



## Bugle School

### Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Bugle School is an inclusive school and welcomes all children of any ability or disability. Children's abilities vary over a wide range, and many children have times, whether temporary or long term, when they need extra support.

Our local school offer details the provision that we provide within the school and the services that we access in order to appropriately meet the needs of all children, including those with additional needs and disabilities.

All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.

Link to Special Educational  
Needs Policy

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Link to Equality and Diversity  
Policy

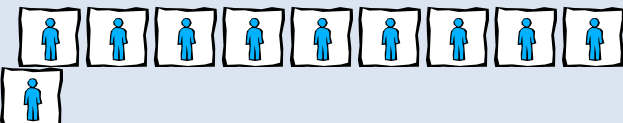


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Link to Access Plan

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## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people


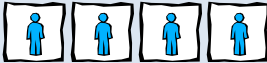

Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>The views and opinions of all children are valued.</li> <li>Student voice is heard through class lessons, PSHE and the School Council.</li> </ul>	<ul style="list-style-type: none"> <li>Children with SEND are able to share their views with others.</li> </ul>	<ul style="list-style-type: none"> <li>We respond to children's views in the individual support we provide, and these views are an integral part of parent consultations, TAC meetings and SEN reviews.</li> </ul>

### 2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		




<ul style="list-style-type: none"> <li>• Bugle School works in partnership with all parents and carers.</li> <li>• The parents/carers of all children are invited to attend parent/carer evenings and target setting days.</li> <li>• The school website enables parents/carers to understand more about what their child is learning.</li> <li>• Parents/carers know exactly who to contact if they have any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to support and attend open afternoons and activities.</li> <li>• Families are invited to attend information sessions re supporting their young person at home e.g. literacy (reading and phonics) and numeracy skills.</li> <li>• Parents are able to contact the school re concerns at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are supported in attending, and are actively involved in, all TAC meetings and SEN reviews.</li> <li>• Parents/carer's views are an integral part of TAC meetings and SEN reviews.</li> </ul>
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### 3. The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all children.</li> <li>• All children, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• Assessments are used to identify</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are needs led.</li> <li>• The progress of children taking part in intervention is carefully tracked and the impact measured.</li> <li>• The intervention packages are adapted in light of student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> </ul>




students who need specific interventions.	<ul style="list-style-type: none"> <li>• Small group intervention includes: <ul style="list-style-type: none"> <li>• Literacy – reading, phonics, spelling, writing.</li> <li>• Numeracy</li> <li>• Social skills</li> </ul> </li> </ul>	
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#### 4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>• The whole school uses approaches to teaching and learning, where differentiated teaching outcomes are used to ensure the progress of all children.</li> <li>• Lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Different level groupings are identified for each class and children are made aware that at least some of the time they will be seated in ability groups.</li> <li>• A range of learning styles are catered for.</li> <li>• Learning Objectives are displayed and discussed using "To Be Able To..."</li> <li>• Children's work is marked using 'Pink to Practise' and 'Green for Great'. Children are given opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that children with SEND have targeted support and provision.</li> <li>• Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> </ul> </li> <li>• If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</li> <li>• Independent learning is supported by the use of technology, for example: <ul style="list-style-type: none"> <li>- laptops</li> <li>- i-pads</li> <li>- digital camera</li> <li>- talking tins/microphones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning.</li> <li>• One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory needs, speech and language difficulties, autism, severe literacy difficulties/dyslexia, etc.</li> <li>• Teaching and learning advice is sought from agencies and professional organisations.</li> </ul>




<p>respond to their marking comments.</p> <ul style="list-style-type: none"> <li>• Target cards are visible in classrooms and in literacy/numeracy book.</li> <li>• Literacy/numeracy is a priority for all staff: key vocabulary and key terms are displayed and discussed.</li> <li>• Alternative ways of recording are used.</li> </ul>		
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## 5. Self-help skills and independence

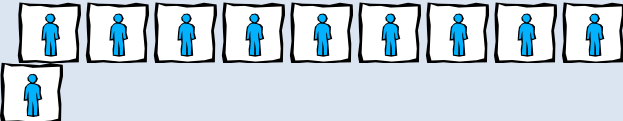


<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Independence promoting resources are available in all classrooms (highlighters, dictionaries, picture dictionaries).</li> <li>• Technology is available to aid independence.</li> <li>• Regular use of 'think-pair-share' strategy to promote self-help skills and independence.</li> <li>• Interactive Working Wall displays support teaching and learning.</li> <li>• Children have access to visual timetables.</li> <li>• All children are encouraged to self-assess their work.</li> <li>• Homework support is available.</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> <li>• Children have personalised equipment to help them to learn, such as talking tins, coloured overlays and timers.</li> <li>• Children have access to: <ul style="list-style-type: none"> <li>- prompt cards</li> <li>- time out cards (where necessary)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves.</li> <li>• Additional support is shared to build resilience in the young person, so that they have self coping strategies when and if the teaching assistant is absent.</li> <li>• Personalised task boards, social stories and timetables are in place to support independence.</li> </ul>

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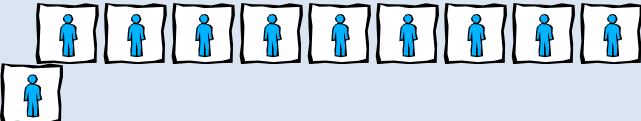


## 6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• PSHE lessons and assemblies include all children.</li> <li>• There is a named member of staff who coordinates provision for children with wellbeing, emotional, physical and mental health needs.</li> <li>• Bereavement support can be accessed.</li> <li>• Routine hearing and eye sight tests are carried out in Key Stage One.</li> </ul>	<ul style="list-style-type: none"> <li>• Time limited and monitored groups address: <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- life skills</li> <li>- anger management</li> </ul> </li> <li>• 'Draw and Talk' intervention available to students facing challenging times.</li> <li>• Targeted 1:1 support is available for children who have experienced emotional challenge from qualified Trauma Informed Schools (TIS) practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• TAC meetings, Early Support meetings and reviews are supported by a range of agencies and professionals.</li> <li>• Boxall profiling or similar is used to match provision to need.</li> <li>• Additional support for students can be requested from a variety of agencies, eg <ul style="list-style-type: none"> <li>- Educational Psychology</li> <li>- Social Care</li> <li>- Penhaligon's Friends</li> </ul> </li> <li>• Children with specific medical needs have individual health care plans.</li> </ul>

## 7. Social interaction opportunities

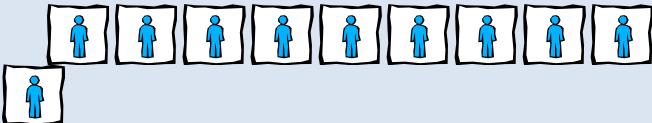


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<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need.</li> <li>• All children have access to trips and visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups enable targeted children to receive support.</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually supported by TAs and are enabled to attend after school clubs.</li> <li>• TAs use social stories with individual students.</li> </ul>

## 8. The physical environment (accessibility, safety and positive learning environment).

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<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including those students with SEND.</li> <li>• Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively.</li> <li>• There is a named child protection officer, 'Designated Safeguarding Officer' (and</li> </ul>	<ul style="list-style-type: none"> <li>• Non-slip, non-breakable equipment available in practical lessons.</li> <li>• Adapted PE equipment available.</li> <li>• Some toilets adapted by height.</li> <li>• Different sized chairs/tables/surfaces available.</li> <li>• There are named adults who are 'Team-Teach' trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment enables disabled children to be independent.</li> <li>• Individualised support to enable children to take part in activities.</li> </ul>

<p>deputies) and a named 'Child in Care' teacher.</p> <ul style="list-style-type: none"> <li>Teachers focus on rewarding good behaviour to promote a positive learning environment.</li> <li>The rewards and sanctions system is robust, displayed around the school and communicated to parents regularly.</li> </ul>		
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## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>There are strong links with feeder early years settings and secondary school. Teaching staff identify children who may need extra support at transition between settings and all year groups.</li> <li>Taster days for children moving classes in the summer term and more shared activities run.</li> <li>Taster days for children in year 5 and 6.</li> <li>Two or more induction days for year 6 students.</li> </ul>	<ul style="list-style-type: none"> <li>Support systems are in place for children who are particularly vulnerable at transition.</li> <li>Children identified as possibly struggling with transition have additional visits in small groups.</li> <li>A key-worker is in place to support this.</li> </ul>	<ul style="list-style-type: none"> <li>The SENCo attends all annual statement reviews.</li> <li>Children have a structured and gradual transition package from setting to setting. This ensure that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> </ul>



### Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologist	The educational psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support these children.	Via school
Speech and Language Therapist	The speech and language therapist works alongside our school to support children with speech/language needs.	See Family Information Service (FIS) website.
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	See FIS website.
Behaviour for Learning Lead (Aspire)	The behaviour lead offers advice and support when children exhibit	Via school

	challenging behaviour in school.	
Cognition and Learning Service	The service works alongside our school to support children with dyslexia and training/advice for teachers.	See FIS website.
School Nursing Service	The school nursing service provides confidential advice and support for children with health needs.	See FIS website.
Parent Support Advisor	The parent support advisor can offer advice and support to parents for a wide range of issues.	Via school
Hearing Support Team	The service works with hearing impaired children and staff.	See FIS website.

### **Answers to Frequently asked Questions**

#### **How does Bugle School know if children/young people need extra help?**

Children are closely monitored and assessed on a regular basis. Any concerns will be raised with parents at the earliest opportunity.

#### **Who is responsible for the progress and success of my child in school and what should I do if I think my child may have special educational needs?**

In school the class teacher has the day to day responsibility to ensure that your child is making good progress. In the first instance you are advised to meet with the class teacher to discuss your concerns. Class teachers are supported by the SENDCo and external agencies when necessary.

#### **How will the curriculum be matched to my child's needs?**

Each class teacher will set work which is differentiated and matched to your child's needs. Where work is differentiated your child may have access to additional resources to support them in their learning or have the support of a teaching assistant when necessary.

#### **How will I know how my child is doing and how will you help me to support my child's learning?**

School reports are sent home annually. Parents are strongly encouraged to attend target setting and parents' evening appointments throughout the year. However you are welcome to make an appointment at any time to see your child's class teacher to discuss their progress.

Parents are urged to listen to their child read at home on a regular basis and provide support for homework and spellings. In the Early Years parents are invited to attend sessions to understand the importance of supporting reading at home. Throughout the year 'Family Learning' workshops are run to support parents with their child's learning at home.

**What support will there be for my child's overall wellbeing?**

It is important that every child feels happy, safe and emotionally well. We use the SEAL (Social Emotional Aspects of Learning) programme for Personal, Social and Health Education (PSHE) lessons throughout the school.

There are however times when children and parents may be facing difficult or challenging times. Our school Parent Support Advisor is available a day a week to support families. Where events may be affecting a young person's performance in school we are able to provide some one-to-one intervention.

**How will my child be included in activities outside the classroom including school trips?**

Bugle School is a fully inclusive school and all children are expected to participate in class trips and visits, with appropriate adult support where necessary.

**How will school prepare and support my child through the transition from key stage to key stage and beyond?**

Transition between year groups is planned and well supported each year for all children. At key transition points parents are contacted and invited to the many transition events that we hold in conjunction with feeder Early Years setting and secondary schools.

Children that require more support are highlighted at meetings during the run up to these times, such as TAC meetings and Annual Reviews/EHC Transfers, and additional support is planned well in advance.

**Who can I contact for further information?**

The school secretary can be contacted for further information ([sharon.tippett@bugleschool.org.uk](mailto:sharon.tippett@bugleschool.org.uk)) and a school prospectus is available on the school website. You may also wish to speak to the Head Teacher or SENDCo for more information on our provision.

**What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?**

Should a parent feel their child's needs are not being fully met through the School Offer, they are asked to meet with the Head Teacher in the first instance to discuss their concerns.

**How is your Local Offer reviewed?**

The School Offer will be reviewed annually or in line with changes to SEND legislation.

Updated July 2018