

# Bell Farm Primary School



## SEND Information Report

A Guide for Parents

Created by the Inclusion Steering Group



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The information in this report is accurate now but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback would be appreciated. This offer is intended to give clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information please email [info@bell-farm.surrey.sch.uk](mailto:info@bell-farm.surrey.sch.uk)

## Abbreviations for Inclusion

|                     |   |
|---------------------|---|
| ADD/ADHD            | Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder   |
| ASD/ASC             | Autistic Spectrum Disorder/Autistic Spectrum Condition  |
| Assessment          | A detailed examination of a child's special educational needs   |
| Baseline Assessment | A standardised teacher assessment designed to establish the attainment level of children at a significant point |
| Basic Skills        | Reading, Writing and Maths  |
| BSS                 | Behaviour Support Service   |
| CAMHS               | Child and Adolescent Mental Health Service  |
| CoP                 | Code of Practice  |
| CI                  | Communication and Interaction   |
| CL                  | Cognition and Learning  |
| CP                  | Child Protection  |
| CPR                 | Child Protection Register   |
| CT                  | Class Teacher   |
| DoB                 | Date of Birth   |
| EAL                 | English as an Additional Language   |
| EBD                 | Emotional and Behavioural Difficulties  |
| EHCP                | Education Health and Care Plan  |
| ELSA                | Emotional Literacy Support Assistant  |
| EP                  | Education Psychologist  |
| IO                  | Inclusion Officer   |
| EYFS                | Early Years Foundation Stage  |
| FE                  | Further Education   |
| FSM                 | Free School Meals   |
| G&T                 | Gifted & Talented   |
| GMS                 | Grant Maintained School   |
| HSLW                | Home School Link Worker   |
| HE                  | Higher Education  |
| HI                  | Hearing Impaired  |
| K                   | SEND support  |
| LA                  | Local Authority   |
| LD                  | Learning Difficulties   |
| LSA                 | Learning Support Assistant  |

|          |  |
|----------|--|
| LLS      | Learning & Language Support Service        |
| MPT      | Multi-Professional Team                    |
| MLD      | Moderate Learning Difficulties             |
| NQT      | Newly Qualified Teacher                    |
| ODD      | Oppositional Defiant Disorder              |
| OT       | Occupational Therapy                       |
| PE       | Physical Education                         |
| PEP      | Personal Education Plan                    |
| PP       | Pupil Premium                              |
| PTA      | Parent Teacher Association                 |
| PPO      | Parent Partnership Officer                 |
| PRU      | Pupil Referral Unit                        |
| PSP      | Pastoral Support Programme                 |
| REMA     | Race                                       |
| SALT/SLT | Speech and Language Therapy                |
| SAT's    | Standard Assessment Tests                  |
| SEMH     | Social Emotional and Mental Health         |
| SEN      | Special Educational Needs                  |
| SEND     | Special Educational Needs and Disabilities |
| SENCo    | Special Educational Needs Co-ordinator     |
| SLD      | Severe Learning Difficulties               |
| SMO      | School Medical Officer                     |
| SpLD     | Specific Learning Difficulties             |
| SPM      | Sensory, Physical, Medical                 |
| TA       | Teaching Assistant                         |
| VI       | Visually Impaired                          |

# SEND Code of Practice 0-25 July 2014

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.

## Bell Farm Vision

We believe that to prepare all children for their future, they are entitled to the best standards in education and we endeavour to achieve academic excellence at Bell Farm.

## Special Educational Needs and Disability overview

Bell Farm Primary School is a mainstream, inclusive setting where all children are valued. We aim to meet individual needs and provide opportunities for all children to make good progress. At Bell Farm Primary, all children, including those with Special Educational Needs and Disability (SEND), are supported and extended first and foremost by their class teacher. All teachers are teachers of Special Educational Needs and Disability. Children are supported by a range of resources in class, including ICT, visual supports, targeted adult support and appropriate practical equipment. Staff have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction (including ASD)
- Social, Emotional and Mental Health
- Sensory and/or Physical

In addition, targeted interventions are delivered by trained staff, including a dedicated SEND Advanced Teaching Assistant to support children with a higher level of need. The [SEND Code of Practice](#) makes explicit requirements about the involvement of children and parents in setting 'outcomes' and making decisions about SEND provision. To support this, at Bell Farm, children with an EHCP and those on the pathway for an EHCP will have a 'One Page Profile' which details key information to support the learning process collected from the child, parent and teacher.

Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.

## The processes at Bell Farm for identifying children and young people with SEND and assessing their needs

- The progress of all pupils is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment (which may include assessment tasks and tests) and on-going observations and assessment of work carried out in class on a daily basis.
- Termly '*Pupil Progress Meetings*' are held between each class teacher and members of the senior leadership team, in order for detailed discussions about children's progress to take place. If a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned (where appropriate).
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in targeted support within class being planned, undertaken and then reviewed.
- If progress towards these outcomes is not being made, decisions as to the most appropriate steps to take are made. This might be the start of a SEND Support Arrangement where a child is placed on the SEND register and the SENCO, class teacher, parent and child look at additional support and strategies to put in place.
- It is possible for a parent to highlight a concern with regards to their child's learning to the SENCO at any point in the school year.
- Outcomes set as part of this graduated approach will be reviewed by parent/carer, class teacher, child and outside agencies (if appropriate) on a termly basis.
- Annual reviews are held for children with EHC plans in which all agencies involved review progress against yearly targets and set new outcomes.
- The school has an Inclusion Team which meets regularly to review and discuss the engagement and conduct of learners within the school. This team includes Ms L. Greenshields (Assistant Head), Mrs B. Wood (SEND advanced TA) and Miss E. Robbins (Pastoral Officer/ ELSA) all of whom work at the school full time.
- The school's *SEND policy* can be found on the school website.
- The SENCO is Mrs V. O'Brien - phone number 01932 224009, days of work – Monday, Tuesday, Wednesday and Thursday.

# The arrangements for consulting parents of children with SEND and involving them in their child's education

- The school provides curriculum information and updates on our website each term, in the newsletter published half-terminly and at year group curriculum meetings for parents. Reading record books and maths parent booklets give advice on supporting children at home.
- Open mornings give opportunities for parents to visit classrooms and see strategies in action and work alongside their child.
- There are two parent meetings each year which give opportunities for discussion of progress, with staff and SENCO, including parental support at home. Progress in terms of age related targets will be shared at these meetings. These are informed by the school's on-going assessment of each child's progress.
- In between these normal reporting times, it may be necessary for parents and class teachers to communicate more regularly, e.g. to discuss homework, home issues or behaviour. We operate an open door policy and staff are available at the end of each day to speak to parents. Parents are welcome to make an appointment with their child's class teacher or the SENCO, in order to have more frequent updates, at any time of year. Similarly, the class teacher or SENCO may request this of the parent from time to time.
- If required, communication can also be made by phone call, email or home/school books in order to support the child from day to day. The school's Pastoral Officer is also involved with several families supporting parents and communication with school.
- A child's SEND Support Arrangement/Learning Plan details support planned for a child and how a parent can be involved with this outside school. Parental involvement is requested when an outside agency is involved with a child and their thoughts and contributions recorded. Parental input when target setting with agencies is encouraged.
- The SENCO/Inclusion Team/outside agencies also suggest parent support groups, training and information when appropriate.
- There are a range of voluntary organisations that support parents whose children have Special Educational Needs.
  - Surrey SEND Information, Advice and Support Service -  
Helpline: 01737 737300  
Admin: 01737 737301  
Website: <https://sendadvice.surrey.org.uk/>  
Email: [SENDAAdvice@surreycc.gov.uk](mailto:SENDAAdvice@surreycc.gov.uk)
  - Family Voice Surrey  
Phone: 01372 705708  
Website: <https://www.familyvoicesurrey.org/>



- Surrey Local Offer – Online hub for 0-25 year olds with special educational needs or a disability. <https://www.surreylocaloffer.org.uk/>

- We actively encourage parent involvement in the life of the school through a busy 'Friends' Association who rely on volunteers in joining them to organise fundraising events or social events for the children/and or adults. Parent volunteers to hear readers or support on class trips are welcomed.
- We have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.
- The school hosts a number of parent forums to encourage a dialogue and allow parental concerns to be aired.
- Class parent representatives are involved in organising opportunities for parents to socialise.
- There are regular newsletters available in electronic and paper form and parent mail can alert parents quickly to events or changes via text.
- If you wish to find out more or get involved with the 'Friends', become a parent helper or parent governor please contact the school office.

## The arrangements for consulting and involving children in their learning

- All pupils at Bell Farm are encouraged to take an active role in their learning through discussion and self-evaluation.
- Learner voice is encouraged in a variety of ways such as through an active, pupil elected school council and the use of visual 'Review Circles' at Annual Reviews to support pupils presenting their views to the meeting.
- SEND Support Arrangements require 'One Page Profiles' to be produced in consultation with school, parents but most importantly the child so that their views and thoughts on learning, likes and dislikes and what works for them can be shared. At Bell Farm we value the views of all learners and have worked with parents, staff and pupils to produce profiles. These profiles will be updated each year, in the annual review.
- Pupils on the SEND register are made aware of outcomes discussed on their individual plans and have the opportunity to suggest an outcome they would like to work towards.



## How Bell Farm approaches the teaching and support of children with SEND

- At Bell Farm we adopt a graduated response to meeting the needs of all pupils and follow the SEND Process detailed in the Code of Practice 2014.
- Most children will have their needs met through 'quality first' class teaching and staff make reasonable adjustments for all children to help support their needs. This support is detailed in our Wave 1 provision map.
- When the school or home identifies the need for additional support to enable a pupil, with SEN, to make expected progress the parents/carers will be invited to a meeting at the school with the class teacher/SENCO to draw up a plan of support.
- This support covering strategies from Wave 1 and appropriate provision from interventions at Wave 2 or 3 will be detailed as part of their SEND Support Arrangement/Learning Plan. These outcomes are reviewed termly alongside assessment data.

*School based support may include:*

- Individual support from an adult in class.
- Flexible grouping combinations and peer support.
- Small group work with an adult out of class - we have a number of research informed and evidence based interventions running at Bell Farm such as First Class @ Number, Lego Therapy, Talking Partners and Read Write Inc/Freshstart (in the Juniors) and some children may access these groups in order to support them in achieving their targets.
- Individual work with an adult out of class.
- Access to specific resources - the child may require a physical resource to support them in class, e.g. a particular type of pencil, chair or laptop, as advised by the professional involved.
- Our school provision map shows the range of interventions in place in our school and tracks the children receiving them each term.
- We will monitor and track the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we were expecting.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.

## How Bell Farm makes the environment and curriculum accessible for all children

- Teachers are provided with information on the needs of individual pupils so that they can plan the learning, within our curriculum, to ensure that all pupils are able to make progress.
- A themed approach to the curriculum with opportunities for practical investigation, visitors and trips plus a range of teaching styles (e.g. visual, kinaesthetic, auditory) aim to engage all types of learners and allow children to make links between subjects easily.
- Teachers are expected to differentiate to meet the needs of all learners, then review and adapt and this is clear within their planning. This may be through, for example, specific groupings within class, physical and/or visual resources (*Widgit* symbols used across the school), adapted language or adult support.
- Teachers give personalised feedback when work is marked in written and verbal forms as appropriate.
- There are examples of good practice for children identified with SEND and the more able, across the setting and the school is committed to providing an inclusive provision and meeting the needs of diverse learners.
- Our *Accessibility Plan* is in place and recently updated. As a 'Values-led' and 'Rights Respecting' school we work to support diversity in our setting and aim to meet the needs of all our learners.
- All rooms on the ground floor are wheel chair accessible and we have two accessible toilets, one fitted with a hoist and changing facilities. The four upstairs classrooms are not wheelchair accessible but the school would make reasonable adjustments to work around this.
- Every teaching room and corridor is carpeted and each classroom has an interactive whiteboard with speakers and visualizer that enable each room to be a rich visual and auditory learning environment.
- Specific access arrangements for exams can be discussed and applied for to provide extra support (if appropriate).
- In order to support pupils and parents whose first language is not English we may use key words in their home language, the Racing to English programme and specialist support. New arrivals may receive support from REMA and when required, translators are asked to attend meetings.

# The training and expertise of staff to support children with SEND

- The school has several staff trained to support specific areas of SEND and encourage staff to continually update their skills and knowledge. The school has several specially trained adults; in Speech and Language (ELKLAN); a counsellor; Emotional Literacy Support Assistants (ELSA) supporting children with behavioural, social and emotional needs.
- The school also works closely with a number of external professionals  
Such as:
  - Specialist teachers from the Surrey Learning and Language team, Physical and Sensory Support team or Behaviour Support Team
  - Early Years Advisor
  - Educational Psychologist
  - Speech and Language Therapist
  - Occupational Therapist
  - Physiotherapist,
  - The Visual Impairment team,
  - The Hearing Impairment team,
  - Child and Adolescent Mental Health (CAMHS) support worker
  - Outreach teacher from Freemantles (ASD school in Woking) or support from the services at White Lodge.
- When needed the school liaises and attends meetings with social care or provides information to support paediatric requests.
- Before the school makes a referral to any specialist service we will always gain a parent/carer's permission.
- Our Special Needs Coordinator (SENCO) has completed the mandatory National SENCO Award and is a qualified teacher, as is our Inclusion lead.
- All staff are offered regular training opportunities such as Positive Touch training, an Educational Psychologist led session on Attachment and whole staff training on supporting ASD. The school also has invested time in training for Wave 1 provision such as delivery of the Read Write Inc programme and Numicon training.
- All staff are involved in yearly child protection updates and 3 members of staff are trained at a higher level to deliver safeguarding to others.
- In addition, designated teaching assistants have had training in the following areas in order to deliver particular provision to SEND children throughout the school:
  - Moving and handling training,
  - Learning Language Support - Developing Written Language Skills
  - Speech and Language Support
  - TAMHs
  - First Class @ Number and Success @ Arithmetic
  - Fisher Family Trust – Wave 3
  - Write Away Together
  - Talking Partners
  - Boosting Reading Potential
  - Pre- teaching of vocabulary through the Named Children's Service (Speech and Language Service)
  - Drawing and Talking
  - Visual Impairment training
  - Social Stories and Comic Strip Conversations (social communication support)
- Further training in Lego Therapy, Fine motor skills and handwriting, ASD (anxiety in the classroom) have been completed.

## How the school's resources are allocated and matched to children's special educational needs and disabilities

- Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated regularly and changes are made as necessary.
- The school's SEND budget and resources are allocated using the 'Needs First approach'. This means that the needs of the children are recognised clearly before any resources are allocated. The effectiveness of interventions are monitored through analysis of the progress data.
- The deployment of the teaching assistants, the time allocated to specific interventions, physical space and resources and the planning of future training opportunities for staff and parents are all determined by the needs of the children.

## How the school approaches accessibility to all school activities for children with special educational needs and disabilities

- All trips and outings are inclusive to all children.
- If a child has additional needs that require any additional provisions to be made, this can be planned in advance in order to make the trip as successful as possible for that child. An individual risk assessment is completed if appropriate.
- Information about the trip is shared with parents well in advance of them taking place so that parents can decide if their child is able to attend or if they need to discuss any additional provision for them. Usually this key information would be detailed in a letter or for some trips, especially those that are residential, a meeting would be held for all parents by the phase leader/year group team.
- Class teachers are always willing to discuss any concerns that a parent may have about their child attending a trip. The parent or class teacher would need to plan a meeting in order for this to happen, well in advance of the trip taking place so that any additional provision can be planned in time to be supportive. Examples of successful provision that have been used in the past include; pre-visits, using photos of the location to discuss what it might be like beforehand, the use of social stories, having one to one support on the trip if necessary. The SENCO may also attend this meeting if appropriate.
- School clubs are inclusive to all children, and parents are encouraged to speak to the adult running the club if there are any issues or strategies that would help support their child taking part.



## The support the school provides for a child's overall well-being

- Bell Farm is a Unicef 'Rights Respecting' Bronze school and is part of the Values-led group of schools which mean a child's wellbeing is at the heart of our school ethos. The social and emotional aspects of learning (SEAL) programme is also followed by the whole school.
- As a 'Values Led' school Bell Farm promotes a value of the month (e.g. Friendship, Cooperation, Love), through class and whole school discussion and displays.
- As a 'Rights Respecting' school a child's rights and responsibilities are taught through example, discussion and reminders.
- Class Charters are displayed in each classroom and agreed rules displayed clearly through writing, pictures and symbols.
- The Bell Farm Rainbow in EYFS and Behaviour Ladder in Key Stage 1 and 2 set out clearly in a written and visual form the expectations for all pupils. Rewards and sanctions are clear and consistent but may be tailored to support individuals. We have a no shouting policy. Our Behaviour and Discipline Policy ensures guidance on expectations, rewards and sanctions is fully understood and actioned by all staff.
- In certain situations school works closely with parents and agencies developing individual behaviour plans and reward charts. The school works hard to avoid exclusions using Pastoral Support Plans to support this, when appropriate.
- Bell Farm has a strong pastoral team overseen by our Pastoral Officer. The school invests in a number of specific provisions to support social and emotional needs including a daily lunchtime club, 'The Haven', 'The Sanctuary' (a quiet sensory room) and a school counsellor. In addition, there are weekly intervention groups run by teaching assistants supporting children to develop self-esteem and/or better their social communication skills to promote positive peer relationships. Some children receive support on a 1:1 basis so that they have a specific adult they can talk to.
- Relevant staff have been trained to support medical needs and in some cases all staff have training. Medical profiles are updated and displayed for all staff to see, including supply teachers. The SENCO/Inclusion Team liaise with the school nurse and medical agencies as necessary. We have a Supporting Pupils with Medical Conditions policy in place. Our named member of staff for overseeing support for children in school with medical needs is our Assistant Head Ms L. Greenshields, supported by the Inclusion Team.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Our attendance is monitored by Ms L. Greenshields and Miss E. Robbins.

## How Bell Farm supports and prepares a child to join the school, transfer to a new school or to the next stage of education

- In order to support children arriving new to Bell Farm Primary, where possible, contact will be made with the previous school/setting/home, to aid a smooth transition.
- The school operates a robust induction programme into the nursery, reception and year 1 (Please see [Transition Policy \(reception to year 1\)](#)) with specific activities suitable for the age range such as home visits, discussions with nurseries or previous schools.
- If appropriate, the SENCO and class teacher would organise a meeting with the previous setting and parents, to ensure that the child's needs are understood. The SENCO may organise an extra visit either to the old or new setting for certain children, which might include taking photos to support their transition for example.
- For a child with an ECHP every effort would be made by the SENCO to attend the last Annual Review prior to the move to Bell Farm and several transition visits may be necessary.
- In order to support children moving up within the school, at the end of the year, class teachers meet to discuss each child.
- For any child with specific transition needs an 'Individual Transition plan' can be created at the end of any year group to support the move up to the next class. This plan is created at a meeting, organised by the SENCO, and can involve the child's parents, the key adults that currently work with the child and those that will work with the child in the new class. The plan details any additional resources or strategies that will be used to make the transition as smooth as possible such as some additional visits to the new classroom or informal time with the new class teacher.
- Good relationships with our main feeder settings aid transition for children with SEND needs to secondary school. The SENCO meets and gives detailed information to the feeder school Inclusion Team. If needed, a member of that team may visit and observe a child and make contact with parents. At Bell Farm we actively encourage participation in the SEND transition programmes which the secondary schools run, and selected children are put forward for them with parental consent.

## Details of specialist services and expertise accessed by the school to support children with SEND and their families

At Bell Farm we are concerned with the overall development of the learner and this at times may require working with outside agencies such as health and social care professionals, local authority support services and voluntary sector organisations.

Agencies accessed this last year:

- Specialist teachers from the Surrey Learning and Language team, Physical and Sensory Support team or Behaviour Support Team
- Early Years Advisor
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Visual Impairment team
- Hearing Impairment team
- Child and Adolescent Mental Health (CAMHS) support worker
- Trained counsellor
- Outreach teacher from Freemantles (ASD school) or support from the services at White Lodge.
- Charities – such as Walton Rotary Club (food vouchers and uniform), Princess Alice Hospice (bereavement counselling in the past), Foodbank vouchers have been given out, Surrey Family and Mediation Services and Homestart
- Family Support Team
- Chandler's Field Children's Centre
- Surrey Young Carers
- Surrey Nurturing Link
- All schools have a particular duty to ensure Looked After Children are given the appropriate support and care to help their progress and engagement in the learning environment. Our designated teacher is our Assistant Head Ms L. Greenshields, overseeing Inclusion, who liaises with social services and the virtual school to ensure the child's wider needs are being met and produces a personal education plan (PEP).

## The options a parent has if they are unhappy with a child's support or progress

- If your child is already at the school, your first point of contact would usually be their class teacher.
- If the matter cannot be resolved at this stage then the SENCO, Mrs V. O'Brien, may become involved and a meeting set up to discuss the nature of the complaint and to look for a resolution.
  - You can also contact the Headteacher Miss A. Cooper, the Deputy Headteacher Mr B. Wasserberg, or Ms L. Greenshields Assistant Headteacher - Inclusion
  - A copy of the [school's complaints procedure](#) can be found on the school's website. This will outline the formal steps the school will take in handling the complaint.
  - Parent support agencies such as Surrey SEND Information, Advice and Support Service can be contacted to support this process. Helpline: 01737 737300  
Admin: 01737 737301  
Email: [ssiass@surreycc.gov.uk](mailto:ssiass@surreycc.gov.uk)

## Information on Surrey County Council's Local Offer

- The website is [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)