



## April Busbridge Bulletin 2024 no 4

The Continual Pursuit of Excellence



## ***Dear Families***

Welcome to the latest information on SEND. You will no doubt be aware that as an inclusive school, the more we can understand about children's needs the better we can provide for them in the ***continual pursuit of excellence***.

It was very apparent earlier this week, how well the children listened in an assembly about understanding differences between each other, particularly if additional resources such as wheelchairs or, as in my case currently a 'special shoe', enables access to be 'normal'. It was this word which was challenged in the assembly story '***Perfectly Norman***' by Tom Percival which the children voted for to be read.

At Busbridge Infant School, we firmly believe that all children have an entitlement to be educated alongside their peers in their local community. As an inclusive community, we are deeply committed to removing the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Equality of opportunity is a reality for all our children within the school and all staff work relentlessly to ensure that all children have the right to fulfilling learning experiences, regardless of their social background, ethnicity, academic ability or health.

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## SEND Priority at School

Our SEND **INTENT** statement is:

To provide our children with a broad and balanced curriculum that is ambitious and meets the needs of all. This intent directs our strategic focus and our carefully planned curriculum, which when combined, ensures progression and coverage to achieve the following. Our intent is for our children to:

- Develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives.
- Develop lively and enquiring minds through knowledge with understanding.
- Establish a command of the subjects contained in the National Curriculum.
- Value and understand religious and moral beliefs, and develop a respect for the views of others.
- Understand something of the world in which we live in (in regard to our mutual dependence on others, an individual, groups and nations).
- Appreciate human achievements and aspirations.

- Create an outstanding school within a Trust of national acclaim.

### **What does 'Special Educational Needs and Disability or SEND' mean?**

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.*

At Busbridge Infant School, there are currently 17% of children identified with receiving support for SEND which is higher in comparison to [National Expectations](#) of 13%. Children who have been identified as requiring additional SEN Support are closely monitored and the interventions and support they receive are closely tracked to ensure they make progress against specific individual targets. There is a professional dialogue between SENCO, class teacher, Deputy head and parents, to agree the support and follow the SEND identification process.

The school's SENCO, is responsible for managing the provision for children's needs in line with the school's [SEND & Inclusion Policy](#) and support from the SEND Governor. They are also responsible for completing and publishing the statutory [Special Educational Needs Information Report](#) also in the SEND and Inclusion section of the website.

## Neurodiversity

The term '**neurodiverse**' is becoming increasingly used as common currency when talking about SEND but **what does it actually mean you may ask?** There are several definitions, depending on your Google Search, but one which makes most sense when referring to children is this one, described by [Little Lives Children's Charity UK](#): ***According to [Harvard Health Publishing](#), neurodiversity is the way in which people react to the world around them in different ways. It can be seen as the acceptance of different ways of thinking and the suggestion that there is no real 'right' or 'wrong' way to think or act to certain situations.***

***The word is now more commonly used in the context of the autism spectrum disorder (ASD). It is estimated that 1 in 100 children in the UK have been diagnosed with ASD, though some families that have children with ASD face undeniable challenges, it should also be celebrated as a unique and wonderful way of thinking. There are many [influential people who have ASD](#) and have achieved some amazing things with their different but inspiring, way of thinking.***

## Top Ten SEND

There are many 'labels' which are often used to help us to quickly recognise and therefore perhaps understand the differences faced. The following, which are in no particular order, may be ones we are more aware of:

- [Speech, Language & Communication Needs](#) (SLCN) - Communication & Interaction
- [Autistic Spectrum Condition](#) (ASC) - Communication & Interaction
- [Attention Deficit Hyperactive Disorder](#) (ADHD) - Social Emotional & Mental Health
- [Foetal Alcohol Syndrome Disorder](#) (FASD) - Social Emotional & Mental Health
- [Anxiety](#) - Social Emotional & Mental Health
- [Obsessive Compulsive Disorder](#) (OCD) - Social Emotional & Mental Health
- [Dyslexia](#) (Specific Learning Difficulty or SPLD) - Cognition & Learning
- [Dyspraxia](#) (Specific Learning Difficulty or SPLD) - Cognition & Learning
- [Dyscalculia](#) (Specific Learning Difficulty or SPLD) Cognition & Learning
- [Visual Impairment](#) (VI) Sensory & Physical

## Understanding Speech and Language

Speech and Language is a fundamental element of our communication which makes all of us unique, so it's no wonder that **Communication and Language** is an important part of the **Early Years Foundation Stage Curriculum** and referred to as a '**prime area**' which means that it's one of the important building blocks for all the other areas. Evidence and research are showing that speech and language difficulties are becoming increasingly common for young children. Studies show that once babies begin to understand words their vocabulary increases quickly: by age 1, children recognise about 50 words, by age 3, children recognise about 1,000 words, by age 5, children recognise about 10,000 words (EYFS Framework). Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.

Getting it right ensures the best support for your child and remains our high priority with a high level of expertise and a team of dedicated team staff we do all that we can. If we need additional support, there's further advice and resources from external agencies. Why not take a look at some of the websites to see what other support is out there?

[Speech and Language Therapy](#)

[Royal College of Speech and Language Therapists](#)

[ICAN](#)

[Speech and Language Uk](#)

[Meaningful Speech](#) for expertise in additional specialist therapy

[Independent speech & language therapist](#) for additional speech and language therapy

There are some really useful ideas for encouraging better speech and language [here](#).

If, after reading this, you feel that you would like a discussion about your child and any concerns, then please do not hesitate to make an appointment to talk with your child's class teacher or the SENCO.