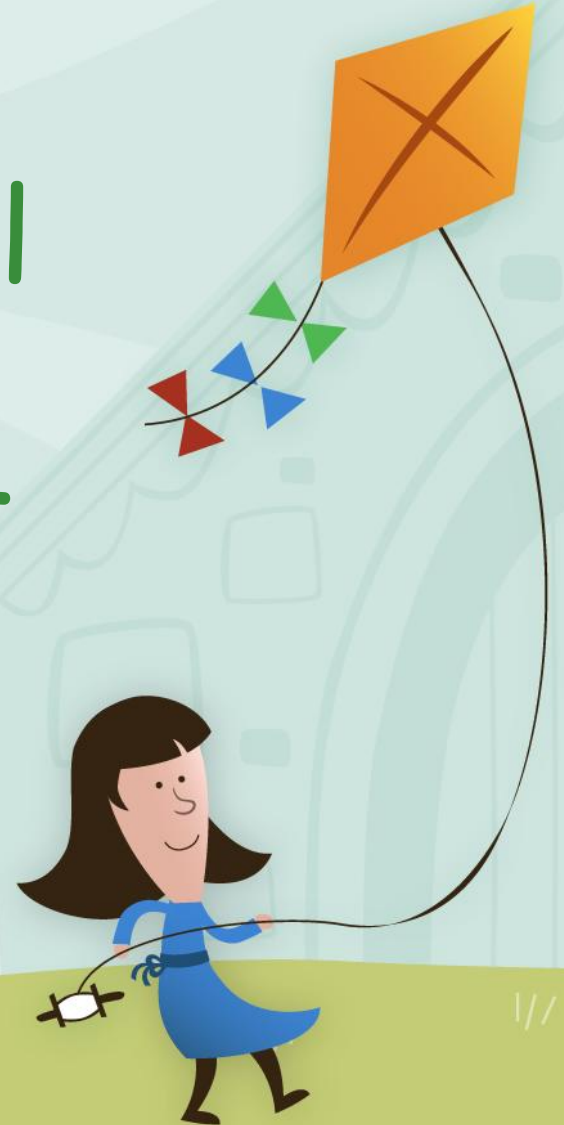




BOOTHVILLE  
PRIMARY SCHOOL

# Boothville Primary School Local Offer SEN Information Report





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When a teacher or a parent has raised concerns about your child's progress, and highly differentiated, targeted teaching has not had the desired impact, the teacher speaks with the Inclusion Manager (SENDCO) to discuss what the next steps may be.

Every term each class teacher and the Senior Leadership Team meet to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.

Targeted teaching or interventions may be used, whereby your child may receive additional support in small groups either in or outside of the classroom. These are run by teachers or Higher Level Teaching Assistants under the direction of the class teacher and in liaison with the Inclusion Manager. If your teacher still feels that your child is not making progress, the school will set up a meeting to discuss this with you in more detail.

The new SEND Code of Practice (2014) describes support of this nature as SEN Support and the cycle of Assess, Plan, Do and Review is called a 'graduated approach'. Boothville Primary adopt this way of working in order to ensure that any difficulties are identified early and the appropriate support is put into place.

What are the first steps our school will take if special educational needs are identified?

How does our school identify that children have special educational needs and disability (SEND)?

When children have already been identified with SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.

If you tell us you think your child has a SEND we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has a SEND this may be because they are not making the same progress as other children; for example they may not be able to answer questions, retain information or are finding learning generally difficult. We will observe them, assess their understanding of what we are doing in school and gather information to find out what may be causing the difficulty. Should we require further advice, we will contact the specialists from external services,



We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and if necessary a planning meeting will take place with the new teacher.
  - Some children benefit from having a transition book to support them understand moving on, this will be made available for them.
- In Year 6
  - The Inclusion Manager will discuss the specific needs of your child with the SENDCO of their secondary school.
  - Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND or additional needs.

How do we arrange and support transfer to another school/educational establishment?





If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance,

The Inclusion Manager will also support you and will liaise regularly with your child's class teacher. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Head teacher.

If you are still not happy, you can speak to the school SEN Governor.

What should parents/carers do if they think that their child has SEND? How can they raise concerns?

How will our school include parents and pupils in planning support?

As their parent, you know your child best and as such, you are one of school's greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils at every level of support.

The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you, sometimes in a report, and sometimes in a meeting organised with them directly.



**Class teacher: Through excellent targeted classroom teaching also known as Quality First Teaching.**

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the Inclusion Manager) to support your child to learn.

**Specific group work within a smaller group of children.**

**This group may be: in the classroom or outside of class run by a Teaching Assistant.**

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress which will be documented (Graduated approach).
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will work on the targets set for your child.

These are often called 'Intervention' groups.

How will our school teach and support children with SEND?



## Eternal Agencies:

- If your child has been identified as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

How will our school teach and support children with SEND?



### Specified Individual support - *Education, Health and Care Plan (EHCP).*

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process.
- After the school have sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in the LA will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the provision your child will receive and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small to support their needs.

For Further information about the EHCP process, please speak with the SENDCO in the first instance or contact IASS (Information and Advice Services) <http://www.iassnorthants.co.uk/Pages/home.aspx>

How will our school teach and support children with SEND?





Who will be working with your child?

Within our school your child will have a class teacher and also access at times from a Teaching Assistant. Your child may also be assessed by the Inclusion Manager and may work with other professionals who are monitoring outcomes of SEN provision, including the SEND Governor.

Other people or external agencies that may be involved include:

- Parent Support Worker
- Specialist Support Services
- Educational psychologist
- School nurse
- Occupational health
- Physiotherapy
- Speech and language Service
- School Nurse
- CAMHS



How are the teachers in school helped to work with children with an SEN and what training do they have?

- The Inclusion Manager's job is to support the class teacher in identifying your child's strengths and difficulties and ensure that planning is differentiated for children with SEND.
- The school has a duty to provide continual professional developments opportunities for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff can attend training courses that are relevant to the needs of specific children in their class. Training takes place on a regular basis.



How does our school provide support to improve the emotional and social developments of our SEND pupils?

Our school considers that the emotional and social development of children is of great importance and invests a significant amount of resources to pastoral care. All staff in school support children's emotional and social development, but more direct work is carried out by:

- Pastoral Support - Teaching Assistant who works with children to build confidence and self esteem, develop resilience and discuss worries and social difficulties that arise.
- Youth Counsellor - Pastoral support for Upper Key Stage 2 children to share worries, work on strategies to manage feelings, emotions and behaviour.
- A Parent Support Worker - works closely with children and families who need additional emotional and social support.

Our school has a policy of zero tolerance on bullying and all relevant policies are available on the school's website.



The school is accessible to children with physical disability via wide open corridors, disabled toilets and disabled parking spaces.

We ensure that equipment used is accessible to all children regardless of their needs.

The school has a disabled access toilet.

Enrichment activities are extended to all pupils irrelevant of their needs.

All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements. We have a breakfast club, Zig Zags that is available for all.

As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable.

How have we made this school accessible to children with SEND? (Including after school clubs etc...)



How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

Registers and evaluations are completed by all staff leading additional intervention support groups.

- National curriculum outcomes are tracked using O'Track and used to measure progress made by SEND pupils.
- P-levels (currently being phased out) and Pre-Key Stage statements are used to measure progress for some SEND pupils.
- Termly pupil progress meetings are held with the class teachers, Key Stage Leaders, Inclusion Manager and the Headteacher.
- Edukey Provision Map is used to monitor provision across all year groups and outcomes are recorded.
- Inclusion meetings and Annual Review Meetings are held for some SEND pupils.
- Information is shared with parents at Parent's Evenings and through your child's annual report.
- SEN Support Plans are shared with parents around specific targets.

Where can you find our SEND policy(s) and what is the role of the Governors?

All state maintained primary, secondary and special schools, are accountable to their governing bodies, which in turn are accountable to parents and the community. Parent and staff representatives are elected to the Governing Body and the LA appoint Governors to the Governing Body. In addition, they can appoint their own Community Governors and it is traditionally these posts which the Governing Body uses to cover skills gaps, hence these posts are often being offered to Governors from the business community.

The Governing Body is responsible for the conduct of it's school, and must promote high standards of educational achievement at the school.

The SEND Governor must liaise with the Inclusion Manager to try to ensure that the school makes the necessary provision for every pupil with SEND. A SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing Body meetings and give up-to-date information on SEND provision.



What to do if you are not happy?

Who can you contact for more information?

How can the Local Educational Authority support me?

If you have any concerns about the provision your child may be receiving or the progress they are making, your first point of contact should be your child's class teacher. If you wish to discuss your concerns further, you can ask to speak with the Inclusion Manager, Key Stage Lead or Head Teacher.

If you are still not happy, you can request a meeting with our Chair of Governor's or SEND Governor who can be contacted through the school.

In line with the new SEND Code of Practise (2014) all Local Educational Authorities must display their own Local Offer of Support For Children and Young People With Special Educational Needs and Disabilities (SEND) and the families that support them. Please see the following link to see Northamptonshire's Local Offer.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Information and Advice Services are support for parents of children and young people with SEND

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Northamptonshire Mental Health Gateway

<http://www.asknormen.co.uk/>

Northants Parent Forum

<http://www.npfg.co.uk/>

Nationwide support for professionals within SEND

<http://www.nasen.org.uk/>

