



## **Bournmoor Primary School**

### **SEND Information Report 2023 to 2024**

Headteacher: Mrs Laura Snowdon  
Chair of Governors: Mrs Tracy Bell  
SENCO: Mrs Heather Purdy  
SEN Governor: Mrs Karin Laybourne



## Information about the 'Local Offer'

Dear Parents and Carers,

Welcome to our **SEND Information Report** which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs. In September 2014, the Government introduced legislation about the provision made for children and young people with SEND (Special Educational Needs and Disabilities). These changes cover children and young people aged 0-25. All schools, academies, colleges, universities, Early Years providers and health and care professionals need to follow the new SEN Code of Practice. Local Authorities are required to publish this information in one place and this is known as the 'Local Offer'. Further information about the Durham Authority's Local Offer can be found at [www.countydurhamfamilies.info](http://www.countydurhamfamilies.info).

We work towards establishing our policy and practice to ensure an efficient use of all resources to effectively meet this obligation. The 2015 Children and Families Bill aims to ensure children and parents are at the heart of the decision making process. We also follow the 2010 Equality Act legislation to ensure equality of opportunity for all our pupils. Further information can be found on our website [www.bournmoor.durham.sch.uk](http://www.bournmoor.durham.sch.uk) in our SEND section.

We hope you find the information useful and it offers answers you may have regarding special educational needs support at Bournmoor Primary School. We are happy to meet with you to discuss your child's needs and answer any particular questions you may have and so would encourage you to visit school or speak to us in person.

Regards,

*Mrs Laura Snowden*

Headteacher

### **Who to Contact if you have a Question Relating to Special Educational Needs**

At Bournmoor our dedicated Special Needs Co-ordinator (SENCO) is **Miss Heather Purdy** who is available for advice or guidance to help support pupils and families.

She can be contacted in the following ways:

- 1) Through our school office on 0191 3854291
- 2) Via email at [ournmoor@ournmoor.net](mailto:ournmoor@ournmoor.net)
- 3) Through our website [www.ournmoor.durham.sch.uk](http://www.ournmoor.durham.sch.uk) by sending a comment

### **Statement of Intent for Supporting Equality and Accessibility Planning**

At Bournmoor Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances are. As a school applying for the Rights Respecting Award we firmly believe in Unicef's Rights of the Child. Article 29 of Unicef's Charter states: "Education should develop each child's personality and talents to the full."

At Bournmoor Primary School we believe that:

"All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: ethnicity, gender, social background, disability, belief, age or nationality. In the context of the school we feel the most appropriate definition is that: equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are."

We have an Accessibility Plan outlining how we support SEND pupils and visitors in our school. A copy of this is available in the SEND section of our website or parents/carers can request a paper copy from school.

### **How do we Identify and Assess Children with SEN?**

A special educational need can be a number of different things. For example, a child may be having problems with aspects of English, Maths or perhaps social or emotional issues, which can be helped by putting extra support in at school. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for additional help. At Bournmoor Primary School we believe that working in close partnership with parents is essential to provide a supportive approach to helping children and that communication is a key part of that.

#### **Early Identification:**

Early identification of pupils with SEND is a priority to ensure the necessary support can be provided. Pupils may have additional needs in one or more of the following categories of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Sensory and/or physical

The school will use appropriate screen assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Working with outside agencies including medical professionals.
- Their performance in national curriculum against age related expectations.
- Pupil progress in relation to objectives in the National Literacy / Numeracy curriculum
- Standardised screening or assessment tools.

### **The Role of the Class Teacher:**

The code of practice clearly acknowledges the importance allocated to the teacher whose responsibilities include:

- Being aware of the school's procedures for the identification, assessment of, and provision for, SEND pupils
- Collaborating with the SENCO to decide what action is required to assist SEND pupils
- Working with the SENCO to collect all available information on the SEND pupil in collaboration with the SENCO/outside agencies and develop plans for SEND pupils
- Working with SEND pupils on a daily basis to deliver the individual programme set out
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

### **How do we Support Pupils with SEND?**

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different approaches and resources and adapt the curriculum to cater for the various ways children learn. However, many children, at some time in their school life, need extra help. For pupils identified with additional needs we look closely at what additional support will help them achieve their full potential as part of a fully inclusive learning environment. Our aim is to work with parents/carers and pupils to listen to what is needed so we can offer a fully inclusive learning environment. We welcome ideas and input from home as a close working partnership helps us provide the best support for our SEND pupils. Here are some of the ways we can do this:

1. Work with outside agencies to provide effective strategies e.g. through autistic spectrum training, attachment disorder training or by providing dyslexia friendly classrooms.
2. Provide a range of supportive interventions for example drawing and talking therapy, Relax Kids and LEGO therapy.
3. Purchase equipment that supports children with additional needs e.g. coloured over-lays for pupils to aid their reading or pencil grips to help with fine motor skills.
4. IT software to support learning e.g. Mathletics.
5. IT hardware to help pupils e.g. coloured keyboards making letter/number identification more accessible.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their needs and abilities. Our school ethos places children with special educational needs at the heart of their personalised learning. We adapt our curriculum to meet individual needs and, when appropriate, amend the curriculum to ensure pupils with SEND have every opportunity to achieve their full potential.

This can be done through a range of strategies including:

- A range of teaching and learning styles including differentiated learning materials
- Additional support (whether in or out of class)
- Access to IT and practical equipment to support learning;
- An exciting curriculum that celebrates diversity
- Access to additional support in assessments (e.g. extra time for SATs, a reader in tests) when appropriate

See Our 'Curriculum Accessibility Plan' (available in the SEND section of our website) for further information.

### **What are our Objectives to Ensure we Support our SEND Pupils?**

To formulate consistent and objective strategies for identifying all children who have special needs in the identified areas of:

- To operate within the statutory and Local Education Authority procedures for identifying and assessing those children who may have special educational needs.
- To provide curricular programmes and evaluate their effectiveness in meeting children's special educational needs.
- To review learning outcomes to monitor individual progress on a regular basis.
- Ensure that the school prospectus refers to policy statements and arrangements for meeting children's special educational needs and policies are on our website.
- Identify staff training needs in the allocation of the in-service training budget.
- Offer training to meet the broad range of special educational needs.
- Target training for individuals and staff groups and participate in area in-service activities designed to meet children's special educational needs.
- Allocate an appropriate proportion of resources in order to meet identified special needs.
- Develop strategies for implementing the principle of 'parents as partners'.
- Develop our sensitivity towards the beliefs, hopes and fears of parents and the fostering of a relationship where school and home work in partnership ensuring equality of opportunity.
- Work collaboratively with other agencies and professionals.
- Develop systems to ensure progression and continuity both within and between establishments.

### **The Range of Provision Provided for Pupils with SEND**

The main methods of provision made by the school are

- Through an amended and adapted curriculum
- Full-time education in classes, with additional help and support provided by the class teacher
- Periods of withdrawal to work with a support teacher
- Small group/individual work with Learning Support Assistant/Teaching Assistant in the Library/intervention room planned by the class teacher
- In-class support with adult assistance
- Support from specialists within a class or as part of a withdrawal programme
- Support by Learning Support Assistant (LSA) for physical disability through the Move It programme and handwriting intervention for example.
- Interventions to support pupils with identified social, emotional and mental health such as drawing and talking therapy, Relax Kids and LEGO therapy.

### **How do we Consult with our SEND Pupils?**

We strive to ensure that all children attending Bournmoor Primary School receive provision that maximises their enjoyment and achievement. This underpins all we do to support children and consultation with families is key to securing success in this area. We offer lots of ways for pupils to be listened to and offer their opinions. Here are just some of the ways we consult pupils with SEND:

- Pupils can become school councillors or share their ideas with their school councillor.
- Pupils can write and present in their classes allowing them opportunities to share their values.
- Pupil views are sought in PSHE sessions.
- Children can put their opinions and concerns in our class comment boxes which staff respond to.
- Pupil views are sought and valued through pupil questionnaires.

- Children and their families can talk to our Parent Support Advisor and school nurse team.
- We offer activities and clubs where pupils can work together, share ideas and be listened to, for example construction, cookery classes and art/craft groups. This allows children a chance to talk to adults in a supportive group setting.

### **What are our Aims for Pupils with Special Educational Needs and Disabilities (SEND)?**

Our aims for children with SEND are the same as for all the other children in our care, but we recognise that we may have to adapt the methods of teaching and the pace of learning for these children to take account of their needs. We want to include SEND children in their decision making and offer opportunities and choices. To do this we must:-

- Identify the child's needs
- Inform all interested parties
- Have a means by which to implement an effective response
- Record and monitor the effectiveness of any action taken
- Ensure that curriculum policies include strategies for meeting the needs of all children including those with special educational needs
- Develop an approach to curriculum delivery which ensures that each member of staff recognises and accepts professional responsibility for meeting children's special educational needs and children enjoy their learning
- Develop an atmosphere of encouragement, acceptance and respect for achievement and a sensitivity to individual needs in which children's self-esteem and self-confidence grow and in which pupils feel that it is acceptable to make mistakes as they learn

### **How do we Involve Parents and have Positive Home/School Links?**

We believe that parents whose children have special educational needs also have entitlements which include access to relevant information, professional guidance on pupil needs and an expectation that those needs will be met. We regard parents as partners. Their knowledge, views and experience are vital and they must be involved actively in any decisions affecting their children's development.

Effective assessments and provision will be secured where there is the greatest possible degree of partnership between parents, their children and other supporting agencies. We will have due regard for the Special Needs Code of Practice 2015, our duties towards all pupils with special educational needs and to ensure that parents are made aware that provision is being made for their child.

### **How do we Ensure we Offer a Fully Inclusive Learning Environment?**

At Bournmoor Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take in to account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

To support pupils with SEND to achieve their full potential, and thrive in our school, we aim to follow the 10 characteristics for effective provision:

- 1) Prioritise the leadership of SEND to have high expectations and ambitions for all our pupils
- 2) Ensure strong teaching and learning and provide a relevant and flexible curriculum. Invest in teacher development to allow this to continue
- 3) Work with pupils and parents/carers by ensuring frequent open and honest communications with them and give opportunities for pupil voice
- 4) Evaluate the impact of interventions and adjust the provision accordingly
- 5) Track and monitor progress of pupils with SEND across different subjects. Use this to identify patterns of achievement across different SEND groups
- 6) Use rigorous assessment and identification

- 7) Use resources effectively i.e. develop highly trained teaching assistants and employ high quality administrative support. Use a graduated approach to interventions
- 8) Develop on-site expertise to balance the SEND team with a range of expertise and share knowledge through external partnerships, ensuring that families know to contact Miss Heather Purdy (Special Needs Co-ordinator) for information and advice
- 9) Ensure precise identification of SEND pupils and match them with an appropriate intervention. Assess effectiveness of classroom teaching before deciding if a child has SEND
- 10) Co-ordinate provision and use a clear system of referral. Channel referrals through a single route

### **What if a Child has more Complex Needs?**

#### **Statutory Assessment – Moving to an Educational Health Care Plan (EHCP)**

Children with diagnosed SEND, whose needs are greater than those met by a SEN Support Plan, are given a personalised Education, Health and Care Plan (EHC Plan).

- The EHC Plans are focused on outcomes and are evidence-based
- The EHC Plan outlines how the plan will be implemented
- The EHC Plans are worked out jointly between the school, the NHS and the child's family
- Parents get a say in what provision would be best for their child – parent's views are an essential part of this process
- Schools receive funding for these children and parent views on how this would be best used are sought

#### **Monitoring Pupil Progress**

The core of the teachers' work involves a cycle of planning, teaching and assessing, taking in to account the differences in pupil's abilities and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support. Adequate provision is needed which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the baseline
- Equals or improves the pupil's previous rate of progress
- Ensures full curricular access

Where teachers decide that a pupil's learning is not progressing as expected, the SENCO is the first to be informed. The SENCO and teacher will review the approaches adopted. Where support additional to that provision is required, it will be provided through the SEND Support Plan. After further assessment, the school will consider requesting Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is described in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

#### **Special Educational Needs Funding**

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is monitored each term by the Governing Body. Here are some of the ways we support pupils with SEND:

- Identify staff training needs in the allocation of the in-service training budget
- Offer training to meet the broad range of special educational needs e.g. SEMH, ASD advice, attachment training and strategies to support pupils with dyspraxia

- Target training for individuals and staff groups and participate in area in-service activities designed to meet children's special educational needs
- Use the SEND budget effectively to purchase resources and equipment to support a child with additional needs e.g. phonics software, child-friendly keyboards, easy grip pencils, coloured overlays and maths equipment
- If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. A costed provision map will be developed in liaison with the child, young person, parent or carer.

### **Training for Staff in SEND**

To ensure that staff are able to support pupils with SEND in our school, continued professional development opportunities are used to provide training to staff. For example, staff have undertaken the following training either in school or at an outside provision:

- Autism Awareness led by an ASD specialist teacher from Durham SEND and Inclusion team to ensure staff are confident in supporting children on the autistic spectrum
- Picture Exchange Communication System (PECS) training was delivered by specialist teacher to ensure staff working with SEND children can use the resources effectively to support the development of language and communication
- Attachment Training led by the Educational Psychologist to ensure staff can support pupils with attachment disorder
- SEMH training to ensure staff are able to support pupils with social, emotional and mental health needs
- Asthma awareness training

### **Transition**

At Bournmoor Primary School we recognise that joining a school, or moving to another school, can be a difficult process for children. Pupils with SEND may need additional support to make a successful transition into their new school. Below are the ways that we support pupils to do this.

#### **Transition from Nursery to Reception: Information for parents of children with SEND**

At Bournmoor Primary School we recognise that transition can be a difficult process for children. Pupils with SEND may need additional support to make a successful transition into their new class. Below is some information regarding ways that we support pupils to do this. This information is for children who currently attend our school Nursery on a part-time basis (15 hours) and will be joining our Reception class in September.

#### **Frequently asked questions regarding nursery transition**

**My child currently attends part-time sessions in the nursery (mornings), how will you support them to join Reception class?**

Children in our nursery are integrated into our school so already access Reception class and know the staff. However, we recognise that the move to full days can be challenging for some children as they become familiar with the new routines. To support with this, we have short transition sessions planned each week for our new Reception starters on a morning where the children can come into school using the KS1 entrance, as they would in September, then access the Early Years provision. You will have received a letter confirming the dates of these sessions. This will help to introduce them to the morning routine. These sessions usually last for approximately one hour.



## **What provision is in place if my child needs support with having their lunch in the school hall at lunchtime?**

Parents are invited to attend the first transition meeting with their child in order to become more familiar with the environment and the staff. At the end of the morning, parents can go into the hall with their child to have a school lunch and see how the lunchtime routines work. In the lunch hall, children are supported by lunch staff but, for the first half term, can also be supported by familiar EYFS staff. Alternative provision can be made if children are not comfortable eating in the school hall. The primary alternative option is that children can eat their lunch in the Nursery classroom at the 'Snack Station', which is an area that they are familiar with eating at. To aid this transition, children are invited to bring a packed lunch into Nursery to eat at the snack table throughout the remainder of the summer term in order to help them to become familiar with having their lunch at school.

## **I am concerned that my child does not know the Reception staff as well as those in Nursery.**

Due to the nature of our Early Years team working together as a mixed Nursery and Reception unit, the children will already be very familiar with Reception staff (Miss Hopper, Mrs Brown and Mrs Measor). They will have had some interaction with them throughout the year. For the last four weeks of the summer term, Reception staff have developed a timetable where they have allocated time to spend with your child during their usual Nursery session in order to familiarise themselves further. Please see attached timetable.

### **Transition into Reception**

Our new Reception starters are offered approximately four one hour weekly visits to school in June/July to enable them to meet their class teacher and get to know the routines. In addition to this all parents/carers are invited in with their child for a meeting to find out about school. They can then stay for lunch with their child and see how our lunchtime routines work. Parent feedback on these opportunities is very positive as it means that by the time September comes around children know the staff and routines very well. We do not offer a staggered start in September; pupils come in and are full time from the start. Again, as children have previously visited and got to know us, we find that this allows them to quickly settle into school life.

### **SEND Provision when Children Begin in Reception Class**

On entry to Reception, children are assessed using The Foundation Stage Profile as a Baseline Scheme. Records from previous schools will be used when children transfer from another primary school and maths and literacy will be assessed within a half-term. On entry to the school each child's attainment will be assessed. This will help to inform the teacher of child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design adapted learning programmes.

For pupils with identified SEND the SENCO / class teacher need records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements for planning the next steps in learning
- Involve parents in a joint learning approach for home/school

### **Transition to Secondary**

Pupils in Year 6 are offered many opportunities to work with teachers from our local feeder secondary. This allows them to experience the next part of the education system first hand while still part of the primary phase. We work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. If needed, our Parent Support Advisor can work alongside parents/carers to discuss secondary schools in advance of secondary placement applications being submitted to the Local Authority. This ensures parents/carers can make the most informed placement decision for their child.

When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process. Transition from each year group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. At Bournmoor Primary School we aim to be supportive so additional visit opportunities or multi-agency meetings can be organised if required and we link closely with the SENCO in our feeder secondary school and their support staff.

### **Moving from Another School**

Sometimes children have to move school during an academic year and this can lead to anxiety. At Bournmoor we recognise this and work to support children and families to have a smooth transition. For example, we:

- Meet the parents to help build home/school relationships
- Meet the pupil and show them around our school
- Keep all staff informed of the new pupil's arrival and any additional needs they may have to ensure that they can quickly settle in with the correct support
- Look at the help already provided to the pupil to ensure a continuous service can be given

### **Pastoral, Medical and Social Support**

At Bournmoor Primary School we consult with a wide range of outside agencies to ensure the pastoral, medical and social needs of SEND children are met. We also ask that parents share information with us regarding outside agency involvement so we can have a whole picture of the help a child is receiving.

### **Agencies and Partnerships**

Bournmoor Primary School staff work closely with professionals in order to provide the highest level of support for pupils with SEND. The following list shows the services we link with but there are many agencies who can help children with SEND and we will always try to match the best support to each child:

- Special Educational Needs – Inclusion Team
- Speech and Language Therapy
- Chester-le-Street One Point Children's Centre and the Hub
- Stronger Families
- Autistic Spectrum Disorder

- Occupational Therapy
- Medical Practitioners e.g. School Nurse
- Durham Movement Difficulties Service
- Durham Families Information Service (Local Offer)
- CAMHS Assessment Team
- Learning Difficulties and Disability Support Service
- Durham Educational Psychology Service

### **The role of Governors in Ensuring High Quality SEND Provision**

We recognise the role governors play in ensuring we provide high quality SEND support to pupils and their families as detailed below:

- With the Head Teacher, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without an Education Health Care Plan
- Have a designated governor for SEND who completes monitoring with the SENCO and links with the Headteacher
- Set up appropriate staffing and funding arrangements
- Oversee the school's work either through a specific governor or a sub-committee
- Promote high standards for all pupils in the school including those with special educational needs
- Set objectives for the Headteacher through the performance management framework (they should include objectives for leadership, management, pupil achievement and progress and will also relate to priorities in the school development plan - these objectives should include SEND)
- Ensure the school has a "responsible person" who makes sure that those who are likely to teach a pupil with a statement of special educational needs are informed about the EHCP
- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs and this is reported to parents
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult, as appropriate, the LEA and the governing bodies of other schools when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

### **School Admissions**

Bournmoor Primary School prides itself on being inclusive and will endeavour to support every pupil who is currently in our school or considering joining us. Further details of how we support pupils with SEND are available in our Special Educational Needs Policy and Equality Policy.

Durham Local Education Authority sets the admission policy for the school. Preference forms for choosing a school can be completed on line at [www.durham.gov.uk](http://www.durham.gov.uk), requested from Admissions and Transport Entitlement Team, Children and Young People's Services, County Hall, Durham, DH1 5UJ or from school itself. If more children want a place than there are places available, the Local Education Authority will offer places according to a criteria, strictly in order of priority.

### **Appeals**

If parents are dissatisfied with a decision not to admit their child to the school they have the right of appeal to an independent Appeals Committee established in accordance with the provision of the Education Act 1980.

They should contact:

Admissions and Transport Entitlement Team  
 Children and Young People's Services  
 County Hall

Durham

DH1 5UJ

Tel 03000 265897 or visit the Durham County council website [School Admissions Appeals](#) section.

### **Feedback and Complaints**

At Bournmoor Primary School we endeavour to provide the very best service for our pupils and families. To help us provide this we require feedback. This can be achieved through the questionnaires we send to parents, through emails and telephone conversations but perhaps most importantly through face to face discussions. If a parent/carer feels that the above methods have not resolved an issue fully then we have a **Complaints Procedure**. The guidance for this is available from the **school office** or can be downloaded from the **School Policies section of this website**. Our aim is to always listen and try to resolve issues before they reach this stage. Positive feedback is equally welcomed as it allows us to develop and extend our best practice to ensure we are providing the highest service.