**Introduction**

Welcome to our SEN information. 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 SEN. The information published must be updated annually.

At Steeple Bumpstead Primary School, we are committed to working together with all members of our school community. This local offer has been produced with 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:

Name of SEN Governor: Sue Kehr Name of SENCO: Claire Miller Name of Head: Mary Nicholls

Alternatively, if you think your child may have SEN please speak to their Class Teacher initially. They will then talk to you about next steps.

**Our Approach to Teaching Learners with SEN**

At Steeple Bumsptead Primary 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. We also aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

Staff continually assess and monitor the progress of all our pupils regularly to enable us to identify any gaps in their learning and intervene early. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Steeple Bumpstead Primary School, we value: **Learning for all.**

**How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“A child or young person has SEN 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 a significantly greater difficulty in learning than the majority of others of the same age: or**

**(b) (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 SEN, 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 school 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 (although this alone may not mean that a pupil has SEN). They may be worried about different things that distract them from learning. At Steeple Bumpstead Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2022-23 shows that we have 8% of children identified as having SEN. Of these 17 children:-

6% have an Education Health and Care Plan.

24% are identified as having their primary SEN linked to Cognition and Learning 41% are identified as having their primary SEN linked to Communication and Interaction 24% are identified as having their primary SEN linked to Social, Emotional and Mental Health 11% are identified as having their primary SEN linked to Physical and Sensory need

**Assessing SEN at Steeple Bumpstead Primary School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At our school, we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. For children who live in Essex, we have access to services universally provided by Essex County Council, which are described on the Local Offer website Cross County funding, for pupils who live in Suffolk, tends to be more difficult unless a full EHCP has been awarded to the pupil.

We also employ 6 Learning Support Assistants and one Nursery Nurse who deliver the interventions in the whole school provision map directed by the class teacher and as co-ordinated by the SENCO. This may be supporting in class, working with children individually, or group intervention out of class.

**What we do to Support Learners with SEN at Steeple Bumpstead Primary School**

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 Steeple Bumpstead Primary School are proud of our Teachers and their development.

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

Chunked learning Teacher model Visual symbols to support learning All classrooms make use of a visual timetables Writing frames Word mats I-pads, lap tops or other alternative recording devices Coloured overlays Coloured paper Positive behaviour rewards system Tailored curriculum Use of intervention programs including but not exclusively Numicon, PiXL therapies, Sounds Write booster sessions, Success@Arithmetic1 and 2, fine and gross motor skills activities, pre teaching of maths Individual OT fine and gross motor skills tasks and programmes Individual Speech and Language programmes Social Stories Small group and individual working 1:1 after school tuition- Year 6 pupils Access to Emotional Support Worker ELSA- in school Emotional Support Teaching Assistant Access to the Senior Mental Health Lead Access to the Family and support worker

Each learner identified as having SEN, 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. This information is detailed on an individual provision map which highlights to parents the support that their child is receiving as well as being described on a whole school provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Steeple Bumpstead Primary School to support learners not only with SEN but those who may need booster support across the year groups. We monitor the provision map regularly, and it can therefore change as our learners and their needs change.

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.

**How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Steeple Bumpstead Primary School. We follow the ‘assess, plan, do, review’ model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO,

Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

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 it can be a formal meeting held at least once a term, where we all discuss progress and next steps.

If a learner has an Education Health and Care Plan (EHCP,) the same termly review conversations take place, but the EHCP will also be formally reviewed annually. The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. All SENCOs in our Trust are able to discuss and recommend high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are part of Unity Trust Academy which involves moderation of teaching and learning and ensure that our judgements stand up to scrutiny. We are also monitored by Ofsted.

**Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Steeple Bumpstead Primary School in 2022-23 we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact the club co-ordinator to discuss specific requirements. Please email [office@steeplebumpstead.essex.sch.uk](mailto:office@steeplebumpstead.essex.sch.uk)

All staff at Steeple Bumpstead Primary School have regular training on the Equality Act 2010. 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 210 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

**Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Steeple Bumpstead Primary 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 SEN. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed in the autumn term of their Year 6, to ensure time for planning and preparation.

**Have your say**

Steeple Bumpstead Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, 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 SEN.

**Useful links**

<https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink.aspx>

www.dfe.gov.uk