



Bournebrook
Church of England Primary School

Bournebrook C of E Primary School's SEN information Report

Background

As part of the Children and Families Bill 2014, all schools in Warwickshire are required to publish their school specific information about arrangements for identifying, assessing and making provision for children with Special Educational Needs and/ or Disability (SEND). The collation of school specific information will form part of a county- wide Local Offer of provision.

This document sets out to provide clear information to parents of children with SEND at Bournebrook C of E Primary School.

An overview of our school

Bournebrook C of E Primary School is a small Church of England Mainstream Primary School. The pupil admission number for each year is 20, this results in mixed age group classes in Key Stage 1 and Key Stage 2. Foundation Stage consists of a part time nursery and Reception. There are currently 130 children on roll

A lower than average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals. 19 pupils are on the Pupil Premium register. We have around 19 children (23% of children) on our SEN register. This is higher than the national figures (January 2024) of 18.4%. Eight of the 19 children (42%) on the SEN register have an Education, Health and Care Plan.

In September 2014 a new Special Educational Needs Code of Practice introduced changes to the law for children and young people with SEND. Statements of Special Educational Needs have been replaced with an Education, Health and Care Plan for those children and young people with complex needs. For children with less complex needs but who still require support, there is category used called Special Educational Needs (SEN) Support.

The kinds of special educational needs that are provided for at Bournebrook C of E Primary School

At Bournebrook C of E Primary School we strive for inclusion for all children and support children with a range of special educational needs, with varying degrees of complexity. These needs can impact the child's capacity to learn in all areas or be more specific. As school we have high expectations of all pupils, we strongly believe every child should have the opportunity to be successful. We have a fully inclusive ethos.

We support children with the following areas of need:-

- Communication and Interaction difficulties (such as Autistic Spectrum Disorders)
- Cognition and Learning (such as specific literacy difficulties)
- Social, Mental and Emotional Health
- Sensory and/or Physical (such as visual or hearing impairment and children with medical needs).

Adults with SEND Responsibility

SENDCo Ellie Nelson

SEND Governor Maureen Pegg

Head teacher Nicola Smith

We hope that this information is helpful to you.

1.) How will the school know if my child needs additional help?				
	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
At Bournebrook C of E Primary School we recognise the importance of early identification of pupil needs and potential barriers to learning. We know that early identification is vital so that appropriate support can be put in place as soon as possible. Pupil's needs are identified through initial home visits in nursery or reception, ongoing tracking of pupil progress and conversations with	Observations by members of staff (including Lunch Time Supervisors). Information or concerns raised by Health Visitors.	Tracking of progress by the class teacher and SENCO to identify pupils who are making less than expected progress or who fail to match or better their previous <i>rate</i> of progress.	Observations of behaviour Parental concerns Information from parents regarding events which occur outside school, which may have an impact on their child's social, mental or emotional health.	Observations from Staff Communication and information from medical professionals such as the health service.

<p>parents, children, teachers and support staff. We can also gain information from assessments or observations from outside agencies and transition information from previous schools. The school follows a graduated approach to respond to pupil's needs. The response depends on the progress a child makes and the effectiveness of the interventions. This starts with a child accessing quality first teaching, with a differentiated curriculum within the class, to involving outside agencies when necessary.</p>				
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2.) How will this information be shared with me?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Your child's class teacher will inform you of any concerns they might have about your child's progress. The class teacher will consult the SENCo and discuss the child's needs. In consultation with parents, decisions are made as to what support will be put in place to best address the need. Parental permission is always sought before any action is taken (e.g. before a child is added to the SEN register) or before any referrals are made. Individualised targets/outcomes are set and support put in place to help the child to reach their targets. These targets are</p>	<p>Speech and Language Therapy assessments are directly shared with parents. The Speech Therapist meets with parents in school to share targets and therapy work and also to advise parents on how best to support their child at home.</p>		<p>Maple leaflet provided to families before sessions start.</p>	<p>Health professionals usually contact and share information directly with parents, often outside school</p>

<p>recorded on an individual curriculum plan Page Profile. The individual curriculum plan will include a review of previous targets and the new targets.</p> <p>The One Page Profile will be written in consultation with the class teacher and is shared with parents during structured conversation meetings. School and home working together. Makes the partnership successful. This is an opportunity for parents to contribute or comment on the targets and planned support. The SENCO will arrange meetings with parents to update on the impact of interventions when necessary. Parents are invited to meet with professionals from outside agencies who have supported their child. Copies of any reports or assessments are given to parents.</p>				
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3.) What should I do if I think my child may have a special educational need or disability?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Speak to your child's class teacher.</p> <p>Arrange to meet with the SENCo (Ellie Nelson) in school.</p> <p>Consult with the school's SENCo if you have spoken about your concern with a G.P.</p>	<p>Speak to GP about Speech and Language referral.</p>		<p>See your G.P and keep the school informed. The G.P can make referrals to RISE (previously CAMHS - Child and Adolescent Mental Health Service) if this is deemed appropriate.</p>	<p>See your G.P and keep the school informed.</p> <p>Give school copies of any reports which detail a diagnosis/ medication etc.</p>

4.) How will I know how my child is being supported?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The support that is planned for your child will be shared with you in various ways including, parents consultations,</p>	<p>Parents will be sent copies of Speech and Language targets by the Speech Therapist.</p>		<p>Letters will be written to parents to inform them of interventions their child will be involved in.</p>	<p>Outside agencies will share with parents the support that they are giving their child.</p>

<p>parental copies of One Page Profiles and additional meetings arranged by the SENCO. Parents or carers always welcome to contact the SENCO to share any concerns.</p>				
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5.) How will the curriculum be matched to my child's needs?

Specific Area Focus				
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The curriculum at Bournebrook C of E Primary School is differentiated to meet the needs of all children. Some children will require the curriculum to be adapted further to meet their specific needs. Whilst we recognise that it is vital that all children access quality first teaching in the classroom, further targeted support may be necessary in order to address their barriers to learning. This may involve interventions</p>	<p>Speech and language therapy sessions take place with the therapist or a trained member of staff. Adaptations are made to ensure that the presentation of instructions and activities are accessible and understood by all children. This might include the use of visual aids, topic vocabulary banks, talking tins, voice activated software etc.</p>	<p>Resources and adaptations to resources are used to support children to access the curriculum. This might include the use of visual aids, topic vocabulary banks, talking tins, voice activated software, phonic charts etc. Work is differentiated to support the child's current attainment and their next steps to learning.</p>	<p>All staff working with the child will be aware of their needs and the best way to support them. This may include reducing demand of school work until child is feeling more regulated and ready to learn.</p>	<p>Resources and adaptations to resources are used to support children to access the curriculum. This might include specialist equipment for children within this category of need. Resources are either provided by an outside agency or bought in by the school.</p>

<p>which take place outside the classroom in small groups or on a 1-1 basis. Advice will be sought from relevant outside agencies to ensure that all children are included in all aspects of school life</p>				
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6.) How will the school monitor how well my child is doing and how will they inform me about this?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Class teachers regularly assess children's attainment. Attainment is recorded termly onto a computerised assessment system. The progress children make is monitored by the class teacher, for all the children in their class. In addition the school has Progress Meetings with Senior Leaders. If teachers have any concerns regarding pupil</p>	<p>The school's speech therapist meets with parents to share her assessments or reviews of pupil progress.</p>	<p>Tracking of progress Progress meetings with senior managers, Phase Leaders, SENCO and class teachers.</p>	<p>The school employs a qualified counsellor who meets with parents to review the child's progress and share the observed progress.</p>	<p>School can complete sensory screening to assess sensory needs and put strategies in place to support child in school. Specialist support services, e.g. occupational health services will meet with parents and children outside school to assess progress (e.g. after therapy has taken place).</p>

<p>progress they consult the SENCo and parents are informed. The SENCo monitors the progress the children on the SEN register make and in particular progress within interventions that have been put in place. If staff are concerned about progress parents will be informed. Further advice may be sought and adjustments will be made to the type of support, amount of support or resources used. Children with an Education, Health and Care Plan will have Annual Reviews of progress, which parents attend. In addition, parents will discuss their child's progress with the class teacher during the parents evening consultations which take place twice a year (with a third optional opportunity in the Summer term). One Page Profile reviews and targets are shared with parents during parent's evening and any changes in provision will be</p>				
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<p>discussed. Where necessary additional meetings are arranged by the SENCO. These additional meetings usually involve the outside agency that has worked with your child. School reports are sent home for all children each Summer term. Parents are encouraged to contact the SENCO or class teacher if they have any concerns about their child's progress.</p>				
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7.) What support is there for my child's overall well-being?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Bournebrook C of E Primary School we care about the overall well-being of all our pupil. We employ a qualified counsellor from The Sycamore Counselling</p>	<p>Referrals to Speech and Language Therapy</p>		<p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or</p>	<p>school nurse-Compass</p>

<p>Service who works with up to two children one afternoon a week. The work she does is based on play therapy, the children receive support for approximately 10 weeks depending on the individual.</p> <p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or RISE (previously known as CAMHS -Child and Adolescent Mental Health Service)</p> <p>The school has trained Early Help Lead professionals who will support parents and children.</p> <p>The school Nurse can be contacted for advice from school staff and parents can arrange to meet with the nurse in school.</p> <p>At Bournebrook we value the views, opinions and</p>			<p>RISE-(CAMHS -Child and Adolescent Mental Health Service) Sycamore Counselling Service</p>	
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<p>feelings of our pupils and during one page profile reviews, discussions take place between the pupil and a member of staff who works with the child, to seek their views about their child progress</p> <p>Due to being a small school staff know all the children, this allows for a key adult to keep a close eye or have a 'check in'.</p>				
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8.) What specialist services and expertise are available at or accessed by the school?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Bournebrook we buy in specialised services who work closely with us to support children at our school</p> <p>Other services accessed by the school include:-</p> <ul style="list-style-type: none"> • Educational Psychologist 	<p>Speech and Language Therapist Educational Psychologist The Specialist Teaching Service IDS (Specific Speech and</p>	<p>IDS (Including The Early Years Team) Educational Psychologist The Specialist Teaching Service</p>	<p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or RISE (CAHMS – Child</p>	<p>IDS (Integrated Disability Service- e.g. The Visually Impaired Service, Hearing Advisory Team, Physical Disability Service, Occupational Therapy etc). Physiotherapy (NHS)</p>

<ul style="list-style-type: none"> • IDS (Integrated Disability Service) • School Nurse • CAMHS • Occupational Therapy • Physiotherapy • Family Support and Learning Mentor • Sycamore Counselling Service • Early Help officers/trained professionals. 	<p>Language Team) IDS (Autism team)</p>		<p>and Adolescent Mental Health Service) Sycamore Counselling Service</p> <p>Early Help officers/trained professionals</p>	
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9.) What training have the staff had in relation to SEND?

Specific Area Focus				
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The school provides Continuing Professional Development (CPD) for all staff during INSET days, staff meetings and courses targeted at specific training needs. The school organises</p>	<p>Specialist Teaching Service- ASD SALT (Speech and Language Therapy) – Makaton signing Two staff are have a trained TA who delivers Speech and Language</p>	<p>The Specialist Teaching Service provides training to teachers and TA's to equip them with strategies to adapt the curriculum or resources for children in their classes e.g.</p>	<p>Specialist Teaching Service- ASD Members of the SEN team have been trained to deliver Nurture Provision.</p> <p>The Teachers and TAs</p>	<p>The IDS Visually Impaired Team support class teachers. Physiotherapists train TAs in the delivery of support packages for individual children.</p>

<p>training for the whole staff or individual teachers in relation to SEN and to address training needs. The SENCO has achieved the National award for Special Educational Needs Coordination' She arranges training for staff in relation to specific children's needs e.g. Autism.</p> <p>The SENCO regularly attends training events and consortium meetings, the information is disseminated to staff.</p> <p>The SENCO is ensures that all the staff who work with a child with SEN, are informed about that child's needs.</p> <p>The school works closely with all outside agencies, who provide specialised training for TAs and teachers who have children with SEN in their class, e.g. the Visual Impairment Team.</p>	<p>Therapy under the direction of the therapist.</p>	<p>Precision Teaching. Direct Instruction</p>	<p>(Teaching Assistants) were trained in Attachment Disorder difficulties and Trauma informed approaches in October 2022 Support from lead SEND specialist incorporating cycles of regulation June 2023. The Goose Theatre trauma awareness January 2024</p>	
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10.)How will the school ensure that my child will be included in all activities in and outside the classroom, including school trips?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Activities are adapted where necessary and where possible. This involves consulting pupils, their parents and specialist agencies to ensure that children are included in all activities in and out of school. We ensure that every child develops and learns to their full potential.</p> <p>When planning school trips the school will contact the venue to discuss the needs of individual children and if necessary will conduct pre-visits to determine any potential difficulties or risks to pupils. The</p>	<p>Visual Timetables are used in classrooms to support all children but specifically support children on the Autistic Spectrum.</p>	<p>Work is differentiated personalised to enable children with learning difficulties to access the lesson and learn at their level.</p>	<p>Pictures/ visual stories are provided before trips to support children</p>	<p>Specific and additional TAs accompany children on school trips.</p> <p>Advice is taken from specialised agencies to ensure that appropriate adaptations are made, e.g. Occupational Therapy-swimming lessons.</p>

<p>school will carry out a risk assessment prior to a visit. This will determine the suitability of each activity for all children including those with SEN.</p> <p>The school provides extra-curricular clubs and activities which are offered to all pupils and adaptations are made where possible to ensure inclusion for all children.</p> <p>(See 'How will the curriculum be matched to meet my child's needs?').</p>				
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11.)How accessible is the school environment?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)

<p>The school is advised by specialised agencies in order to make adaptations to the school environment to ensure that children can access all areas.</p> <p>All classrooms are on the ground floor level.</p> <p>Adaptations have been made to the KS1 and KS2 playground for visually impaired children. Signs and visual prompts are displayed around school to support all children and adults.</p>	<p>Our School is a 'Dyslexia Friendly' school. We use visual symbols around school to help the children and our visitors.</p> <p>Each class has a visual timetable.</p>	<p>Resources to support cognition and learning in the classroom include:-</p> <p>Phoneme frames</p> <p>Word mats</p>	<p>The calm room and Maple room provides an area for children to take time to reflect and regulate.</p>	<p>All classrooms are on the ground floor level.</p> <p>Coloured overlays</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Sensory bags in each classroom</p> <p>Changing station in EYFS and accessible toilet</p>
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12.)How will the school prepare and support my child when they arrive at Bournebrook C of E Primary School or transfer to a new school, such as secondary school?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
Before children come to school in nursery and	For children on the Autistic Spectrum, the school support		Photographs and pictures to reduce anxiety	Specialised teams attend transition meetings with parents,

<p>reception, home visits are arranged to familiarise children and parents with school staff. There are induction visits and meetings for parents arranged for foundation stage children.</p> <p>For children transferring to secondary school, the SENCO meets with representatives from the local schools to pass on relevant information regarding children on the SEN register.</p> <p>For SEN children who join us from other schools, including special schools, or who leave us, we arrange transition visits which are planned carefully depending on the needs of the child. These visits usually increase in duration and frequency until the child feels settled and ready to join the new setting. We liaise carefully with other settings when planning transition. Files, records and reports are shared with new schools.</p>	<p>transition by making transition booklets for the children. These booklets include photographs of the new classroom, new teachers, as well as the new environment. The aim is to reduce anxiety during the transition to a new class.</p>			<p>TAs and the pupils, at the secondary schools, so that they can make the necessary adaptations.</p>
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13.) How are the school's resources allocated and matched to children's special educational needs?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Bournebrook C of E Primary School the SEN team includes the SENCO, And some specialist TA's who support children on the SEN register. If pupils require additional in class support, such as statemented children with complex needs, additional TA support is provided.</p> <p>During Annual reviews and reviews the SENCO, class teacher and relevant specialist agencies and parents plan the most appropriate interventions to support the child.</p> <p>The SEN budget pays for SEN support and the interventions</p>	<p>Referrals are made to Speech and Language Therapy and support within school is provided, in addition to the therapist's support.</p>	<p>Referrals are made to The Specialist Teaching Service. Assessments and advice guide decisions about interventions used.</p>	<p>The school has a universal approach to develop emotional literacy.</p>	<p>Advice regarding support and resources is sought from agencies that work with the child, such as, The Integrated Disability Service, Physiotherapy, Occupational Therapy</p>

<p>provided, as well as paying for outside agency/ specialist support services, training and resources (such as specialist equipment). Resources/ interventions are allocated according to pupil needs and their barriers to learning. The evaluation of the impact of interventions is reviewed and monitored regularly to ensure that outcomes are met.</p> <p>Advice is sought from specialist agencies to ensure that the most appropriate resources are matched to pupil needs.</p> <p>Where the support required for a child costs more than is allocated in the notional SEN budget the SENCO will apply for Higher Needs Funding by completing a costed provision Map.</p>				
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<p>14.) How is the decision made about what support my child has or how much support?</p>	
	<p>Specific Area Focus</p>

General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>During Annual reviews the SENCO , class teacher, relevant specialist agencies and parents plan and agree the most appropriate interventions to support the child.</p> <p>How much support a child receives is based on a child’s individual needs and previous progress/ attainment. The school is mindful of the importance of supporting children, to gain the skills necessary, to become independent learners. The children may be taken off the SEN register if they make sufficient and sustained progress.</p> <p>The progress of all children is monitored closely and the effectiveness of interventions is reviewed regularly throughout the school year in consultation with the class teachers, SEN TAs and outside agencies providing intervention. We have high expectations for all children, including SEN children, based on their individual needs and ability.</p>				

15.) How will I be involved in discussions about my child’s education at Bournebrook C of E Primary School?

Specific Area Focus				
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Parents’ evenings</p> <p>Annual Reviews</p> <p>One Page Profile review meetings</p>				

Liaison/ feedback meetings with outside agencies

Meetings with the SENCO, Head teacher or class teacher

16.) Who can I contact for further information?

	Specific Area Focus			
General	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>You can make an appointment (please contact the school office) to discuss any SEND related issues regarding your child with the SENCo (Ellie Nelson) or your child's class teacher.</p> <p>The SENCO can arrange for you to meet with any of the outside/specialist agencies that work with your child.</p> <p>For more information regarding our school and relevant members of staff, please see the school's</p>	<p>The Speech and Language Therapist can be contacted via the SENDCo</p>		<p>RISE can be contacted directly once a referral has been made. Tel 0300 200 2021</p>	<p>The IDS Occupational Therapy Team can be contacted at Kings House, King St Bedworth CV12 8LL Tel 01926 413777, if a child is already being supported by them.</p>

<p>Website. More information regarding how our local authority supports children with SEND, please see Warwickshire's Local Offer: www.warwickshire.gov.uk/send</p> <p>For support and advice regarding SEND there are other agencies to support you such as: Warwickshire County Council has commissioned KIDS to take over the running of SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service). KIDS is a national charity established to provide a wide range of support to disabled children, young people and their families from birth to 25 years. They support parents, carers and families of all Warwickshire children with special educational needs and disability with impartial SEN information advice and support. See their website for further information:-</p> <p>https://www.kids.org.uk/warwickshire-sendias</p>				
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