



Bushy Hill
Junior School

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SCHOOL SEND INFORMATION REPORT
Next review: March 2019

Bushy Hill School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. Our Mission Statement 'Working together, Learning together, Growing together' embraces inclusive education. We provide a broad and balanced curriculum for all pupils and respond proactively to the diverse learning needs of pupils. We strongly believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. (SEND policy)

The school's SEND policy, along with other policies, can be found on the school website, by following the information tab, at: <http://www.bushy-hill.surrey.sch.uk/>

The Inclusion Manager is Mrs Louise Aldridge, who can be contacted on 01483 598544 or at mrs.aldridge@bushyhilljs.net

The Surrey CC Local Offer for children and young people with SEND can be found at:
<https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

1	<p>The kinds of special educational need that are provided for at Bushy Hill Junior School.</p>	<ul style="list-style-type: none"> ➤ Bushy Hill Junior School is a mainstream, inclusive school that complies with the requirements of the Special Educational Needs Code of Practice (2014-2015). ➤ We are able to cater for pupils with a range of difficulties in the following areas: <ul style="list-style-type: none"> ○ Cognition and learning ○ Communication and interaction ○ Social, Emotional and Mental Health ○ Sensory and Physical ➤ Bushy Hill Junior School makes reasonable adjustments to our practices in order to meet the needs of pupils with special educational needs, so as to comply with the Equality Act (2010). ➤ We recognise that all teachers are teachers of SEND, and the school embraces inclusive education. Daily lessons are differentiated in a range of ways to ensure the inclusion of all pupils.
2	<p>Policies for identifying children with SEN and assessing their needs.</p>	<ul style="list-style-type: none"> ➤ Bushy Hill uses the definition of SEND as outlined in the SEND Code of Practice (2015) which states that a pupil has SEND where their learning difficulty calls for special educational provision, namely provision different to or additional to that normally available to pupils of the same age. ➤ Children with SEND may be identified in different ways: <ul style="list-style-type: none"> ○ From the child's previous school; ○ Concern raised by Class Teachers; ○ Academic progress which is significantly slower than that of their peers starting from the same baseline, fails to close the attainment gap between the child and their peers, fails to match or better the child's previous rate of progress or widens the attainment gap. ○ Concerns raised by arents; ○ Changes in the pupil's behaviour; ➤ A pupil may ask for help themselvesWhen children join Bushy Hill, lass teachers liaise with the child's previous school to establish prior knowledge of any identified special educational needs. Many children join Bushy Hill from Merrow Infant School, and there is a well-planned transition programme between the two schools, ensuring that information

related to SEND is shared .

- Where children join from a different setting, the Inclusion Manager will speak to the appropriate professional to establish needs.
- If parents have concerns, they are encouraged to speak in the first instance to the child's class teacher. The class teacher may then seek advice and support from the Inclusion Manager
- At Bushy Hill, pupil progress is assessed through continual teacher assessment as well as through termly standardised tests for reading and maths. Tracking data is collected and pupil progress meetings are held termly; both of these support the identification of children who need additional support.
- Initially, where there are concerns the class teacher will share these with the Inclusion Manager through an 'Individual progress form' which will document the child's strengths and barriers to learning in the following four key areas :
 - Cognition and learning;
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Physical and Sensory needs.

A more detailed description of these areas can be found in the SEND Policy

- This form will also detail any additional support, provision and strategies currently in place.
- This form will then be shared with Parents who will be asked for their contribution.
- A One Page Profile is written in conjunction with the child. The purpose of this is to capture key information on a single page which gives an understanding of the child and how best to support them. This ensures that the child's perspective is central to any future support.
- Following this meeting, the Inclusion Manager will observe the child in class and may work with them 1:1 to further establish needs.
- Parents will then be invited to meet with the Class Teacher and Inclusion manager to decide if a SEND Support Arrangement Plan is appropriate.
- After initial identification, the Inclusion Manager will then work with the class teacher to

		<p>implement a plan of provision to support the child, using a graduated approach as outlined in the SEND Code of Practice (2015).</p> <ul style="list-style-type: none"> ➤ As part of this plan, the child will have an Individual Support Plan (ISP) which will clearly identify long term outcomes and the termly short term targets towards meeting these. ➤ If the school needs additional support from an outside agency, a referral form is completed in conjunction with parents/carers and forwarded to the appropriate agency.
3	Arrangements for consulting parents of children with SEN and involving them in their child's education.	<ul style="list-style-type: none"> ➤ Bushy Hill Junior School has a regular reporting cycle where parents are informed of progress, including parents' evenings in the autumn and spring terms and a written report in the summer term. ➤ Class teachers are usually available at the end of the day for short informal discussions. Longer meetings can be made by appointment through the school office. ➤ Parents are encouraged to support their children's education through termly curriculum overviews, home-learning books and reading records. Parents may also wish to volunteer to listen to readers or help in class. ➤ There is an active Parent Teacher Association (FAB), who help to run a variety of social events. Parent governors also take an active role in the running of the school. ➤ The Inclusion Manager is available to meet with parents to discuss their child's SEND SUPPORT ARRANGEMENTS at any point during the school year. Parents are provided with a copy of their child's Individual Support Plan which is reviewed termly. Parents are then invited to meet with either the class teacher or Inclusion Manager to discuss this. ➤ Person-centred annual reviews will be held for children with EHCPs (EDUCATION HEALTH AND CARE PLANS), to which parents and all involved agencies will be able to contribute. ➤ Reports from outside agencies will always be shared with parents. These may contain advice or programmes of support or strategies that can be used at home. ➤ Our Home School Link Worker is also able to support families and provide a link between home and school, for pupils who are withdrawn or anxious, experiencing difficult times or presenting challenging behaviour.
4	Arrangements for consulting young people with SEN and	<ul style="list-style-type: none"> ➤ Throughout the school, pupils are aware of their targets and next steps, so that they can be proactive in their own learning.

	<p>involving them in their education.</p>	<ul style="list-style-type: none"> ➤ As part of the termly review of ISP's, the child is asked for their views on their progress and this is recorded on the plan and shared with parents. ➤ At SEND reviews, a PERSON-CENTRED approach is used, so that pupils are aware of their personal targets, the support in place and what they can do to support themselves. ➤ If appropriate, a 'Learning Passport' will be written in conjunction with the child. This is a child-centred approach that ensures the views of the child is at the heart of any approach and includes the following information: <ul style="list-style-type: none"> ○ the child's strengths; ○ what they find difficult; ○ how adults can help them; ○ how they can help themselves
<p>5</p>	<p>Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities available to work with parents and young people.</p>	<ul style="list-style-type: none"> ➤ At Bushy Hill, pupil progress is assessed through continual teacher assessment as well as through termly standardised tests for reading and maths. Data is collected through our on line tracking system and analysed ➤ Pupil progress meetings are held to review children's progress towards age related expectations. ➤ As part of our ASSESS, PLAN, DO, REVIEW cycle, ISP's are reviewed termly by Class Teachers in conjunction with Learning Support Assistants and the Inclusion Manager. ➤ Pupils add to their review by making comments related to the targets they have been working on. ➤ Parents are invited to make comments or meet with the class teacher or Inclusion Manager following receipt of their child's ISP. ➤ When support is planned for a child a review date and expected outcomes are set. At the end of the intervention, the child's progress is reviewed against the expected outcome and forms part of the assessment decision as to how to continue supporting the child.
<p>6</p>	<p>Arrangements for supporting children in moving between phases of education.</p>	<ul style="list-style-type: none"> ➤ Bushy Hill Junior School understands that moving schools can be a worrying time and therefore strategies are in place to enable the pupil's transition to be as smooth as possible. ➤ Teachers plan a transition programme with the main feeder schools, for children entering

		<p>the school in Year 3, which includes:</p> <ul style="list-style-type: none"> ○ Termly visits to Bushy Hill from Merrow Infant School, during Year 2; ○ Induction visits to their new classes in the summer term; ○ Year 2 and Year 3 teachers meet in planned information sharing sessions; ○ New Year 3 pupils are linked to Year 6 buddies; ○ SENCOs from infant schools meet and pass on information regarding SEN pupils to the Bushy Hill Inclusion Manager. ○ Individual school files are passed on from the feeder schools. <p>➤ Teachers plan transition with secondary schools, for children entering secondary school, including:</p> <ul style="list-style-type: none"> ○ Secondary school staff visit pupils prior to them joining their new school; ○ Children attend a transition day, particular to the secondary school they will be going to; ○ Year 6 and Year 7 teachers meet in planned information sharing sessions; ○ The Bushy Hill Inclusion Manager meets the SENCOs from the secondary schools to pass on information regarding SEN pupils; ○ Individual school files are passed on to secondary schools; ○ We provide additional transition support as necessary to vulnerable children, giving them an opportunity to discuss their concerns or enabling additional visits to reduce anxieties; ○ Vulnerable children may attend transition groups through summer schools. <p>➤ Where a child has an EHCP (EDUCATION HEALTH AND CARE PLAN), the person centred annual review in year 5 will focus on transition to secondary school.</p>
7	<p>Approach to teaching children with SEN.</p>	<p>➤ Bushy Hill uses the graduated approach as outlined in the SEN Code of Practice (2015), following the ASSESS, PLAN, DO, REVIEW CYCLE.</p> <p>➤ We recognise that all teachers are teachers of SEND and the school embraces inclusive education through quality first teaching, making reasonable adjustments to help include all children, not just those with SEND.</p> <p>➤ The class teacher works with all groups of pupils in their class, ensuring children with SEND</p>

		<p>receive quality first teaching from the class teacher, matched to their needs.</p> <ul style="list-style-type: none"> ➤ The class teacher is responsible for daily lesson planning (taken from long term plans agreed by subject leaders). All class teachers differentiate daily lesson plans to ensure the needs of all pupils are met. ➤ If a pupil requires support additional to or different from the rest of the class (such as spelling, handwriting, maths & literacy skills etc.) then the pupil may attend an intervention group, which may be run by a teacher or a learning support assistant. The interventions will be reviewed in conjunction with the Inclusion Manager to ascertain the effectiveness of the provision and to inform future planning. The day to day running of these groups is monitored by the class teacher and the Inclusion Manager. ➤ SEND SUPPORT ARRANGEMENT Plans are drawn up by the class teacher and Inclusion Manager for pupils on the special needs register, who need support which is additional to and different from the usual differentiated curriculum. The SEND SUPPORT ARRANGEMENT Plan shows the long term outcomes , short term targets, strategies and provisions specific to the pupil's individual needs. ➤ Occasionally a pupil may need expert support from an outside agency. Referral forms are then completed in conjunction with parents/carers and forwarded to the appropriate agency. After a series of assessments, a programme of support / strategies and advice may be provided to the teachers and parents/carers.
8	<p>Adaptations made to the curriculum and the learning environment for children with SEN.</p>	<ul style="list-style-type: none"> ➤ The curriculum and learning environment are adapted or differentiated in different ways according to a child's needs. The 'WAVES of provision' approach is taken: ➤ WAVE 1 differentiation - Good quality, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Teachers routinely use their knowledge of pupil's current attainment and learning styles to differentiate work to match their needs. For example some children will benefit from the use of 'concrete' resources or by using word banks or structured templates to record work. ➤ WAVE 2 - interventions designed to support pupil who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be delivered to a number of pupils and are not individualised.

		<p>Examples of Wave 2 interventions provided at Bushy Hill are: Fresh Start Phonics, Success@ Arithmetic, Bug Club reading, <u>SNAP maths</u> and Booster groups. Wave 2 interventions can also be adapted for use at Wave 3.</p> <ul style="list-style-type: none"> ➤ WAVE 3 - targeted provision for children who either require a high level of additional support/specialised provision in order to address their needs or is for pupils who have been identified for an intervention designed to accelerate progress. Wave 3 interventions are highly individualised and based on fine tuned assessments. If appropriate, specialist equipment, resources or learning opportunities may need to be provided, to ensure the pupil accesses the curriculum. Examples of Wave 3 provision included personalise speech and language programmes, precision teaching of specific skills and tailored pastoral support offered by the Home School Link Worker. ➤ The whole school provision map explains these adaptations in more detail. ➤ The school has an accessibility plan, with identified areas for improvement, to ensure any barriers are identified and issues resolved. Currently our facilities include: <ul style="list-style-type: none"> ○ wheelchair accessibility. ○ disabled parking spaces ○ entrances and exits at ground level accessible to all; ○ ground floor toilet adapted for disabled users; ○ lift to first floor; ○ spacious classrooms, with level floors; ○ wide uncluttered corridors. ➤ As a school we are happy to discuss individual access requirements and we will make reasonable adjustments where necessary.
9	<p>Expertise and training available amongst the staff, to support children with SEN.</p> <p>How specialist expertise is secured.</p>	<ul style="list-style-type: none"> ➤ The Inclusion Manager is the Deputy Head teacher, a member of the Senior Leadership Team and a qualified teacher, with the National Award for Special Educational Needs Coordination, and has a broad range of experience of many special needs. ➤ All staff receive continual professional development related to SEND as required, either drawing on our own expertise within the school or through outside agencies, for example: <ul style="list-style-type: none"> ○ Supporting pupils with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.

		<ul style="list-style-type: none"> ○ Supporting pupils on the autistic spectrum ○ Supporting young carers ○ Supporting pupils with difficulties regulating behaviour and managing emotions ➤ Where LSAs take intervention groups, relevant training is provided. There are currently staff trained in: <ul style="list-style-type: none"> ○ Success@Arithmetic Calculation / Number Sense ○ Fresh Start phonics literacy intervention ○ Therapeutic Story Writing ⊖ Supporting pupils with Language difficulties ○ PM Benchmarking reading assessment ➤ Three members of the support staff have received HLTA (Higher Level Teaching Assistant) accreditation which enables them to teach lesson planned by the class teacher ➤ At times it is necessary to consult with outside agencies to receive their more specialised expertise. All referrals are discussed with parents and consent is gained before proceeding.
10	<p>How the school evaluates the effectiveness of the provision made for children with SEN.</p>	<ul style="list-style-type: none"> ➤ Bushy Hill uses the approach outlined in the SEN Code of Practice (2014 2015): ASSESS, PLAN, DO, REVIEW, ensuring that sound assessments of children’s needs lead into well-planned provision, which is periodically reviewed to ensure progress. ➤ At the beginning of the term, details interventions are recorded on a school provision map, including: staffing, how often the intervention takes place, the length of each session, the length of the programme, the number of pupils in the group and the expected outcome. ➤ At the end of the term, the effectiveness of each intervention is reviewed against the expected outcome, using the information on the provision map. ➤ If interventions are not found to be suitable or effective, decisions are made as to whether to continue the intervention. ➤ In addition, the Inclusion Manager observes interventions to review how the provision is delivered in order to support and further improve it.

11	<p>How children with SEN are enabled to engage in activities available to children who do not have SEN.</p>	<ul style="list-style-type: none"> ➤ At Bushy Hill, activities and school trips are available to all. ➤ A risk assessment will be carried out and procedures will be put in place, not only to ensure the safety of all but also to enable all pupils to participate. Any barriers to engagement will be reviewed, with discussions on what can be done to overcome these, and reasonable adjustments will be made to ensure all children can join in regardless of their needs. ➤ Parents and carers will be encouraged to become involved, in planning for a school trip for children with SEND.
12	<p>Support available for improving emotional and social development? Support arrangements available to listen to the views of children with SEN</p> <p>Measures taken to prevent bullying.</p>	<ul style="list-style-type: none"> ➤ The school offers a variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties, which include the following : <ul style="list-style-type: none"> ○ The school behaviour policy outlines the positive approach taken towards behaviour in the school. This policy gives all staff clear and graduated guidelines to ensure a consistent approach. ○ We use a restorative approach in order to encourage our pupils to think about how their behaviour has affected others. It is based on respect, responsibility and truth telling. ○ Values are taught through assemblies, circle times and the PSHCE curriculum. ○ The home-school link-worker is available to provide support between home and school for parents and pupils. ○ Friendship or social skills groups can be tailored to the needs of the individuals. ➤ The school council provides a way for pupils' voices to be heard. All children can be a school council representative, whether they have SEND or not. In addition, all members of staff including the Head Teacher, class teachers, learning support assistants and the Inclusion Manager are always available for pupils who wish to discuss issues and concerns. ➤ Person centred reviews and ONE PAGE PROFILES ensure that the pupil's views are heard. ➤ At Bushy Hill, we recognise that children with SEND may be vulnerable and are potential victims of bullying. The behaviour policy explains the school's zero tolerance approach towards bullying. At Bushy Hill we take a proactive stance to ensure that any reported incidences of bullying are dealt with quickly and effectively.
13	<p>How the school involves other</p>	<ul style="list-style-type: none"> ➤ At Bushy Hill School we are concerned with the overall development of the learner and at

<p>bodies (including health and social care, local authority support services, and voluntary sector organisations) in meeting children’s special educational needs and supporting their families.</p>	<p>times, this may involve external agencies. All referrals are discussed with parents and consent is gained before proceeding. The agencies used by the school include:</p> <ul style="list-style-type: none"> ○ Freemantles Autism Outreach Team ○ Gosden House Outreach Support Service ○ Child Protection Advisors ○ Educational Psychologist ○ Specialist Teachers for Inclusive Practice (STIPS) ○ CAMHS (Child & Adolescent Mental Health Service) ○ Primary Mental Health Worker ○ Social Services ○ Children’s Therapy Team (Speech & Language/Occupational Therapy) ○ School Nurse ○ Home School Link Worker ○ Education Welfare Officer <p>➤ We have a particular duty in ensuring that Looked After Children (those who are in the care of the Local Authority) are given the appropriate support and care to help support their progress. The designated teacher is Miss Georgie Furze. The school is committed to safeguarding and promoting the welfare of children. All concerns related to child protection are reported to the Designated Safeguarding Leads who are Mrs Louise Aldridge and Mrs Louisa Dormer.</p>
<p>14 What are the procedures for handling complaints from parents of children with SEN about the provision made at their school?</p>	<p>➤ In the first instance, if a parent has a concern they are encouraged to speak to the class teacher.</p> <p>➤ If the matter cannot be resolved at this stage, then the Inclusion Manager may need to become involved in order to discuss the concern and seek a resolution.</p> <p>➤ Finally, if a parent feels that the concern has not been dealt with successfully, they may make an appointment with the Head Teacher.</p> <p>➤ Where a resolution between the school and the parent cannot be reached then parents may be advised to seek external support through the Surrey SEND information , Advice and Support Service (SSIASS) http://www.sendadvice.surrey.org.uk/</p>

APPENDIX 1 – GLOSSARY OF TERMS	
EHCP	An Education Health and Care Plan is a formal document (since September 2014) detailing a child's SEND and the help that will be given, if the child needs more help at school than can be reasonably be provided within the resources normally available to schools. An EHCP is reviewed annually.
LSA	Learning Support Assistant.
SEND SUPPORT ARRANGEMENTS	The SEND Support Arrangement plan includes the following information about a child: <ul style="list-style-type: none"> • One page profile • Personal Details • Family Story • Strengths and special educational needs • Individual Support Plan (ISP) • History of outside agency support
Individual Support Plan (ISP)	A record of the long term outcomes, short term targets, intervention and provision in place within the school for a particular child.
SEND CODE OF PRACTICE	Statutory guidance for schools and local authorities on giving educational help to children with special educational needs
Inclusion Manager	The designated member of staff who has responsibility for coordinating SEND provision.
SEND	Special Educational Needs and Disabilities.
WAVES OF PROVISION	A graduated method of supporting pupils with special educational needs. Wave 1 support is the support provided within the class as part of quality first teaching. Wave 2 support includes the additional short term provisions in place for groups of children with similar needs in order for them to 'catch up' with their peers. Wave 3 support includes targeted personalised interventions.