



## Pulford SEND Report 2022-2023

### Pulford School Overview

Pulford School provides a broad and balanced curriculum for all children. The Long Term Curriculum Plans for each class are published on the website. We have high expectations for each child and aim for them to achieve their full potential. We do this by providing Quality First Teaching (wave 1).

The key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

This recognises that children learn in different ways; have different speeds of learning; need a range of approaches to teaching. You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

### Who is responsible for co-ordinating Pulford's SEND:

Mrs Tessa Rees (Deputy Head) in the main school and Mrs Stacey Major in the pre-school.

### SEND –Special Educational Needs and Disabilities

At Pulford our aim is to identify additional needs early and we offer a range of provision according to identified needs.

We recognise that a child has special educational need or disability (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Pulford School can help many children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. These children may have special educational needs or disabilities.

Special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving appropriately in school
- specific learning difficulty – with reading, writing, number work or understanding information

- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child’s progress and/or involves treatment that affects his or her education.

All schools have duties under the Equality Act 2010 (and subsequent updates) and CAFA 2014 towards individual disabled children and young people. Section 66 contains a key duty on the governing body of a school to use their “best endeavours” to secure special educational provision for all children or young people for whom they are responsible. Mrs Rebecca Morley is the named governor for SEND. The school has an Accessibility plan: <https://www.pulfordschool.org/wp-content/uploads/2021/11/Accessibility-Plan-2021-24.pdf> which is reviewed regularly with particular reference to how Pulford can: increase the extent to which disabled pupils can participate in the school’s curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school; how we can improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Any parent wishing to make a complaint should follow the complaints procedure policy on the website (a copy is available on request).

At Pulford, we make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The School has had many new buildings added over the years which means it covers 6 levels. Through our accessibility plan the school is making good progress towards having these levels accessible where possible. There is a tarmac path to the forest school and a disabled viewing area around the pond. The school has recently made a new path connecting the hall to the playground which is wheelchair friendly and a ramp to the playground from KS1 outdoor area.

At present there are still parts of the school which have to be accessed from an outside route for wheelchair users and there is no access for wheelchair users for the upstairs part of the pre-school.

### **What to do if you think your child has SEND.**

If you are aware that your child has a special educational need or disability, please tell us straightaway, ideally before they start school. Please contact your class teacher or the SENDCo, Mrs Tessa Rees. If your child is due to start Pre-school, please inform Mrs Stacey Major. Some children have a complex set of needs which cover a range of difficulties. If, after a child starts school, the class teacher becomes concerned about their progress, they will share their concerns with the SENDCo, Head teacher and parents or carers. If appropriate the class teacher makes an initial identification, underpinned by evidence. The school uses Central Bedfordshire’s graduated response to children’s SEND and the Early Years graduated response. This addresses key areas:

- cognition and learning
- communication and interaction
- sensory and/or physical needs

- social, emotional or mental health needs

[https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/send\\_5-16\\_graduated\\_approach.pdf](https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/send_5-16_graduated_approach.pdf)

The school may draw up a SEND support plan or provision map to address the child's needs in co-operation with parents/carers. As outlined in the Graduated response children will be at Stage 1 or 2. Those on an EHC plan are at Stage 3. If necessary, in consultation with parents/carers, the school will also refer the child to one of the different agencies listed towards the end of this document.

Some children have medical needs with which your family doctor or specialist is involved. They, or your Health Visitor, should inform the school nurse before your child starts school to write a care plan for them. This should be reviewed annually in the light of medical advice. Examples of this are for children with Cystic Fibrosis; severe allergies; diabetes; children undergoing chemotherapy etc. Other medical needs, such as if your child has a mild intolerance to a particular food or needs to have an inhaler kept in school for asthma need to be reported in the starting school pack and flagged up to class teachers/ the front office. The school works with other organisations such as disability social workers, the Early Help Team

### **How will Pulford meet children's needs?**

Many children require a personalised learning pathway even if they do not have SEND. If appropriate they may have a provision map compiled for them to help all the adults in school meet their needs. Many children's needs are catered for by the Quality First Teaching which we provide (wave 1); some require group intervention (wave 2) and some require individual support (wave 3).

Some children may require interventions with groups of children with similar needs. The school has a dedicated room for each Key Stage to deliver different programmes. There are teaching assistants in every classroom. The Early Years team are trained in the Speech Therapist's 'Lift off to Language' programme. The school has three ELKLAN trained communication champions. In addition, we have a TA who spends 4 lunchtimes a week delivering specialist programmes, for example:

'Time to Talk' or 'Socially Speaking' language /social skills programme

Motor Skills United

Working memory or auditory processing games

Anger management skills

Eye tracking

Communication group playing games suggested by the speech therapist.

If a child has an Education and Health Care Plan (EHC) the child will also have some 1:1 support time dedicated to meeting their needs according to their provision map.

The school has a wide collection of resources purchased to support learning. Teachers are also released during Future Games to deliver other specialist support.

The school follows the Unlocking Letters and Sounds phonic programme which is on the Government's new list of validated systematic synthetic phonics (SSP) programmes. In addition, for older children from Year 2, there are phonics interventions based on the same scheme, which is delivered in small groups or individually depending on need. The school also uses Precision teaching and pre-teaching of vocabulary for maths and literacy and other applicable subjects. It has Early Numeracy Research (ENR) materials for those younger children who are very behind in maths

and use pre-key stage standards to assess. The maths mastery approach of same day targeted intervention to 'keep up, not catch up' is used for those finding maths difficult on a daily basis.

The school uses other assessment tools such as the Boxall profile; strengths and difficulties questionnaires; Connors assessments; ABC movement assessment battery; ABCC behaviour charts, to track children's progress in conjunction with other professionals.

All staff have regular updates in SEND through staff meetings or training days or courses. The School Nurse or specialist staff (e.g. from GOSH) update staff about specific medical conditions such as epilepsy, diabetes, asthma, allergies. The school has a well-stocked dedicated First Aid room with an automated defibrillator. All staff attend regular safeguarding training. Staff who are assigned children with an EHC plan are encouraged to undertake specialist training in the area of need of their appointed child.

Some children have medical needs with which your family doctor or specialist is involved. They, or your Health Visitor, should inform the school nurse before your child starts school to write a care plan for them. This should be reviewed annually in the light of medical advice. Examples of this are for children with Cystic Fibrosis; undergoing chemotherapy; severe allergies; diabetes etc. Other medical needs, such as if your child has a mild intolerance to a particular food or needs to have an inhaler kept in school for asthma need to be reported in the starting school pack and flagged up to class teachers/ the front office. This is also the case for children who see a speech therapist, occupational health therapist etc. If children have a serious medical condition which involves them having much time off school for operations or chemo therapy etc. the school can refer them to the Medical Needs Team who offer some educational support at home for those children who meet their criteria. Medicines are administered in accordance with the school's medicine policy.

The school works in co-operation with the Local Authority and Health care professionals to plan and commission services.

If a child needs a SEND support plan the school consults with parents, implements the plan and then assesses progress during the next term. The plan is then reviewed with children and new targets set. Children with complex needs; those children that need ongoing medical plans; those children who need support with a specific area of development but are not on an SEND support plan, are provided with a provision map outlining how the school proposes to meet their needs over the coming year. These are updated yearly or as necessary in the case of changing medical needs. Children with statements or EHC have an additional Yearly Review of their educational needs. Their views and their parent's/ carers views are sought before the meeting.

All children with SEND are monitored using the school's data system and plans are personalised in order that each child should succeed in their education targets throughout the school and then make a successful transition to Middle School. The school shares data with the Local authority which contributes to the national SEN information report. The success of intervention programmes such as Motor Skills United are monitored through specific tests. SEMH is monitored through such tools as the Boxall profile. At present every child has a full annual report at the end of the summer term and two, short, interim reports. Progress is reported to parents at termly parent's evenings. At the end of the summer term teacher's and teaching assistants have dedicated 'hand up' time to appraise new class teachers and assistants of all children's needs and levels with a special emphasis on those requiring additional support in order to facilitate a smooth transition to a new class. Those with highly complex needs will have a transition plan drawn up.

## **Budget**

The school budget for SEND provision is calculated as 5% of the total formula allocation funding - that is 5% of the money from the local authority for all the pupils in the school. This budget does not increase if more children are registered with educational needs. (The national average is 14%.) There is only additional funding for those children with Stage 3 needs.

In this academic year, in order to meet what we feel is the appropriate level of provision at Pulford, the school will overspend the allocated SEND budget by more than 40%. The majority of the SEND budget is allocated to Teaching Assistants and at Pulford there is one TA in every class, which is more than at the majority of schools in the area.

Forest School is a benefit to be enjoyed equally by all pupils at Pulford School and can be particularly beneficial for SEND children, and having a TA for each class helps make this possible. Sessions in Forest School do depend on which year group children are in, with some year groups, such as Year R, having one session per week, and others once a fortnight.

## **Liaison with other schools**

The SENDCo meets with the SENDCo's of the town's middle schools in the summer term in order to 'hand up' all children with SEND. Some schools offer extra days transition for the most vulnerable, which the SENDCo facilitates. Some children may need additional help with anxiety around transition through Social Stories, talking time and general discussion. Those on EHC plan have their views sought before transition and this is discussed with parents and potential schools.

The Pre-school offers open mornings and 'Stay and Play' sessions for all children, which are an ideal opportunity for parents to appraise staff of their children's needs. Many children join the main school from the Pre-school, for those that don't, they are invited to an 'intake' session. Class teachers also make visits to early years settings to familiarise themselves with the child and any additional needs they might have. Those children who have highly complex needs may need a transition meeting to be arranged for parents/carers, the Pre-school placement and the SENDCo.

## **Inclusion**

Children with SEND are encouraged to participate in all school activities, after school clubs and trips. The school has a Disability policy and Learning Support policy which covers this in greater detail.

## **SEND Legislation**

### **Children and families Act (2014)**

This is a wide ranging piece of legislation covering many different aspects of life from adoption to smoking in cars. However, there are major implications for school's provision for children with SEND. This has led to a revised code of practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Act aims to provide children, young people and their parents' greater control and choice in decision making regarding SEN provision by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHC plan), extending rights and protections to young people in further education and

training and offering families personal budgets so that they have more control over the support they need;

- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
- The new legislation came into force on 1st September 2014 with some aspects becoming statutes before this date.

### **The role of the Governors**

The school has a named governor for SEND (Mrs Morley) who meets at least termly with Mrs Rees (SENDCo). Confidentiality is maintained at all times. Updates on the numbers of children on the SEND register, applications for EHC's, movement to Specialist provision and children's progress (anonymised) are examples of items discussed and reported back to governors.

### **Other Professionals Involved**

**The school work closely with the Local authority's SENDIASS team. The LA has new Local Offer which signposts both parents and professional to important information.**

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/localoffer.page?localofferchannel=1>

From time to time children will require support from outside agencies. Parents are always consulted before any outside agency is approached. Other professionals might include:

The Assessment and Monitoring Team for Central Bedfordshire

The Educational Psychologist

Occupational Therapists

Speech Therapists <https://childspeechbedfordshire.nhs.uk/>

The Edwin Lobo Child Development Centre

Social Services

The Early Years Support Team

Relevant hospital departments at local hospitals and GOSH

Looked After Children's Team

Children with Disabilities Team

Medical Needs Team

SENDIASS

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer/141/central\\_bedfordshire\\_special\\_educational\\_needs\\_and\\_disability\\_information\\_advice\\_and\\_support\\_service](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer/141/central_bedfordshire_special_educational_needs_and_disability_information_advice_and_support_service)

Family Support Service

CAMHS (Child and Adolescent Mental Health Service)

CHUMS ( Child bereavement, Trauma and Emotional Wellbeing Service) [www.chums.uk.com](http://www.chums.uk.com)

The Chiltern School providing outreach for children on the autistic spectrum

<http://chiltern.beds.sch.uk/>

The Jigsaw Centre (behaviour support) <http://www.jigsawcentre.co.uk/>

Opportunity Group – Bassett Road Surgery under 5's SEND support group

Hearing & visual Impairment Service – [www.HAST-Education.co.uk](http://www.HAST-Education.co.uk)

Other useful websites include:

Central Bedfordshire's Local Offer has a more exhaustive list of support:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

<http://www.centralbedfordshire.gov.uk/children/sen-disability/parents/snap.aspx>

[www.sendgateway.org.uk](http://www.sendgateway.org.uk)

<https://www.bedfordshireccg.nhs.uk/home/>

[www.corechildrensservices.co.uk](http://www.corechildrensservices.co.uk)

<http://www.spectrumca.co.uk/>

<http://www.thedyslexia-spldtrust.org.uk>

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

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

<https://afaeducation.org>

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

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

<http://www.autismbedfordshire.net/about-autism/>

DFE code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[www.chums.uk.com](http://www.chums.uk.com)

[www.depressionalliance.org](http://www.depressionalliance.org)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.mind.org.uk](http://www.mind.org.uk)

[www.barnados.org.uk](http://www.barnados.org.uk)

[www.minded.org.uk](http://www.minded.org.uk)

<http://www.leightonbuzdardchildrenscentre.co.uk/>

Pulford School always strives to work with families of children with SEND and improve practice. Parents are welcome to contact the SENDCO and add to following list which parents have found of help:

LOAF –Loads of Autistic Fun- <https://www.autismbedfordshire.net/support-for-children/l-o-a-f/>

Riding for the disabled - <http://www.gaddesdenplacerda.org.uk/>

<https://www.mencap.org.uk/>

Otters swimming: <http://beta.timebank.org.uk/opportunity/244356/the-leighton-buzzard-otters-disabled-swimming-club>

<https://www.ipsea.org.uk/>

Much needed break for families with disabled children <http://thomley.org.uk/>

<http://thegirlwiththecurlyhair.co.uk/>

<https://www.anxiety.org/autism-spectrum-disorder-anxiety-strategies>

<https://www.relate.org.uk/find-my-nearest-relate/outpost/leighton-buzzard-bassett-road-relate>

<https://mindedforfamilies.org.uk/>

<https://www.carersinbeds.org.uk/>