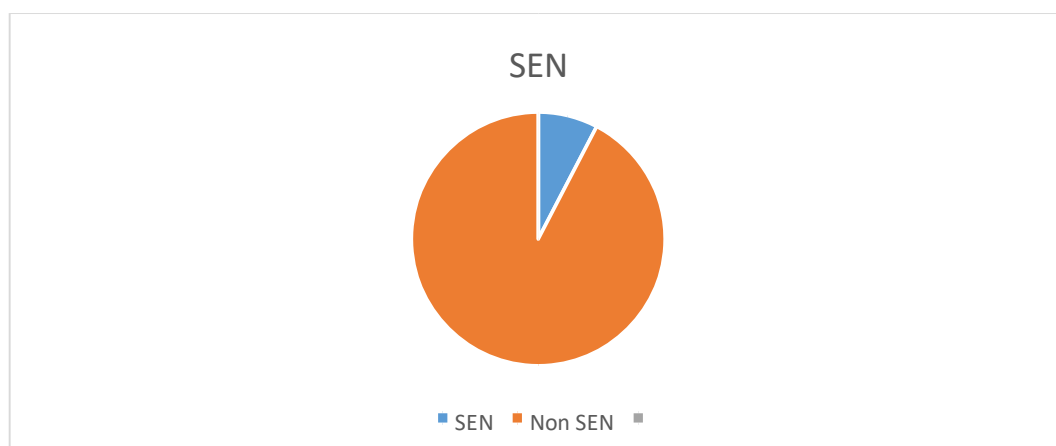
(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

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 2021 - 2022 shows that we currently have 10.1 % of children identified as having SEND.

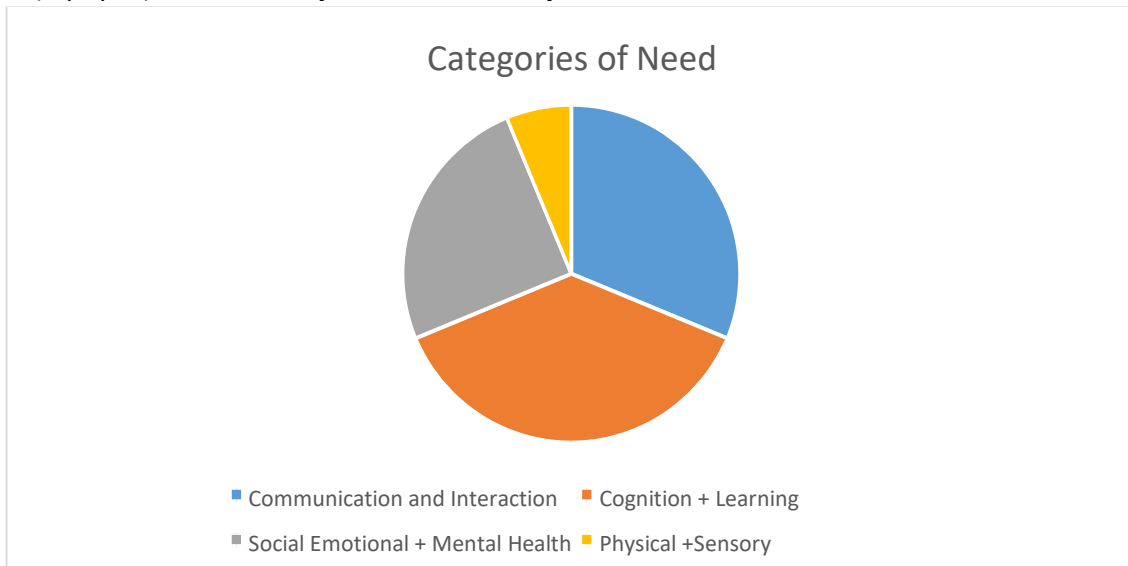
Pupils with an EHCP = 4 pupils (2.03%)



Categories of Need

A child identified as having SEND may have needs that link to any of the four categories as identified in the Code of Practice: **Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical.**

Currently, of the children identified as having SEND in school, 35% (6 pupils) linked to **Communication and Interaction**, 35% (7 pupils) of needs linked to **Cognition and Learning**, 20% (4 pupils) linked to **Social, Emotional and Mental Health**, 15% (3 pupils) linked to **Physical and Sensory**.



These relate to a child's primary need; a child may also have secondary needs in the other categories.

Some children may be looked after by the local authority, which may mean they live with foster carers, or they may be previously looked after. Some of these children may also have special needs. At Buxton, the teacher responsible for looked after children is the head teacher Mr Imran Khan and he is supported by Becky Weir, our Pastoral lead TA. Both these members of staff work closely with the SENDCo to ensure that all the children's needs are met.

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 Primary School we ensure that assessment of educational needs directly involves the learner, their parent/carer and of course their Teacher. This is explained in our SEN Policy –

<http://www.buxtonschool.co.uk/wpcontent/uploads/2020/11/Buxton-SEND-Inclusion-Policy-Sept-2020.pdf>

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.

Specialist services

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 2020/21 support from:

- ∑ Child Counsellor on staff – full time (Pastoral Support)
- ∑ Outdoor learning TA – social and emotional support
- ∑ Forest Schools Trained Teacher (to Level 3)

We also have opportunity to purchase/access as necessary:

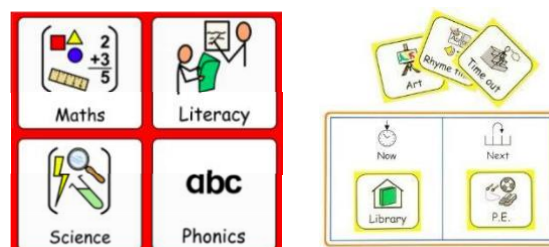
- ∑ 'School to school' support – specialist provision from Special Schools
- ∑ Educational Psychologist
- ∑ Specialist teacher
- ∑ Physiotherapist
- ∑ Occupational therapist
- ∑ Speech and Language Therapy
- ∑ Access Through Technology

What we do to Support Learners

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.

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 development.

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



- ∑ Visual timetables, now/ next visuals, symbols
- ∑ Writing frames
- ∑ Coloured overlays/ coloured paper
- ∑ Tablets, laptops, specialist software or specialist keyboards, tracker balls etc. ∑ alternative recording devices

- Σ Positive behaviour rewards system
- Σ Personalised checklists
- Σ Checking for understanding
- Σ TA targeted group support, specific groupings for specific lessons
- Σ Differentiated tasks with prompts and short breaks if necessary
- Σ Physical adaptations to the environment to improve accessibility



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.

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

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.

<http://www.buxtonschool.co.uk/governors/send/buxton-send-provision-map-sept-20/>

Special arrangements

Where necessary, special arrangements are made to help children with SEN to access SATs tests at the end of Key Stage 2.

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 2020-21 is £43,659. Additional funding can be requested on an individual basis.

How do we Find Out if this Support is Effective?

Progress data of all learners is collated by the whole school and monitored by Teachers, senior Leaders and Governors. Pupil progress meetings take place on a regular basis, where

teachers scrutinise the assessment data for all pupils and decide whether it might be necessary to put an intervention in place.

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.

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 graduated approach-which is 'assess, plan, do, review' and we ensure that parents/carers and children are involved in each step.



The graduated approach

When a teacher is concerned that a child is not making expected progress, they will discuss this with the SENDCo and decide what intervention should be put into place. A learning plan is used to record this intervention which will include a baseline and a target to aim for. This plan will be shared with the child and their parents/ carers and their views may be added to it.

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.

For some learners we may want to seek advice from specialist teams. In our school and together with other local schools, we have access to various specialist services. We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available <https://www.norfolk.gov.uk/children-andfamilies/send-local-offer>

EHC Plans

Where the child's needs cannot be met within the resources normally available in mainstream provision an Education Health and Care Plan (EHCP) may be necessary. An EHCP sets out how services will work together to meet the child or young person's needs. Focused on the outcomes for the child or young person, EHC plans are based on a coordinated assessment and planning process. The whole assessment and planning process must take no more than 20 weeks. If an EHC plan is issued, parents have a right to request a personal budget to control all of some of the delivery of the provision set out in the plan.

For further information regarding EHC Plans, please see the Norfolk Local Offer site.
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

One Page Profiles

In our school, all pupils have a one page profile, which sets out the pupil's strengths, interests and ways they like to be supported for learning. This informs all staff involved with each pupil, and helps us to personalise their learning.



Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Buxton School in 2021/22 we are continuing to offer a range of additional clubs and activities.

Participation for All

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SENDCO to discuss any specific requirements. Please email the 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

In the Equality Act 2010 the 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 our Single Equality Scheme:

<http://www.buxtonschool.co.uk/wp-content/uploads/2008/05/Buxton-Single-equality-scheme-09.12-updated-Sept-2016.pdf>

And our Accessibility Plan:

<http://www.buxtonschool.co.uk/wp-content/uploads/2019/09/Accessibility-Plan-May19.pdf>

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. When a child has specific needs or a disability, this will be shared with the relevant staff at the next school, and additional transition arrangements may be put into place.

Complaints

If a parent/ carer is not happy with the provision made available for their child they should:

- Σ Read the SEND Policy and SEN Information Report to understand the school policy and how it is implemented.
- Σ Refer to the SEN Support Guidance: 'Provision expected at SEN Support' <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-andtraining-0-25/special-educational-provision-we-expect>
- Σ Refer to webpage 'Help when things go wrong': <https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-forlearning/special-educational-needs-sen-support/help-when-things-go-wrong>
- Σ Contact the Norfolk SEND Information Advice and Support Service (IASS) Partnership: www.norfolksendpartnershiass.org.uk

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

- Σ Local Offer www.norfolk.gov.uk/SEND
Provides up-to-date information about available provision and how to access it

- Σ Norfolk SEND Information, advice and Support Service (IASS) Partnership www.norfolksendpartnershiass.org.uk

Provides information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

- Σ Just One Norfolk <https://www.justonenorfolk.nhs.uk/>

Provides information about all available Norfolk services to families