



Bawdsey Primary School SEND offer

(How we follow the Graduated Response approach, in line with Suffolk Local authority Policy)

Please also refer to the Suffolk Local Authority SEND offer: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer>

Also the overview of a Graduated Response Approach: <https://www.suffolk.gov.uk/asset-library/imported/graduated-response-to-support-schools-and-settings.pdf>

The SEND register – Level 1 support.

If difficulties are ongoing after 2 or more terms of additional support or intervention within the classroom and/or outside agencies are involved, the child will be added to the SEND register. Parents/carers will be involved and informed of what action is being taken at every stage of identification, assessment, additional provision and support. The class teacher and SENDCo will meet together to discuss the outcome of previous interventions or additional strategies that have been put in place to support that child. The additional support offered to a child on the SEND register is referred to as SEND support: Level 1.

Following further assessment, we will put a plan in a Personalised Learning Plan (PLP) detailing appropriate interventions, such as:

- Classroom organisation and management (e.g. dyslexia friendly schools, hearing or vision impaired adaptations, mobility adaptations etc).
- In-class support by teacher and/or TA
- Small group work
- Home/school learning schemes
- Emotional and/or social skills support (Thrive/nurture/Elsa etc)
- Use of specialist equipment
- Alternative teaching strategies, scaffolding, chunking of learning and reduction of cognitive load – so that the children can learn alongside peers and make demonstrable progress regardless of their needs.
- Interventions outside the classroom to support child to reduce or remove specific barriers to learning.
- Language maps, precision teaching and direct instruction
- Reading volunteers - providing 1:1 reading support across the school
- Speech and Language groups

Please see the SEND intervention provision map overview for further details of support and interventions available, as this is quite extensive!

The PLP will also include a summary of the child's strengths, whether in the classroom and/or in other areas. It will also have information from the child about the best way to support and communicate with them.

Parents/ carers and children will be involved in developing the plan. Parents/carers will meet once a term with the class teacher to discuss and review their child's PLP and progress made. The plans will focus on positive outcomes for the child and targets will be SMART and tailored to individual needs. At least every half term, teachers and the

SENDco will review the targets and adapt as needed and this plan is intended as a working document which reflects the child's needs and priorities for support at the current time.

SEND Support – Level 2 (Graduated Response).

If, despite receiving an individualised programme and/or concentrated support under Level 1 SEND support, the child does not make the expected progress over 2 terms, and there are no further strategies the school can reasonably use to rapidly narrow gaps and provide adequate support, a referral is made for support from an external service. This is a higher stage of SEND support than Level 1 and is known as Level 2. A child maybe put onto Level 2 if he/she has any of the following:

- Social, emotional or behavioural difficulties which interfere with his/her learning and that of the class. This may also include mental health difficulties which are having a substantial impact on the child's ability to function in school.
- Sensory, medical or physical needs which require additional specialist equipment/advice as well as support and/or interventions
- Ongoing language and/or communication difficulties which impede the development of social relationships and cause barriers to learning
- Learning difficulties and challenges with cognition
- Specific Learning difficulties such as dyslexia and dyscalculia
- Diagnosed neurodiversity which negatively impacts on learning, social integration, concentration etc – e.g. ADHD, ASD

Under Level 2 a new PLP is drawn up and an external specialist may act in an advisory capacity, providing additional specialist assessment and /or be directly involved in supporting a child.

Where more than one agency is involved, the school, in discussion with parents/ carers and other agencies may also initiate an Early Help Assessment to assist assessment and planning. They may also refer the child for an AANT (Assessment of Additional Needs Tool), in order to access support from an Educational Psychologist
<https://www.suffolk.gov.uk/children-families-and-learning/pts/aant>

Access to the site and structures of Bawdsey CEVC Primary School

Bawdsey Primary School, including both the grounds and the all areas of the building, can be accessible for wheel chair users through the front door, with help to lift over the doorjam and those with mobility difficulties as they are on one level. We do not currently have adjustable tables, but will acquire these if needed.

We have an accessible toilet and a shower.

Classrooms are adaptable and can cater for children with hearing loss, vision needs and those with mobility and proprioception challenges.

Our fire alarm is sound only, but children with hearing impairment are named within evacuation protocols and risk assessments and will be supported to exit the building with their peers.

Staff have experience in supporting children with a range of health needs, including anaphylactic allergies, diabetes and epilepsy.

SEND level 3 - Statutory Assessment/ Education Health Care Plans

A small number of children who have severe or complex needs and therefore require more support than can be offered at SEN support level 2, even if outside agencies have offered support or advice, are put forward by the school, in consultation with the parent/ carer, for a Statutory Assessment.

This process begins, following a meeting with parents/carers, the SENDCo and the class teacher, with:

- observations by the SENDCo and gathering of evidence and reports from the team around the child, including the class teacher and outside professionals.
- The SENDCo will also ask specialist TAs to carry out a range of additional assessments as appropriate, to ensure a full picture of the needs of the child.
- They may also apply for additional guidance and support through an AANT and/or Solution Circle.

All of this will be used by the SENDCo to complete the paperwork requesting a Needs Assessment by the Local Authority. The referral paperwork is lengthy, so the SENDCo should be able to tell parents/carers/school staff/outside agencies how long it will take to complete in the context of current case load and will keep all parties informed of progress made. Parents/carers will be asked to contribute their views as part of this process and child may also be asked to contribute if this is appropriate. All children will take part in the completion of a 'one page profile', either with their family or with staff in school, which is used to tell the assessors about their interests, strengths, hopes, dreams and ambitions and how best to support them in school.

Parents/ carers are able to apply for a Needs Assessment independently, if they feel that this is needed, and a school can not or will not refer the child. If parents/ carers apply, schools will then be instructed to respond within a set time period, with their view of the needs of the child and what support is in place through the Graduated Response. This is unusual for Bawdsey Primary School, as we believe in a team approach to supporting and meeting the needs of our children, and are transparent about what we are offering and the next steps we can take to help them make progress.

The Local Authority looks at all the evidence and makes a decision as to whether to assess the child's needs with a view to the issue an Education, Health and Care Plan (EHCP) for the child. They will commission/request appropriate agencies to assess the child in more detail and report back to the EHCP panel. These agencies often include: Speech and Language Therapists, Paediatricians, Educational Psychologists, any medical practitioners and any outside agencies already involved. They may also ask for reports from both Health and Social Care, if this is appropriate to meeting the needs of the child.

Where an EHCP is issued, it will be subject to an Annual Review. This is a meeting where a child's progress towards meeting the objectives specified in the EHCP is measured. A decision then needs to be made whether the EHCP should continue to be maintained and also whether any adaptations to needs and aims are needed.