



Special Educational Needs and/or Disability (SEND) Information Report 2023-2024

By demonstrating our school values, children at Bird in Bush will develop a love of learning, independence, skills and knowledge to fulfil their potential and become well-balanced, resilient, active members of our community.

Special Educational Needs and/or Disability (SEND) Mission Statement

Bird in Bush School is a proudly inclusive local authority school, we strive to meet the needs of all the children in our community. We take a whole 'whole school approach' to special educational needs and disabilities with high expectations for all. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We ensure high quality teaching is accessible to all children. All children have access to a broad and balanced curriculum with access to specialist teachers and subjects. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

What are Special Educational needs and/or Disabilities (SEND)?

At Bird in Bush we use the definition of SEND from the Code of Practice (2015);

“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 him or her.

A child of compulsory school age or young person has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities... provided by others of the same age in mainstream schools.”- *SEND Code of Practice (2015)*

Many children and young people who have SEN may have a disability under the Equality Act (2010). This is where he or she;

- “Has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.” - *SEND Code of Practice (January 2015)*. This definition includes sensory impairments such as those effecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Bird in Bush has a Special Educational Needs and/or (SEND) Policy which includes the practice and principles followed by the school. The policy is reviewed regularly in a process that involves staff and governors.’

The school will meet the needs of children with the following ‘Four Broad Areas’ of SEND;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The information below details the offer within the school and the way parents, children and young people can access the required support.

How does Southwark support parents/carers of pupils with SEND?

“The Local Offer contains information on all services for children and young people with Special Educational needs and Disability available in Southwark. The local offer provides information from birth to 25. It includes information on health, education, social care, activities outside of school and where to access advice, support and guidance.

It gives information on all the changes happening locally such as how to apply for an Educational, Healthcare Plan (EHCP) and Personal Budgets. Parents and young people can provide feedback and help to shape the way we commission services in the council.”

The Southwark Local Offer can be accessed using the following link: <http://localoffer.southwark.gov.uk/>

Who supports pupils with SEND at Bird in Bush?

People	Summary of responsibilities;	Contacted by;
Class Teacher (Recommended as initial point of contact if you have any concerns)	<ul style="list-style-type: none"> • Ensuring that all children access quality first teaching and that the curriculum and lesson planning is adapted to meet your child’s needs. • The ‘Bird in Bush Quality First Teaching Toolkit’ has been developed by the SENDCo for teachers to implement in their classrooms to support all pupils. • Ensuring all pupils access learning and support for their needs through ‘reasonable adjustments’ which may include using increased visual support or adapting the layout of the classroom if necessary. • Monitoring the progress of pupils and identifying and applying the additional support your child may need. This may be through targeted work, adapting resources, additional support and discussing these amendments with the SENDCo as necessary. • Ensuring that all members of staff working with your child are aware of their individual needs/ 	Speaking to them directly at the end of the school day or by telephoning the school to arrange an appointment.

	<p>conditions and what adjustments are needed to support their learning and progress</p> <ul style="list-style-type: none"> • Writing and reviewing Behaviour Plans. • Completing ‘initial concerns referral form’ and discuss with parents and SENDCo. • Ensuring that all adults working with your child are supported in delivering the planned work or programmes for your child. This may include specifically planned programs and resources set by specialists. • Gathering and recording daily evidence relevant to children’s SEN need e.g. updating behaviour log, home-school communication book, taking photos etc. 	
<p>Special Educational Needs Co-coordinator (SENCO): Madeline Eastwood</p>	<ul style="list-style-type: none"> • Coordinating the support for children with Special Educational Needs and/or Disabilities (SEND) in line with the SEND policy to ensure all children are receiving a consistent and high quality approach to meeting their needs within the school. • Ensuring that relationships are open and honest to support your involvement in supporting your child’s learning and that you are kept informed about the support being put into place as well as the necessity in your involvement in reviewing your child’s progress. • Discussing Teachers’ and parents’ initial concerns referral forms and advising appropriate next steps based on the ‘assess, plan, do, review’ cycle. • Referring to external agencies when pupils may need specialist support, for example, Paediatrics or other Health Care professionals. • Writing Personal Development Plans (PDP’s) for children with Educational Health Care Plans with contributing support of the class teacher. • Supporting your child’s class teacher in feeding back and reviewing PDP’s- thus setting specific targets for your child to achieve in order to meet longer term targets. • Preparing an Education, Health Care Plan when necessary. • Liaising with external agencies coming to the school to support your child’s learning such as, Speech and Language therapists, Educational Psychologists, Outreach support from specialist provisions and the Autism Support team. • Updating the SEND register to ensure that all children’s needs are known and understood. • Ensuring that that up to date records of your child’s academic and non-academic progress are available. • Coordinating specific targeted or specialist provision or interventions when necessary for a 	<p>Contact the school office make an appointment.</p>

	<p>pupil and to keep records of the impact of these interventions.</p> <ul style="list-style-type: none"> Organising specialist staff training to develop confidence and understanding of how to meet the individual and necessary needs of SEND children within the school. 	
Teaching Assistants (TA) or Learning Support Assistants (LSA)	<ul style="list-style-type: none"> Working directly to support your child within the class or as part of a specific intervention for example, Reading or carrying out speech and language programmes. Directed to support pupils based fully on the decisions made by the class teacher and SENDCo. 	Speaking to them at the end of day to arrange an appointment with class teacher and/or SENCO.
Head of School: Madeline Eastwood Deputy Head teachers: Henry Joyce Loria Losaa Grant	<ul style="list-style-type: none"> The strategic vision of Inclusion across the school Monitoring and evaluating the standards of teaching, learning and pupil progress across the school relating to Inclusion. Developing effective whole school Behaviour for learning and safety culture Ensuring rigorous monitoring of whole school behaviour standards 	Speaking to them at the end of day or telephoning the school to arrange an appointment
Head Teacher: James Robinson	<ul style="list-style-type: none"> Managing all aspects of the school which includes supporting children with SEND Delegating responsibilities to the SENCO and class teachers but is responsible for ensuring your child's needs are being met in order to make progress. Keeping the schools Governing Body up to date about all school issues relating to SEND. 	Telephoning the school to arrange an appointment.
SEND Governor: Rebecca Goshawk	<ul style="list-style-type: none"> Ensuring the school has an updated SEND Policy Ensuring that all necessary adaptations to meet the needs of SEND children within the provision are carried out. Ensuring that all SEND funding is appropriately spent Ensuring that all pupils attending the school with SEND are provided the necessary support Visiting to understand and monitor the support for children with SEND in the school to ensure your child is achieving their potential. 	Writing to the SEND Governor through the school office.

How could your child get support in school?

Types of support provided	What would this mean for your child?	Who can get this support?
Class teacher input through whole class teaching	<ul style="list-style-type: none"> • In most cases your child's needs will be addressed through High Quality Teaching outlined in the Bird in Bush Quality First Teaching Toolkit. • We respond to children's individual needs and adapt our teaching styles, environments, resources and groupings to meet these needs. • Teaching is based on building on what your child already knows and what they can do and understand. • We act on advice given or recommendations made by other professionals or services to enable your child's learning to be personalised. This may involve putting in place specific strategies to enable your child to access learning tasks. 	All children receive this
Additional targeted support based on high quality evidence gathered by class teacher and SENDCo.	<ul style="list-style-type: none"> • Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicator monitored • Once a pupil has been identified as possibly having SEND they will be closely monitored to gauge their level of learning and possible difficulties • The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. • You will be immediately informed and be involved in planning and reviewing additional support or interventions 	Any child who has significant gaps in their learning.
Specific small group work run in the classroom or outside	<ul style="list-style-type: none"> • Interventions can include small group work or individual sessions on a particular area of need/learning. <p>At Bird in Bush certain children who are identified as SEND may be accessing the following targeted interventions based on their areas of need;</p> <ul style="list-style-type: none"> • <i>Precision Teaching</i> 	Any child who has significant difficulties in; <ul style="list-style-type: none"> • Learning and cognition • Communication

<p>Specialist groups run by external agencies such as Speech and Language Therapy service (SALT) or Local Authority services such as Outreach Teams</p>	<ul style="list-style-type: none"> • <i>Small group/ targeted Literacy- Phonics</i> • <i>Children’s Literacy Charity</i> • <i>LEGO Therapy</i> • <i>Attention Autism (Bucket Time)</i> • <i>Key Worker Triage</i> • <i>Zones of Regulation</i> • <i>‘Calm Play’ at Lunch times</i> • <i>Life Skills club</i> • <i>Sensory Room – Sensory Circuits</i> • <i>‘Gym’ Movement Space</i> • <i>TEACCH Tasks</i> • <i>Feeding- play group</i> • <i>Speech and language intervention.</i> <ul style="list-style-type: none"> • Where specialist sessions are put in place they will be led by an outside professional and run by support staff in the SEN team and TA’s using recognised programmes. • Here you will be fully involved in discussion and decisions and invited to come to a meeting to discuss your child’s progress and help plan ways forward. • You will be provided with the contact details for any agencies or services outside the school who will work with your child. 	<p>and language</p> <ul style="list-style-type: none"> • Social, emotional and mental health • Sensory and/or physical.
<p>Support provided through an Educational Health Care Plan (EHCP)</p> <p>External agencies needed to provide specialist support for your child may</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher and SENDCo as needing a significantly higher level of support which cannot be provided using the resources and means already delegated to the school. • If despite quality first teaching, targeted and specialist support your child needs further support, it is possible to make a school or parental request for an assessment as part of the legal process of obtaining an EHCP for your child. Please see Local Offer website details 	<p>Children who’s needs are severe, complex and potentially lifelong.</p>

<p>include;</p> <ul style="list-style-type: none"> • LA services such as AST Outreach teams or Cherry Garden Outreach. • Agencies such as Speech and Language Therapy services, Educational Psychology Services, Occupational Therapy services, Physiotherapy and/or CAMHS. 	<p>https://localoffer.southwark.gov.uk/education--health-and-care-plan/</p> <ul style="list-style-type: none"> • This process is completed in full partnership between you and your child. When the request has been sent to the Local Authority (LA) (with a lot of information and evidence about your child from both you and the school) the LA will decide whether they think your child's needs are sufficient to require the assessment. • If the request is approved, yourself and all professionals involved with your child will need to submit a report, to which your child will contribute to, outlining your child's needs and how they will be met. • After the reports have been submitted, an EHC Plan involving the contribution of you and your child will be prepared. The purpose of the EHCP is to gather all educational, health and social care needs that your child may have in one document. • The school must make its best endeavours to put in place the support identified in the plan • The progress your child makes with the support identified in the plan will be reviewed annually and changed accordingly in conjunction with the progress your child makes. • If your request is rejected the LA will ask the school to continue with the SEN support being carried out to ensure your child's needs are being met. You and the school will need to wait for two full terms before making another request in order to gather more evidence to be submitted. 	
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Who are the other people providing services to children with SEND at Bird in Bush?

<p>Funded by the school</p>	<ul style="list-style-type: none"> • SEND Teaching Assistants • Speech and Language Therapy • Educational Psychology Services • Children’s Literacy Charity • Family Support Officer
<p>Paid for by the LA but delivered in school</p>	<ul style="list-style-type: none"> • Autism Support Team • Early Help Service Southwark • Visual Impairment Team • Hearing Impairment Team • CENMAC • Summerhouse Behaviour Support Primary School • Cherry Garden Outreach Service • Family support worker • Education Welfare Officer (EWO)
<p>Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> • School Nurse • Diabetes Team • Child and Adolescent Mental Health Service (CAMHS) • Paediatricians at Sunshine House • Occupational Therapy Services • Physiotherapy Services

How will Bird in Bush support your child with identified SEND starting school?

- When your child is allocated a place at Bird in Bush by the LA and they have SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. An invite to visit the school will be arranged in order to look around and speak to key members of staff who will be working with your child.
- If other professionals are involved a Team around the child (TAC) meeting will be organised to discuss your child's needs, share strategies and ensure the provision is suitable and put in place prior to your child starting such as a settling in period.
- Your child's Early Years key worker will arrange a home visit and also visit your child if they are attending another provision or school.
- Following the settling in period, the class teacher will arrange a meeting with you to review your child's learning and progress so far.
- If your child has an EHCP, reviews will take place every 6 months if the child is under 5 years old.

How do Bird in Bush ensure that you are involved in your child's education?

- We have an open door policy and we will always make ourselves available to discuss your child.
- We listen to what parents/cares tell us about their children and we use that information to make sure everyone who works with a child understands their needs.
- Pupils and their parents/carers are involved in the reviewing and setting of individual targets
- We ensure that review meetings are arranged at reasonable times.
- All information from external agencies or services will be discussed with you in person or where this is not possible, through a report. The SENDCo will also arrange to meet with you to discuss any new assessments of strategies suggested to work on at home.
- Personal Development Plans will be reviewed with parent involvement
- Workshops for parents and carers develop confidence and understanding in supporting your child in specific area such as phonics.
- Regular coffee mornings are held through the Children's Literacy Charity as well as organised parenting groups.
- Termly SEND 'drop in' meetings alongside parent- teachers evening are held, usually with an external agency offering support and advice with the SENDCo.

How are staff helped to support pupils with SEND?

- We make every effort to ensure that staff are kept up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND.
- The SENDCo's job is to support the class teacher in planning and trialling strategies for children with SEND.
- Whole school training on INSET days, Professional Development Meetings and weekly support staff training disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND.
- Training may be from an external provider, tailored and delivered 'in-house' or delivered from link specialist outside agencies such as Educational Psychology service and Cherry Garden Outreach service.

How will we measure the progress of your child at Bird in Bush?

- Your children's progress is continuously monitored by your child's class teacher.
- Their progress is reviewed every term in reading, writing and mathematics alongside age related expected set out in the National Curriculum.
- If your child is in Years 1-6 but is not accessing National Curriculum levels, an additional assessment tool is used to measure their progress in more detail to show smaller and more significant steps. Bird in Bush school uses Charry Gardens Branch Map assessment for this.
- Children with an EHCP will be reviewed in an Annual Review meeting with professionals involved in your child as well as parents/carers.
- Children with an EHCP will also have a Personal Development Plan linked directly to their agreed outcomes as stated in their EHCP document and these are reviewed termly. These pupils will have specific targets to achieve each term.
- We use the 'Assess, Plan, Do, Review' cycle for all teaching and learning. Reviewing provision is part of our everyday practice and takes place not only in our termly pupil progress meetings but also in response to every lesson.
- Children who receive input from external agencies such as the Speech and Language Therapist will have records of their progress towards achieving their personal targets. Reviews will take place to ensure that the targets are appropriate and challenging.

- Children who are accessing targeted interventions will further be monitored regularly. We use specific trackers to measure progress such as GALSB behaviour and engagement scales, monitoring behaviour logs, sensory profiles and the 'SCERTS' communication profiles to support pupils with difficulties across the broad areas of need.

You will be kept informed in a range of ways including;

- Letter/certificates sent home
- Additional meetings
- Annual Reviews
- TAC/ TAF meetings
- Parent-teacher meetings
- SEND 'drop-ins'
- End of Year Reports
- Daily/ weekly updates as necessary

Is Bird in Bush physically accessible for a child with SEND?

In line with Section 69 of the Children and Families Act (2014) we will ensure that reasonable adjustments for the admissions of disabled pupils are made where necessary.

- Risk assessments and an Accessibility Plan is carried out in order to make adaptations to meet the needs of individuals (as appropriate)
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment is accessible to all children regardless of their needs
- Staff are trained appropriately to work with children with a range of needs including sensory and physical needs
- The provision allows space for identified needs to be met for children with specific difficulties, for example, workstations for children and intervention spaces.
- The accessibility of venues and the ability for all pupils to take part in trips are carefully considered during the planning stages.

How does Bird in Bush support pupils to transition between different phases of their education?

- Transitions are carefully managed both within and across settings.
- Time is taken to ensure that the transitions can be made successfully and as smooth as possible
- Contact with the new SENDCo at their next setting will ensure that any special arrangements or support can be made for your child.
- All records about your child will be passed on as soon as possible to their next setting/teacher. Information is shared prior to the transition to ensure that needs are met in advance.
- A programme of meetings and visits are organised which involve the child, parents/carers as well as professionals involved in the child. The programmes will vary according to the needs of the child but will usually involve a visit from the new provision's staff as well as the child visiting their new setting.
- Support from SENDIP and Transition days are organised in advance before a child with SEND changes educational setting.
- Social stories and 'One page Profiles' which include information about themselves are made to support their transition to the new setting using symbols and photographs. This supports their understanding of 'moving on'.

How can you let the school know that you are concerned about your child's progress?

We value open and honest communication and staff and school leaders are readily available to discuss the area of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However, we have formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion.

- If you are concerned about your child's progress, please make an initial appointment to speak to your child's class teacher
- If you do not feel that your concerns are being managed and that your child is still not making progress you should speak to the SENDCO, Madeline Eastwood.
- If you continue to feel that your concerns are not being managed, please speak to the SEND school governor.

Glossary of Terms

SEND	Special Education Needs and/or Disability
EHCP	Educational Healthcare Plan
PDP	Personal Development Plan
OT	Occupational Therapy
SALT	Speech and Language Therapy
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
SENDSCO	Special Education Needs Coordinator
ASD	Autism Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
EAL	English and an Additional Language
HI/ VI	Hearing Impairment/ Visual Impairment
SLCN	Speech, Language and Communication Need
SpLD	Specific Learning Difficulty
CAF	Child Assessment Framework
TAC	Team Around the Child
TAF	Team Around the Family

Contact details

Head Teacher: James Robinson

Head of School and SENDCo: Madeline Eastwood

SEND Governor: Rebecca Goshawk

Telephone: 0207 639 0431

Email: office@Bird in Bush.southwark.sch.uk

Links

Please see the following plans and policies for further information about the provision at Bird in Bush Primary School:

- Accessibility Plan
- Assessment Policy
- Behaviour Policy
- Curriculum Policy
- Complaints Policy