

Busbridge Infant School Bulletin

Dear Parents/Carers

As the school improvement journey continues in 'the continual pursuit of excellence', there is also a drive to further the understanding and raise awareness of Special Educational Needs and Disability (SEND). This edition hopefully gives you further insight into this very specific and sometimes sensitive area and is organised under questions you may ask yourself. I am very aware this information may not be the best version of parent friendly language but to change it may alter the meaning so should you have any further questions or need additional clarity, please do not hesitate to contact me and either myself or other staff will be only too happy to help.

Best Wishes, Darren Heatley

Special Educational Needs and Disability (SEND)

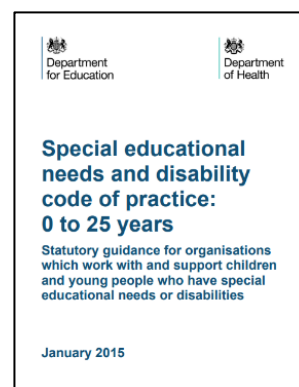
What does 'Special Educational Needs and Disability' mean?

Every child is unique and as a result, some children may find learning to be more difficult than others in some or all areas. At Busbridge Infant School, we value the differences among our children and ensure that they have access to a comprehensive and balanced curriculum through our delivery of the National Curriculum. With 15.9% of students in England's mainstream schools being diagnosed as having some type of Special Educational Need or Disability (SEND) in 2021-2022, ([Government statistics](#)) it's critical that we all understand what this means.

According to the SEND Code of Practice 2015:

A child or young person has a Special Educational Need (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 a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

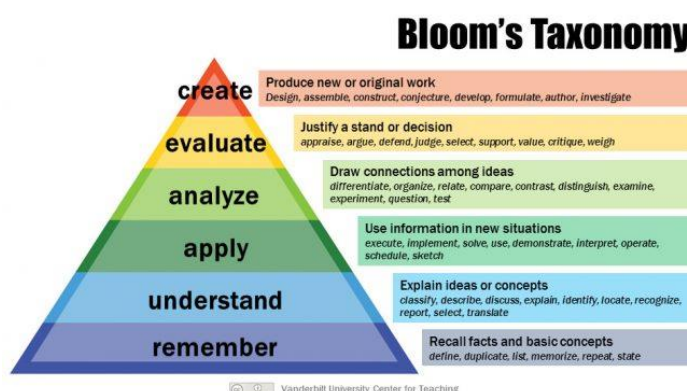


What is the term Quality First Teaching?

Quality First Teaching (QFT) is a teaching method that emphasises high-quality, inclusive teaching for all children in a classroom. Quality First Teaching is used throughout the school in all sessions at Busbridge Infant School, through personalised learning opportunities and the use of targeted resources or specific or different teaching known as 'differentiation'. In essence, QFT is a technique that emphasises the value of a tailored learning experience while also supporting the greater inclusion of students with special needs.

What is 'Differentiation' and how is it different to the term 'Streaming'?

The term differentiation is better understood by thinking about how to respond and adapt teaching to ensure a child is able to learn. Adaptive teaching requires teachers to use a range of techniques, such as questioning to make learning more accessible and therefore 'easier' and equally through skilful questioning, learning and thinking can be much deeper and challenge children. The technique that adults are encouraged to use by the Trust, is referred to as [Blooms Taxonomy](#) of questioning. This approach considers the impact of a question and whether the child is recalling information from memory or needs to manipulate the information before answering a question.



Busbridge Infant School Bulletin

Simple examples are:

Higher level thinking		
Differentiated learning		
Name 2 animals that are mammals.	Name 2 animals that are mammals and explain their features.	Compare the features of a mammal to another animal group. What is similar and what is different?
Highlight the adjectives in the sentence.	Find the adjectives in the text and explain what an adjective is. Make a list of other adjectives you can think of.	Identify the adjectives in the text and use them to create a new sentence. Can you think of your own adjectives to use in a sentence?
Find the number sentences that make 10.	All of the number sentences below make ten but some of these parts are missing! Can you find the missing parts?	Using the number bonds to 10 to help you, can you solve the numbers bonds to 20? Can you identify any patterns? Explain to a partner.

When children are asked to work in a group because the delivery of the learning is aimed at an appropriate level, this is Quality First Teaching and is not the same as 'streaming'. Streaming is when children are asked to complete an assessment and as a result are put into a set group on a permanent basis. Since Quality First Teaching allows teachers greater flexibility through reflecting on children's performance and adapting teaching accordingly, streaming is not appropriate for our school.

What are Specialist Interventions?



Individual Education Plan

Child: XXX	D.O.B:	SEN Stage: EHCP / SEN Support	IEP date: 27.4.22			
Class teacher:		Year group: 1	Review date: Sept 2022			
Adults contributing to IEP:	Outside Agency Involved: SPLD	IEP Number: 6				
Area of focus	Current attainment	Targets	Strategies	By whom	How Often	Evaluation
Communication and interaction	XXX is able to articulate most of the common past tense verbs where the suffix -ed is added to change the verb to the past tense. We have carried this target forward as XXX is still finding this challenging.	XXX can use the correct past tense for the following irregular verb groups: long a, ough/ought, short a, ew, d to t endings, short a, no change 4 of 5 times. See separate word list.	Visual prompts Past tense games	LSA	Every day	✓ Over 85% of outcomes achieved
						✓ Between 50% and 85% of outcomes achieved
						✓ Under 50% of outcomes achieved
Cognition and learning	XXX is becoming much more confident in composing and writing his sentences with increasing independence. His handwriting is becoming easier for him to read to check his work. He is getting better at remembering his punctuation and using some conjunctions to join ideas.	XXX can orally compose a sentence and write it with correct punctuation 4 out of 5 times correctly.	Counters to represent each word XXX has composed in his sentence. Everybody does checklist to check work once completed. Colourful Semantics	CT/LSA CT/LSA TA	All Lessons All Lessons Twice a week	✓ Over 85% of outcomes achieved ✓ Between 50% and 85% of outcomes achieved ✓ Under 50% of outcomes achieved

What is an IEP?

Through teacher assessment, standardised testing and conversations with parents, it may be identified that a child needs more specialist intervention to support their learning alongside the Quality First Teaching that is being implemented. This is when an Individual Education Plan (IEP) is created and the child moves on the SEND Register. **SMART** targets are written by the Class teacher and are overseen by the SENDCO, Rachel Edwards. These targets relate to the 4 areas of need that are identified in the SEND Code of Practice.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory



Individual Education Plan

Child: XXX	D.O.B:	SEN Stage: EHCP / SEN Support	IEP date: 27.4.22			
Class teacher:		Year group: 1	Review date: Sept 2022			
Adults contributing to IEP:		Outside Agency Involved: SPLD	IEP Number: 6			
Area of focus	Current attainment	Targets	Strategies	By whom	How Often	Evaluation
Communication and interaction	XXX is able to articulate most of the common past tense verbs where the suffix -ed is added to change the verb to the past tense. We have carried this target forward as XXX is still finding this challenging.	XXX can use the correct past tense for the following irregular verb groups- long a, ough/ought, short u, -ew, d to t endings, short a, no change 4 of 5 times. See separate word list.	Visual prompts Past tense games	LSA	Every day	✓ Over 85% of outcomes achieved
						✓ Between 50% and 85% of outcomes achieved
						✓ Under 50% of outcomes achieved

The purpose of the IEP is to identify the need that the child has, their current attainment, their new target, strategies and interventions used to meet their target, who will be carrying out the interventions and how frequently. These are then reviewed termly by the class teacher and shared with parents. Targets are assessed by: **over 85% of outcomes achieved**, **between 50% and 85% of outcomes achieved**, or **under 50% of outcomes achieved**. If over 85% of outcomes

Busbridge Infant School Bulletin

have been achieved, either new targets are given or the child returns to Quality First Teaching and monitoring by the class teacher. If 50% or less of the outcomes have not been achieved then the targets are reviewed or new ones are written in line with the children's needs.

What is an Education, Health, Care Plan (EHCP)?

Children may have an Education, Health and Care Plan (EHCP), which is a legal document issued by Surrey County Council that identifies a child's needs in special circumstances. We have a responsibility as a school to support students with EHCP targets through class support, interventions, and group learning, as well as hold Annual Review Meetings to discuss the child's progress. These children will also be given an IEP to help manage their targets and have them reviewed on a regular basis.

What is a One Page Profile?

When a child receives an IEP, they will also receive a one-page profile that has all of their information written by the class teacher with the support of the child and parents. This is a concise review of the child, that indicates their strengths and preferences, how they prefer to be supported, who is important to them, and areas in which they want to improve. These documents are especially beneficial for teachers who may be working in a classroom with a child whose needs they are unfamiliar with.

Which are the Main Outside Agencies used at Busbridge Infant School?

We are very fortunate to work with a range of agencies including: Speech and Language therapists, specialist teacher team (STIPS), Freemantles and Occupational Therapists to name a few. Agencies may be involved with children who have specific needs outlined in their EHCPs or can be referred through the SENDCO if additional support or advice is needed.

What is the Role of the SENDCO?

In collaboration with the Headteacher and the governing body, the SENDCO, Rachel Edwards, is responsible for determining the strategic development of the school's SEND policy and provision in order to improve the attainment of children with SEND. Working closely with staff, parents and caregivers, and other agencies, Rachel is in charge of the day-to-day operation of the SEND policy and the coordination of the provision made for specific children with SEND. In order to ensure high-quality teaching for children with SEND, the Rachel also gives associated professional guidance to colleagues. The SENDCO is challenged by the school's SEND Governor and reports termly to Governors to meet the statutory requirements and updates the SEND Information Report (SENDIM) which is published on the school's website.

What is the Role of Parents?

As a school, we have a legal requirement to report to all parents on their child's progress (SEND Code of Practice, 2015). Through meetings with class teachers, parents of children on the SEND register are informed of the targets their children are working toward on their IEPs. In these meetings, strategies that can be implemented at home to support these targets are discussed and where necessary, outside agency support.

If you may have concerns about your child and their progress in their learning, we encourage you to arrange a meeting with the class teacher as soon as possible. Alternatively, please take a look at our school [website](#) which has more information about SEND at Busbridge Infants.

Safeguarding Update

All staff and governors have been asked to complete a 'quiz' to ascertain their new knowledge of safeguarding following the huge investment in this area. The results to date have been positively impressive too! This data is reported to Governors and follow up training is scheduled for the staff over the coming months or next year.

Busbridge Infant School Bulletin