**OBPS**

**SEND information report 2024/25**

**All children at OBPS are special, those with SEND are celebrated and barriers to learning are removed by all of us to enable them to be successful.**

Oulton Broad Primary is a fully inclusive mainstream school that welcomes and celebrates the diversity of our children. We also have a 12 place Reception and Key Stage 1 provision – Kingfishers, which supports children with communication and interaction needs that cannot be met in a mainstream provision.

All children at OBPS are special, those with SEND are celebrated and barriers to learning are removed by all of us to enable them to be successful. We follow a strength-based approach to SEND using the work of Judith Carter. By looking at the whole child and collectively recognising and celebrating their strengths, barriers are removed and children are fully included in every area of school life and beyond when they transfer to Secondary school and into adult life.

 **Admission procedures for children with SEND**

For admissions to the Mainstream school there are no specific arrangements regarding SEND. The Governing Body follows the DFE/ Local Authority’s admissions criteria when offering places to children. Where a child is known to have significant needs, a transition programme is put in place and where necessary, appropriate training and resources are organised to maximise learning for children.

For admissions to Kingfishers (Specialist provision for Communication and Interaction) applications are made through an EHCP review through the local authority.

**How are classrooms and other areas of the school adapted to meet children’s individual needs?**

Our school site is wheelchair accessible including access to the playgrounds. We have a disabled toilet that is large enough to accommodate full changing and is suitable for wheelchair users. Adaptations are made as necessary and specific resources acquired to ensure access to safe and appropriate learning and play spaces.

To support this:

* Training and Risk assessments for manual handling
* The Leadership team conducts learning walks focussing on learning environments
* Kingfishers (SEND provision for Communication and Interaction) has a separate entrance for children who attend, as well as an accessible toilet with a changing bed, a sensory room and its own outdoor provision.

**How is SEND Funded at Oulton Broad Primary School?**

Oulton Broad Primary School receives funding from the local authority for every child, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Needs Funding or HNF) from Suffolk.

In 2022-2023 this was used primarily to employ additional teaching assistants to provide support for those children who require a high level of support. We have also used some of this money to buy specialist resources and equipment.

**How does the school know when a child has learning difficulties or special educational needs?**

A young person has special educational needs if they have a learning difficulty or disability which calls for special

educational provision to be made for them. A young person has a learning difficulty or disability if they:

* Have a significantly greater difficulty in learning than the majority of others of the same age,
* Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

Our school is an inclusive school where every child is special; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school’s SEND policy document is available on our website, detailing our philosophy in relation to SEND.

Additional and/or different provision in school can be available for children with a range of needs, including:

* **Cognition and Learning** **(C&L)** – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
* **Sensory, Medical and Physical** **(S/P)** – hearing impairment, sensory processing difficulties, epilepsy.
* **Communication and Interaction (C&I)** – Autistic Spectrum Disorder, Speech and Language difficulties.
* **Social, Emotional and Mental Health (SEMH)** – Attention Deficit Hyperactivity Disorder, Anxiety, Depression, Attachment Disorder, Eating Disorders

Our child-centred approach to working with all children enables us to know them and their families well. Our positive relationships with a range of partners mean that children’s needs are identified quickly and the most appropriate support strategy put in place.

* Tracking indicates that a gap is developing between children’s attainment and rate of progress compared to that of their peers
* Observations by the SENCO and Class teachers indicate identified children are having difficulties processing and applying learning independently
* Teachers discuss children during Pupil Progress meetings
* Concerns are raised by parents/carers
* Specific concerns are identified on school application forms and during subsequent admission/induction meetings
* Information/reports are received from other professionals, e.g. learning support, health colleagues, social care, etc.
* Specific assessments, e.g. for Wave 3 interventions, indicate children’s additional needs

**What should I do if I think my child may have Special Educational Needs?**

In the first instance make an appointment to speak to either:

* Your child’s class teacher;
* Mrs Johnson our SENDCo;
* Mrs Fox Deputy Headteacher

**How is the curriculum matched to meet children’s needs?**

From the outset, staff have a clear understanding of the nature of need and are in a position to:

* Differentiate tasks appropriately
* Set-up individualised and personalised learning programmes
* Organise appropriate additional adult support (small group or 1:1)
* Establish teaching groups within the class
* Organise and establish targeted intervention groups
* Identify additional equipment/resources to meet individual need
* Offer and encourage participation in a wide range of after-school clubs
* Apply and review strategies recommended by Advisory services and Therapists

**How do we prepare our staff for their role in working with children with SEND?**

* Our SENCo has ongoing training and development in the field of SEND.
* Our team of teaching assistants have experience and training in planning, delivering and assessing

intervention programmes.

* All of our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCo or other staff with relevant expertise.
* Staff in Kingfishers have ongoing training from a variety of professionals and agencies
* SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.

**What Specific Special Educational Provisions are in place and how are decisions made about how much support individual children receive?**

Support for our children is needs led. Their ability to learning alongside their peers is an important factor in the decision-making process re. the amount of support they receive. For our most needy children, information is also collated from Special Education Services (SES) that make recommendations re. appropriate levels of necessary support to enable children to access our provision.

* Termly discussions/review meetings ensure that children’s needs are being appropriately met and that our support/provision continues to be relevant
* Regular pupil progress meetings ensure that support for individuals is continuing to have positive impact on their learning outcomes
* Tracking children’s attainment and rate of progress ensures that support is regularly reviewed and adjusted as appropriate
* Class teachers also make decisions about support needed in class for specific purposes, e.g. reading, reading comprehension, spelling, mathematics etc.

**There are four levels of support**

1. **Quality First Teaching.** All children are special and therefore all children receive this. For your child this would mean:
* That the teacher has the highest possible expectations for your child and all pupils in their class.
* That all teaching is based on building on what your child already knows, can do and can understand.
* Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as using more practical learning.
* Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
* Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress. ∙

All children in school should be getting this as a part of excellent classroom practice when needed. At Oulton Broad Primary School, we address the needs of all children, regardless of whether they have a formal diagnosis of a Special Educational Need or a Disability.

1. **Targeted work.**
* Within the classroom environment, teachers may plan specific activities for your child to work on, either one-to-one or in a group with a classroom Teaching Assistant. These will be monitored and reviewed by both the teacher and TA, and will be adapted according to the needs of the child.
* Children with or without SEND may receive a targeted intervention or ‘Twilight’ tutoring after school– where a specific focus will be covered in a small group led by a Teaching Assistant. Their progress is monitored throughout the intervention and is reported back to the class teacher.
* Your child's class teacher may also request extra support from the Pastoral Lead, who is responsible for small group and one-to-one withdrawal sessions for children with and without SEND, using a variety of interventions. Their progress is monitored throughout the intervention and is reported back to the class teacher and the SENDCo.
* It may be appropriate at this stage to provide your child with a Support Plan. This is a target-setting

approach that is strength based, which allows you and your class teacher to set appropriate targets to assist your child in making progress towards academic or social goals. The Support Plan will be reviewed termly by you and your child's class teacher, and is also shared with your child. The process is overseen by the school SENCo and targets are tracked and monitored in school to ensure that they remain appropriate. **Assess, Plan, Do, Review**

1. **Specialist support**

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and targeted work. This means they have been identified by the class teacher/SENCo as needing some extra specialist support in school. Advice from professionals outside the school will be sought. This may be from:

* Speech and Language Therapy Service (SALT)
* Specialist Education Service (SES)
* The School Nursing Team
* Child and Adolescent Mental Health Service (CAHMS)
* Psychology and Therapeutic Services
* NHS Occupational Therapy Service (OT)

For your child this would mean:

* Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and targeted work.
* You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.
* You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.
* 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 better targets which will include their specific expertise

∙

1. **EHCP**

This is usually provided via an Education, Health and Care Plan (EHCP).This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which requires additional support to be made available to the school.

* The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.
* 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.
* After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. Even without an EHCP in place, staff at Oulton Broad Primary School will support your child to make progress.
* The EHC Plan will outline the provision required for your child to reach the targets outlined in the plan and what strategies must be put in place. It will also have long and short-term goals for your child.

**How are parents/carers informed about their child’s needs and what support they are receiving and how are parents included?**

Positive relationships with our families enable key information from a range of sources to be shared, and agreed strategies implemented. This process is supported by:

* Regular parent/carer meetings - share targets/support plans highlighting key actions to be working towards/achieved
* Copies of reports from external support agencies – Special Education Services (SES)
* Formal Annual review meetings and informal day-to-day meetings with the SENCOs and/or class teachers

**How do we know children are making progress?**

Our staff are reflective practitioners and pro-actively plan–review-revisit-implement change if needed.

* Staff’s knowledge, understanding and experience tell us if children are on track or falling behind
* Assessments identify individuals and/or groups of children that are ‘emerging’, ‘meeting’ or ‘exceeding’ expectations
* Regular pupil progress meetings re. progress
* Half-termly tracking of progress for target/specific children
* Leadership Team members are regularly in classes
* Children have a strong pupil voice - they tell us about their learning, what they are enjoying, what is going well, what they need help in, etc.
* Subject leader audit trails

**How are parents/carers informed about how their child is doing?**

* Regular formal Parent Evenings
* Termly Support Plans/target setting reviews and reports shared with parents
* Annual review meetings for those children who have an EHCP
* Parents and carers welcomed in school for discussions with teachers, SENDCO and members of the Leadership team
* Leadership team are on the gates every day at the beginning and end of the school day

**What arrangements do we make to support children’s transition?**

Transition involves many different ‘phases’, i.e. from EYFS - Key Stage 1 - Key Stage 2.

To enable this:

* SENCO meets regularly with DSL and Pastoral Lead to discuss identified children with SEND or children who we consider vulnerable. This involves discussing needs, support strategies, recommended interventions and support from outside agencies
* Extra transition visits are arranged for identified children, so that they become more familiar with their new surroundings
* Members of the Leadership team have responsibility to ensure continuity of provision across the various Key Stages.
* Initial transition meetings are arranged in collaboration with destination schools (KS2 to KS3 ) for any other children who present with SEND
* For children entering Kingfishers – visits by staff members to current setting or home to enable the child to become aware of and comfortable with staff members.
* Transition forms are completed by Year 6 staff / SENCO detailing academic progress, barriers to learning and successful strategies used to date
* Transition visits to new secondary schools are arranged for some children

**What arrangements are made to support children with SEND taking part in after-school activities outside the classroom?**

All children are able to participate in our creative curriculum and if they choose, our extended day provision. High staffing ratios ensure equity of access and parity of provision through appropriate risk assessment. The following are also taken into consideration:

* Curriculum planning ensures that Educational visits, Residential visits, etc. are carefully considered and accessible/offered to all
* Some children may require extra preparation and support before a visit – pre-visits ensure that potential risks are identified and measures agreed to ensure safety/enjoyment
* Special considerations and particular arrangements are planned for, i.e. children’s medical needs, information in care plans, dietary requirements, mobility and transportation, e.g. stairs, lifts, taxis, wheelchairs, etc.
* Varied activities are planned to ensure appropriate engagement
* Extra adult support is organised

**What should I do if I am not happy with the provision for my child?**

* Our primary concern is the education and welfare of your child, and our SEND provision is designed to support all children who require additional assistance.
* If you have concerns about your child’s progress you should speak to your child’s class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo (Rhian Johnson), Deputy Headteacher (Louise Fox) or Headteacher (Jamie White).
* If you are still not happy, please refer to the school complaints procedure.