

SEND Information Report

Introduction

Bere Regis is a caring and inclusive school in the heart of the local community. Our aim is to promote excellence and enjoyment in teaching and learning as the foundation for success in life through a rich, broad and balanced curriculum: we put children at the heart of learning.

We believe that we make a difference by providing a safe and stimulating environment where our children and families feel happy and secure. We want every child to be engaged actively in their learning and are therefore able to reach their full potential in all areas of school life knowing they are cared for and supported throughout.

The children's well-being is at the centre of our school life and the key to raising academic success. This is supported by high expectations and by developing personal awareness, creativity and social understanding. We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents.

We aim to develop confident, reflective children who are proud to belong to our community and who have a sound knowledge of their own value and purpose in the world, who are able to think creatively, with independence and so see the future as full of possibilities.

We welcome all children whatever the differences in their abilities or behaviours and believe every child matters.

Our vision for SEND

In conjunction with students, parents, staff and governors, we have written the following **vision** for learning with special educational needs and disabilities at our school.

At Bere Regis Primary and Pre School, we work to create a cross-school culture that will ensure all children follow highly personalised learning pathways by recognising and celebrating their differences and meeting their individual needs so that they reach their potential, making rapid progress where needed. At the centre of this culture are the principles of nurturing high expectations, valuing self-esteem and enabling confidence and independence in learning.

Getting in touch

At Bere Regis, our SENCo, supports all of the teachers and teaching assistants to ensure children with additional needs make the very best progress they can. They can be contacted through our school office (office@bereregis.dorset.sch.uk). Children with special needs are on a register called the 'Special Needs Register', where we note their particular difficulties. We also have a governor who works with Miss Hewitt to make sure we offer the best possible outcomes. Our SEN governor is Mrs Sarah Evans (contactable through the clerk to the governors VSmyth@thomas-hardye.net)

We would encourage you to get in touch with any concerns you have and to let us work with you to provide the best possible support for your child.

We have a number of policies on our website that might be a useful read. Please find 'Policies' under the 'Our School' heading.

Our local authority's local offer is published here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

Identifying pupils with SEN and assessing their needs

We are very fortunate to be a small school where our staff know our children very well. If teachers have concerns, or if leaders pick up possible issues when looking at children's progress, they will approach the SENCo about offering the child extra support. Often, we will seek some help from experts outside of school to have these children assessed (often SENSS, who are specialists in SEN who work for Dorset Council). We are then provided with a report that helps us know how best to support the child and exactly what their needs are.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will notify parents when it is decided that a pupil will receive SEN support and be placed on our register.

If you think your child might have an additional need, or you would just like it to be considered, please don't hesitate to contact the school.

The kinds of SEN that are provided for

Our school can provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Consulting and involving pupils and parents

Once a child is on our register, they will have a termly review with the SENCo, their teacher and their parents or carers. In Years 5 and 6, the children join these reviews, too. We call these reviews a 'Gateway to Goals' meeting. We talk about how they are getting on with specific targets, how they are feeling about things and what we think their next steps are. We plan out support that they will have at home and at school, in order to make sure they make good progress.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Working together is very important to us at Bere Regis, in order for us to allow all our children to achieve their full potential. We like to have clear and continuous communication about progress and future actions with everyone involved including the child involved.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Most of the support is offered in class, through additional resources, more time with an adult or adjustments in the work. Sometimes, children are provided with additional intervention sessions with a teacher or TA. We sometimes access support for assessments and recommendations from

colleagues working within the local authority, such as an educational psychologist, a specialist teacher or a speech therapist. We will always let you know when outside agencies are involved.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. This information will include the child's most recent 'Gateway to Goals' document so that the new school can see what the child has been working on. We work closely with secondary schools for Year 6 transition and the SENCOs of both schools to discuss the best support for each child on the register. This can involve an enhanced transition process when necessary.

Expertise and training of staff

Our SENCO is allocated a day a week to manage SEN provision. This varies from week to week, with the demands of the role, so sometimes (around Gateway to Goals, for example), she will spend two or three days a week on SEN and it will be less at other times.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least termly
- Using pupil voice (through interviews with pupils once a year)
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Where a child has a 1:1 TA, the TA is available to support them to attend these clubs.

All pupils are encouraged to go on our residential trips (once in Kimmeridge and once in Jurassic) and all pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.