

SEN Information Report for Bure Valley School

Part of the Norfolk Local Offer for Learners with SEN



Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEN. It can be found by clicking on the image below.



All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

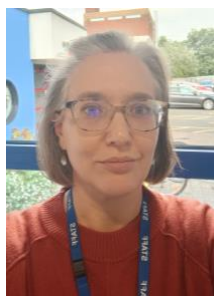
The information published must be updated annually. The required information is set out in the SEN regulations which can be found [here](#).

Who to contact

Bure Valley Junior School is a mainstream 7-11 junior school which admits pupils to the school in line with the school's admissions policy. The school believes that all children and young people are entitled to an education that enables them to achieve their potential. The school has a strong commitment to working in partnership with pupils, parents, carers, governors, our cluster schools and the local community. Together we afford our pupils the opportunity to make progress in all areas and fulfil their potential and expectations. This report has been produced with involvement from these stakeholders.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENCO
Jo Daubney



Joe

SEN Governor
Kate Smith

Head of School
Jamie Olney



If you think your child may have SEN please speak to their class teacher in the first instance or contact Joanna Daubney, our SENCO, at senco@burevalley.norfolk.sch.uk or call 01263 733393. Our SENCO currently works Monday to Thursdays. Her time is split between Bure Valley and John of Gaunt Infant and Nursery School.

Our approach to teaching learners with SEN

At Bure Valley School we value learning for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning policy on the [school website](#).

Our School Improvement and Development Plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with specific need, if appropriate.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

It takes a Whole Community to Educate a Child



Bure Valley School is part of the Aylsham Cluster Trust. Schools in the Aylsham Cluster have been working together to transform education for children and families in the Aylsham area. SENCOs meet regularly to discuss the needs of the children and young people with SEND in the cluster and work collaboratively to support their needs. This is especially important when children transition from one setting to another.

What do we mean by SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have significantly greater difficulty in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from their learning. At Bure Valley School we are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

The kinds of SEN for which provision is made at Bure Valley School

Our SEND profile for 2023-2024 shows that we have 27% of children identified as having SEND. 1.9% of children have an Education Health and Care Plan and 25.1 % require general in-school SEN support. This appears to be a significant increase, above Norfolk (17.6%) and national levels (16.1%).

Our SEND % has risen to 27% for four main reasons –

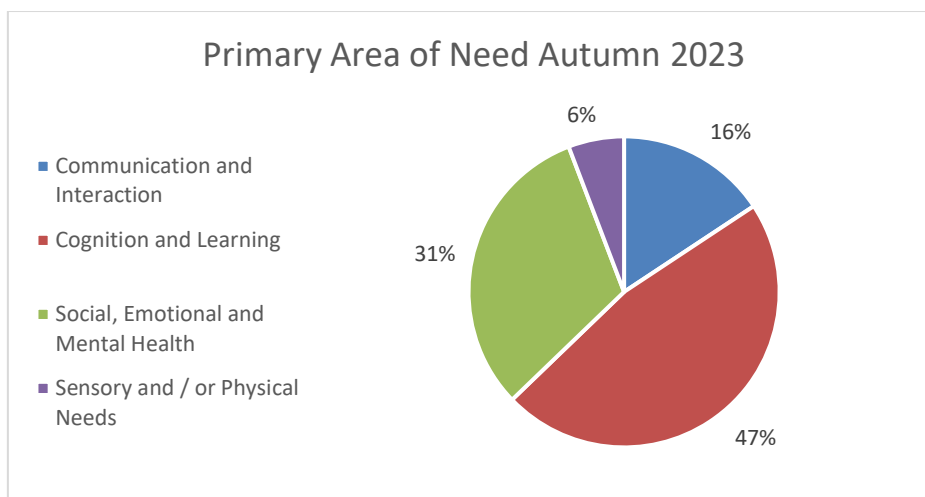
- Redefining SEN register as SEND List (in line with current guidance on best practice – this means no children are on a 'monitoring' list, BUT MAKES COMPARISON WITH THE NATIONAL FIGURE HARDER.)
- Screening programmes for SLCN and Dyslexia
- SEN pupils from the local area moving to BVS
- Genuine increase in SEN need post pandemic

Over the coming year we intend to refine the figure of 27% to enable comparisons to be drawn where useful, but our primary concern has been to ensure that no children are missed from this work.

All staff are aware of the SEN Code of Practice 2014 and that special education needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At Bure Valley School, the four broad areas are used to identify children's needs. We record their SEN according to their primary need in order to work out what action the school needs to take, rather than fitting a pupil in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time. These secondary needs are not recorded in this data but are still supported and often, 'rating' primary and secondary areas of need is an artificial distinction.



How are pupil's SEN needs identified?

For some children SEN needs are identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for other children and young people, difficulties become evident only as they develop and grow.

At Bure Valley School teachers and support staff work closely with learners and their parents/carers to identify any barriers to learning and to understand why a pupil may not be making progress.

In school, children may be initially identified as having a possible SEN through:

- Teachers making termly assessments of all children's progress. Children may be identified as having a SEN if they are performing below age expectations despite high quality teaching and additional support.
- Concerns being raised by a staff member or parent about a child's behaviour, self-esteem or levels of anxiety about school which are affecting performance
- Staff recognising indicators of SEN in children's learning and behaviour through their observations in the classroom or at social times
- Looking at work and progress over time
- Using checklists and screens to identify strengths and difficulties
- Every year in September, we use 'Cognitive Abilities Tests' (CATs) in Year 3. These assess different areas of learning such as 'verbal and 'non-verbal reasoning' and provide teachers with a greater understanding of children's individual and specific needs.
- Discussions with the senior leadership team during pupil progress meetings

If a child continues to have difficulties with their learning despite intervention and support, our SENCO is able to use a range of assessments to further assess barriers to learning.

We also have a range of assessment tools available including:

- WRIT (Wide Range Intelligence Test) for ability
- Sandwell Diagnostic Maths Test
- TOMAL2 (Test of Memory and Learning 2nd Edition)
- BPVS3 (British Picture Vocabulary Scale 3rd Edition)
- Dyslexia Portfolio

- Boxall profiles for SEMH needs.
- Wellcomm Speech and Language Assessment
- Speech Sound Screeners
- Phonics Screeners on entry
- STAR reading and Maths Assessments
- We are also able to borrow assessments from the Dyslexia Outreach Centre.



For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer [website](#).

Bure Valley School, as part of the Aylsham Learning Federation, is able to access for 2023-24 support from a number of organisations and individuals. Although not all of them are SEN-specific, they are able to offer parents and pupils a range of support:

Specialist Resource Bases / Alternative Provision Providers

Forest School External Provider

Virtual School for Sensory Support – advice about supporting children with visual, hearing or multi-sensory impairment

Virtual School for looked After Children – advice about supporting children who are or have been looked after

Norfolk County’s Inclusion and SEND Team

Dyslexia Outreach Service – training and resources to support children with dyslexia

Sally Fox – Pastoral Support (full time member of the school staff)

Carol Flatters (Parent Support Adviser for Aylsham Learning Federation)

Monica Harding (Family Learning Coordinator)

Sara Dale (SEMH officer)

Melanie Pratt (Therapeutic play and nurture)

EPSS – Educational Psychology and Support Services

If we have children with specific needs in school that require further expertise, we have the opportunity to purchase/access as necessary support from:

‘School to school support’ – Specialist advice about provision from Norfolk’s Complex Needs Schools

Just One Number – A one stop service for advice such as sleep, toileting, speech and emotional health

Speech and Language Therapy – After school based initial intervention, referrals can be made for difficulties with speech production, stammers or difficulties with expressive and receptive language

Access Through Technology - Referrals can be made for children who might benefit from having communication technology to help them learn and communicate

Specialist Resource Bases – Provide outreach or short term placement for pupils in specialist classes within mainstream schools

Occupational Therapy – After school based initial intervention, referrals can be made for difficulties with co-ordination.

Point One / Supporting Smiles- Support to children experiencing mental health and emotional difficulties that are causing them distress

CAMHS – Provide support and advice for children with severe or moderate mental health difficulties

VSSS – Virtual School for Sensory Support for children with Sensory Loss

Norfolk EAL Advisory Service – Part of Virtual School Support Service for children with English as an Additional Language

We also employ 11 FTE Teaching Assistants, who support pupils and deliver the interventions in the provision map as coordinated by our SENCo.

Our team has highly qualified staff with a broad range of experiences and qualifications.

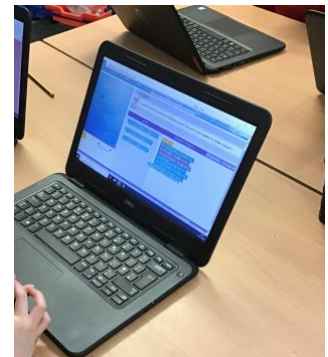
What we do to Support Learners with SEN ?

High Quality Teaching, Differentiation and Personalised Teaching Approaches

The SEND Code of Practice (2014, Updated 2020) is clear that special educational provision is underpinned by high quality teaching. Differentiated and personalised teaching approaches, often referred to as Quality First Teaching (QFT) or universal approaches, benefit all children /young people as well as those also with special educational needs. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. [The Teacher Standards 2012](#) detail the expectations on all teachers, and we at Bure Valley are proud of our Teachers and their developments.

In their day to day teaching, our Teachers will use various strategies to adapt access to the curriculum and environment. This might include using:

- Visual timetables to support children with transitions
- Now / Then or 'Working Towards' Boards
- Writing frames and word banks
- Use of ICT including Access Through Technology referrals
- Peer buddy systems – grouping children together so they can support each other
- Positive behaviour rewards system
- Coloured overlays or coloured paper can be used to reduce visual stress
- Practical apparatus to support learning
- Access arrangements for KS2 SATs and Year 4 Multiplication Check
- Talk Partners – giving children time to talk through their ideas with a partner before answering a question
- Visual prompts such as sand timers
- Checklists so children know what they have to do
- Allowing children to record their understanding in different ways such as mind maps or drawings
- Pre-teaching new concepts of vocabulary
- Allowing children to use quiet spaces such as the Pods to study
- Giving children access to 'calm' or 'safe' spaces
- Talking Tins
- Move and sit cushions
- Colourful Semantics
- Translation Services for EAL families
- Zones of Regulation
- Hearing Loop Technology



- Sensory Circuits



SEN Support

Some children / young people will require support that is additional to universal High Quality First Teaching. Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. This is known as SEN Support. The support that might be offered at SEN Support can be found on the [local offer](#). The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. The school will complete an Individual Needs Descriptor (INDES) and share the assessment with the local authority. The local authority use this information to improve outcomes for children and services to schools by getting a better understanding of need.



We offer a range of interventions to support the four areas of need

Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional, Mental Health
<ul style="list-style-type: none"> • Read, Write Inc Intervention • Toe by Toe (Dyslexia Support) • Mathematics Mastery Intervention • Power of Two / Plus One 	<ul style="list-style-type: none"> • Wellcomm Speech and Language Intervention • Socially Speaking • Speech and Language intervention programmes directed by speech and 	<ul style="list-style-type: none"> • Sensory Circuits • Write from the Start Handwriting Intervention • Access through technology • The Speed Up programme • Fizzy Time OT programme 	<ul style="list-style-type: none"> • Zones of Regulation • Incredible 5 Point Scales • Build to Express Lego intervention • Specific intervention from our SEMH

(Dyscalculia Support) <ul style="list-style-type: none"> • Precision Teaching • Metacognition • Morph Mastery 	language therapists <ul style="list-style-type: none"> • Speech Sound Work • Lego Therapy • Colourful Semantics • First / then boards 	<ul style="list-style-type: none"> • Hearing Loop System 	and Nurture team <ul style="list-style-type: none"> • Lego Therapy • Girls On Board (Supporting Friendships)
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The support currently offered is described on our provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Bure Valley School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Bure Valley School, we share the provision map with our colleagues in the Aylsham Cluster so we can learn from each other and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Supporting children’s emotional, mental and social development

At Bure Valley School, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer additional support. This support may be offered in small groups or 1:1. This support may be delivered by:

- Class TAs or Teachers
- Our Pastoral lead, Sally Fox
- Aylsham Learning Federations SEMH Team (Sara Dale and Elaine Dyer)
- Mental Health First Aiders
- Our Therapeutic Play specialist, Melanie Pratt.

If a child’s social and emotion needs cannot be met by the support offered in school, our SENCO and Pastoral lead are able to signpost to other professionals for help and advice. [Just One Number Norfolk](#) is a great source of information and support.

What happens if my child’s needs are complex and cannot be met at SEN Support?

Most children at Bure Valley School have their needs met with SEN Support. However, if a pupil has complex and significant special educational needs that cannot be met through the provision that is available through SEN support, it may be appropriate to request an EHC (Education, health and care) needs assessment from the local authority. This can only happen once all avenues of SEN support have been investigated. More information about Education Health and Care plans can be found [here](#).

Funding for SEN

Bure Valley School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the [SEN memorandum](#). The amount of funding we will receive for 2023-24 is £ 63,884.

We are also able to request 'top-up' funding direct from the local authority. This money is not guaranteed and is allocated according to need, which is assessed by the Local Authority, using the INDES and supporting evidence. In the year 2023-24, we have been awarded £77,972 so far. We are using this funding to explore new provision.

The funding we receive is used to provide interventions and support as described on our Provision Map. Our costed provision map can be found [here](#).

Professional Development for staff at Bure Valley School

The School recognises that high-quality training is vital for all staff. In 2023-24 there is a guaranteed termly staff meeting devoted to SEN. In 2023-2024 staff had CPD about supporting children through high quality teaching and intervention, Zones of Regulation, Memory and Working Memory, INDES (Individual Needs Descriptors) the using Provision Map by Edukey. Issues relating to SEN are discussed and shared in weekly meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.

Our SENCO is a member of the Willow Tree Learning SENCO network and attends termly CPD related to SEN, as well as the SEN Forums run by the Local Authority. Jo Daubney holds the National Award for SEN Coordination and the Certificate of Competence in Educational Testing (CCET) . During the academic year 2023-24 our SENCO attended training about Dyslexia Support (through the Dyslexia Outreach Service), Step On / Step Up as well completing the CCET.

How do we find out if this support is effective?

Monitoring children's progress is an integral part of teaching and leadership within Bure Valley School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and support for learners with SEN. We follow the 'assess, plans, do, review', graduated approach model and aim to involve parents/carers and children in each step.



Step 1. ASSESS

Children are assessed and a baseline is recorded. For example:

- An Individual Needs Descriptor (INDES) will be completed and shared with the Local Authority.
- An assessment of the phonic sounds children can read or write
- An assessment of how many high frequency words a child can read on sight
- A reading age or spelling age assessment may be completed
- A Wellcomm speech and language assessment may be used to identify gaps in their understanding and / or ability to express themselves verbally.

Step 2. PLAN

Teachers in conjunction with the SENCO select some additional provision to help the child. The teacher, parent/carer and learner have a termly meeting where they agree what they hope will be different following this intervention or support. This meeting is an opportunity for everyone to work together to make decisions about a child's support. This is recorded on the pupil's learning support plan (LSP)

The learning support plan records features of the child's learning such as aspects that they enjoy or find difficult, as well as the support that they feel is effective. It also details any additional intervention provided. Included in the learning support plan are 2 or 3 realistic targets. They are measureable and achievable. Some children will need a Pupil Passport which will summarize what works for the child in terms of environment and learning support but is not easily captured by targets. This document is also co-created and may need reviewing termly if LSP targets are not required (some children, for example with medical needs, may not need targets, just modified provision and support.)

Step 3. DO

Interventions, adjustments and support are carried out over a period of time, usually a term.

Step 4. REVIEW

After a period of intervention, the child is re-assessed to find out whether they have made progress and a decision is made whether to continue with, stop, or change the support offered. Children, parents/carers and their Teaching and Support Staff should be directly involved in reviewing progress. This cycle will be repeated termly.

How does the school know that the intervention they use are effective?

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Aylsham Cluster so all SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority. This ensures that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

We evaluate interventions separately from Learning Support Plan targets and compare outcomes with national research such as the Education Endowment Foundation. ASP (Analyse School Performance) is used with our Self-Evaluation Process to monitor progress in groups.

Looked After Children and Previously Looked After Children

The designated teacher for looked after children and previously looked after children is our SENCO, Joanna Daubney. The LAC designated teacher attends LAC designated teacher network meetings and other training offered by the Virtual School for LAC and Post LAC, when appropriate. Our designated teacher liaises with carers and social workers and will attend PEP and LAC Review meetings as required.

Young people who are in the care of the local authority and who, also have a special educational need will receive support appropriate to their specific need. They may have a learning support plan or EHCP in addition to their PEP (personal education plan). We can also access advice for children with a Social Worker through the Virtual School for LAC.

Other opportunities for learning and extra-curricular activities

All learners should have the same opportunity to access extra-curricular activities. At Bure Valley School in 2023-24 we hope to offer a range of additional clubs and activities. Once they are up and running, details will be found in the school newsletter. Additionally, information about opportunities for pupils with SEN can be found on our X feed (previously twitter feed) @BureSend

SEND student are generally well represented in inter school sports events, including those designed with inclusivity in mind. (See www.panathlon.com for more details). We also have close links with Lessingham All Saints and hold linked events.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SENCO to discuss specific requirements. Please email the office for support: office@burevalley.norfolk.sch.uk

Equality

All staff at Bure Valley School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1 (1) Disability Discrimination Act 1995:

This definition of disability in the Equality Act includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Single Equality Scheme.

Transition

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Bure Valley School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term. Mrs Daubney is also the SENCo for our main feeder school, John of Gaunt Infant and Nursery. There will be transition meetings also for teacher but the continuity of this relationship should be maintained for the primary phase.

Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. During Year 6, there are a number of opportunities for all children to visit the high school, including 3 full days in early July.

If required, additional visits can be arranged, prior to the 3 day transition. These visits can be on an individual basis (with a member of BVS staff) or as a small group.

Key members of staff from Aylsham High School, including the SENCOs, visit Bure Valley School in the summer term. They work with individuals/groups of children and meet with Year 6 teachers, who pass on information relating to children's specific needs and any support they may have received over their time with us. We use the same information software.

Similarly, pupils from any feeder schools are given the opportunity for additional visits and we share a SENCO with John of Gaunt School so conversations about children's needs begin early in year 2.

Some children leave Bure Valley for different provision, and the SENCO will ensure that individual transition requirements, including visits, are met. Children joining or leaving us may need transition books to support them to process change, this will be decided on an individual basis on what works best for the child, family and settings involved.

Where can Parents get free impartial advice and support about SEN?



[Norfolk SENDIASS](#) can offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

They can be contacted by phone on 01603 704070 or by email norfolksendiass@norfolk.gov.uk

Have your say

Bure Valley School is a part of the Aylsham Learning Federation. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN but to be effective it needs the views of all parents/carers, learners, governors and staff.

Please get involved by responding to any surveys, talking to your child's class teacher at parents evening or making an appointment with our SENCO.

Appointments to talk to your child's class teacher or the SENCO can be made through the school office.

How complaints will be dealt with

As a school we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and

