



Statutory Policy
Initial Policy: May 2019
Policy Updated:
Next Review:
Key Person: TLH

Policy for Special Education Needs and Disability (SEND) Provision

Principles

Many pupils experience learning difficulties at some stage of education, such as: cognition and learning; physical and sensory; social, mental and emotional health or communication and interaction. Our philosophy is based on the belief that all pupils are of equal worth and should have an entitlement to equal opportunities.

An underlying principle that informs the schools SEND policy is that of inclusion. All pupils are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our pupils given the resources available. There is recognition of pupils' differences, and the provision of appropriate learning opportunities, matching work to the needs of pupils. This will enable pupils to make good or better progress towards their targets and achieve their potential. We promote the support of pupils with SEND within the classroom, ensuring full access to the curriculum. However, at times, pupils with SEND may require more specialised teaching, which may be provided outside the classroom.

These needs should be met through a continuum of provision by either specific or more general intervention. The school endorses the principle that all teachers are teachers of pupils with special educational needs and disabilities.

Aims of Boorley Park Primary School

Boorley Park Primary School recognises that every teacher is a teacher of every child or young person, including those with SEND.

The SEND policy seeks to support the guiding principles of the Willern Academy Trust of care, opportunity and quality. In order to ensure that no child is left behind we recognise the need to:

- Create a supportive environment that enables pupils to make rapid and sustained progress ensuring they have every opportunity to fulfill their potential.
- Create a learning climate in which High Quality Inclusive Teaching meets the needs of all pupils, including those with Special Educational Needs and those in vulnerable groups. This will be achieved through employing a range of differentiation strategies, teaching styles and resources.
- Ensure early identification of SEND at any point in the pupil's school career and implement Wave 2 and 3 provision in order for pupils to catch up with their learning.
- Enable all staff to meet identified pupil-needs through efficient communication systems and Professional Development.

Practice

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Date TBA)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Supporting Pupils at School with Medical Conditions (including First Aid)

This policy was created by the Boorley Park Primary School's SENCO based on the Wildern Academy Trust's policy. This is in line with the reforms recommended in the COP (Code of Practice) which promotes collaboration and consultation. The policy outlines the implementation of special educational needs provision within the school for the current year. In addition to the policies listed above, the SEND policy should be read alongside other school policies dealing with for example, behaviour, assessment and bullying.

This policy will be reviewed within the first year of the school being open, liaising with staff (from Boorley Park Primary School and the Wildern Academy Trust) pupils and parents of pupils with SEND.

SENCO

Tamsin Hindley (Headteacher): PGCE, National Award for SEN Coordination (in accordance with Clause 64 Children and Families Bill, 2014)

Sarah Giller (Wildern School SENCO): PGCE, National Award for SEN Coordination (in accordance with Clause 64 Children and Families Bill, 2014)

The SENCO can be contacted via the school phone number or school email address:

Boorley Park Primary School

Details to be added once complete

Purpose and Rationale of SEND Policy:

To inform and guide all stakeholders about the philosophy, principles and procedures that support pupils with special educational needs and disability across the curriculum, enabling them to meet individual needs and remove barriers to learning.

This policy aims to:

- Describe and promote the school's philosophy on special educational needs and disabilities.
- Promote an understanding of, and provide guidelines for, the responsibilities of all staff towards pupils with SEND; to ensure equality, access, inclusion and quality provision where all pupils enjoy a broad, balanced and relevant education, which meets individual needs.

Identifying Special Educational Needs and Disability

Individual special educational needs are identified, met, monitored and reviewed through the Graduated Approach of assess, plan, do and review.

The following are the four broad categories of need, as outlined in the Code of Practice 2014:

- Cognition and Learning (C&L)
 - Difficulties may include: dyslexia; dyspraxia; dyscalculia; auditory processing; visual processing and dysgraphia
- Social, emotional and mental health difficulties (SEMH)
 - Difficulties may include: Attention Deficit (Hyperactivity) Disorder (AD(H)D); anxiety; Oppositional Defiance Disorder (ODD); Obsessive Compulsive Disorder (OCD) and Attachment Disorder
- Communication and interaction (C&I)
 - Difficulties may include: speech, language and communication needs (SLCN); Autistic Spectrum Disorders (ASD), e.g. Asperger's Syndrome and Pathological Demand

Avoidance (PDA)

- Sensory and/or physical needs (S&P)
 - Difficulties may include: visual and/or hearing impairment (VI/HI) and sensory processing

The following areas are NOT SEND, but may impact on progress and attainment;

- Attendance and Punctuality.
- Health and Welfare.
- EAL - Whilst we will endeavour to support pupils with English as an Additional Language (EAL) this alone does not constitute a special educational need.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/Service woman.

Procedures for identification, assessment and provision for pupils with SEND

We recognise that early identification on entry to the school is a priority if we are to meet the individual needs of children with SEND. The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice, children may have needs that involve more than one area.

At Boorley Park Primary School we identify the needs of pupils by considering the needs of the whole child which does not just include the special needs of the child or young person.

To aid the identification process we use a range of screening methods. Identification is through:

- school records related to National Curriculum age expected progress
- previous pre-school/nursery records and pupil profiles
- parental information
- reference to Hampshire County Council's SEND criteria
- teacher assessment and observation
- phonics checks
- medical records
- screening procedures-standardised/norm and criterion referenced tests in reading, spelling and maths (where applicable):
 - NFER Nelson Group Reading Test 6-14
 - Helen Arkell Spelling Test (HAST-2)
 - Sandwell Numeracy Test
 - Salford Reading and Comprehension Assessment
 - Yearly QCA Assessment Tests in Literacy and Numeracy. T

The Dyslexia Early Screening Test (DEST) and Dyslexia Screening Test Junior (DST-J), Quest and British Picture Vocabulary Scale tests are available for screening purposes.

A child has special educational needs if he or she has a learning difficulty that calls for special education provision to be made for them.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Education provision means:

- For a child over two-education provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained

schools, other than special schools, in the area.

We recognise in addition to the above that children's special educational needs may be of a long or shorter nature and will change over time, therefore consequently are subject to a continual process of monitoring and review through the school's assessment cycle.

Graduated Approach to SEND Support

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching (pg 88 section 6.37 onwards in the Code of Practice).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.

Steps of the Graduated Approach Decisions are made to place children on the SEND register using the Assess-Plan-Do-Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs.

This is known as the Graduated response.

All assessment results are analysed by the SENCO, teaching and support staff. Any pupil whose results show concerns are identified and their progress monitored. These pupils are identified on the Class Action Plan (CAP) and provision is made for them through differentiation, adult support and 'Close The Gap' (CTG) catch-up groups.

Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Section 1.24, CoP, 2014) If the pupil does not respond to the intervention and support and if after further assessment there is still cause for concern and their needs fit the Hampshire SEND criteria the pupil is placed on the SEND Register as SEND support and will have a personalised learning plan or SEND support plan.

If there are still concerns over progress and attainment, then outside agency involvement will be sought.

It is the responsibility of the class teacher to carry out the support and intervention set down in the SEND support plan. They will for the most part, be carried out by the school, in the classroom, using additional adult support and resources. If the strategies employed at this level do not result in an improvement in the child's learning, then further funding support may be requested through the statutory assessment process.

Conversely, where an intervention enables a pupil to make better than expected progress, they may be removed from the special educational needs register and placed on the information register

Pupils whose needs do not meet the criteria for inclusion on the SEND register will be placed on an information register so that staff are aware of specific needs and how to support them through High Quality Inclusive Teaching.

The Graduated Approach is characterised by:

- High Quality Inclusive Teaching [HQIT or Wave 1] – the vast majority of Special Educational Needs can be met through high quality inclusive teaching. See school policy on Teaching and Learning for further information.
- Wave 2 intervention programmes designed for pupils to catch up in small groups, such as Paired Reading Scheme, group spelling programme or registration group support for emotional needs.
- Wave 3 intervention programmes individually designed, for example, one to one, Rapid Reading or individual emotional literacy support.

Special Facilities that Increase or Assist Access to the school

The school aims to meet all the needs of pupils in its catchment area. The School will make reasonable adjustments in order to accommodate specific pupils' needs. (See Appendix 2).

As the school building is not yet complete at the time of writing of this policy, the accessibility plan will be added, in consultation with experts and key stakeholders, at the earliest possible opportunity.

At the present time, the following provision is available:

- Access to all buildings for wheelchairs via ramps where necessary.
- Timetable changes enable wheelchair users to attend all lessons.
- Pupils who require regular physiotherapy will be accommodated.
- There is an accessible toilet.
- The physical educational programme is tailored to meet individual needs.
- Advice will continue to be sought to improve resources through our links with Hampshire Advisory Service.
- The school works closely with external agencies to assess individual needs and to ensure that appropriate support and resources are made available in order to provide the best educational opportunities for all pupils.

Use of Finance Resources

The funding for special needs is in accordance with County Guidance, see Funding for Special Educational Needs in Mainstream Schools. This funding provides Learning Support Assistant (LSA) support, interventions and staff training.

Request for Statutory Assessment

Education, Health and Care Plan – EHCP

Once all the advice requested for the statutory assessment has been received, the LEA will decide whether to draw up an EHC plan. If an EHCP is granted and depending on the nature of the special needs, it may generate funding for extra adult support.

The SEND Governor and Chair of Finance will ensure when setting the budget that EHCP funding is used for the named child. The special educational needs prescribed in the EHCP will be addressed and met.

All children with EHCP will have short-term targets set out in their SEND Support Plan. Annual Review

Annual Reviews will take place in accordance with the SEND Code of Practice. All those individuals involved with the child's development will be invited to the review. In the case of the child transferring to Secondary School, the SENCO from the receiving school will be invited. Wherever possible, children will be actively involved in the review process. The parent is welcome to discuss the Annual Review procedure with the SENCO before the actual review date in order to reassure and give advice. Each Annual Review will generate target-setting and be exemplified in the SEND support plan.

A programme of transition will be planned between present school and receiving school if appropriate. Any changes in the level of the child's needs, will trigger a review meeting at the earliest opportunity.

Managing the needs of pupils on the SEND register

We are committed to the policy of home-school partnership and acknowledge that the value of parent's views and wishes are of paramount importance.

SEND support plans will be shared with parents and pupils on a termly basis. On the first meeting they are asked to sign and outline their involvement and support.

Parents are invited to parent-teacher consultation meetings for further discussion
Parents / carers are invited to attend EHCP reviews.

As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including National Curriculum age appropriate expectations, phonics screenings and reading and spelling ages.

Children who are not making expected progress are picked up through Pupil Progress meetings between the Class teacher and Senior Leaders. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

When the child's SEND support plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

Appointments can be made via the School Office to speak in more detail to the Class Teacher or SENCO at a mutually convenient time.

Criteria for exiting the SEND register

Once a child has made good or accelerated progress according to the assessment mechanisms mentioned on previous sections. Children whose identified needs are no longer cause for concern are removed from the SEND register

There will be a judgement made by the class teacher and SENCO as to whether the child will have continuing needs that will need extra support, this may not necessarily be academic. Parents will be involved in the consultation and informed of their child's development.

Supporting pupils and their families

If you have any concerns in regards to your child:

- Talk to us – firstly contact your child's class teacher, then the SENCO, lastly contacting the Headteacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- We are committed to the policy of home-school partnership and acknowledge that the value of parent's views and wishes are of paramount importance.
- We recognise that parents know their children better than anyone else and therefore information, which they can supply to the school concerning their child's difficulties, is invaluable and sought after during liaison meetings.
- SEND support plans will be shared with parents and pupils on a termly basis. On the first meeting they are asked to sign and outline their involvement and support.
- Parents are invited to parent-teacher consultation meetings for further discussion
- Educational Psychologist Consultation forms are shared with parents and they are invited to record their views on the form. Likewise, parents are invited to the Annual Reviews and may contribute in writing.

Where a concern is initiated by a parent, we will discuss this with them at the earliest possible opportunity

Staff Training

Within school, staff training occurs informally, through day-to-day contacts between staff and formally in the following ways:

- Continuous Professional Development Days
- Workshops with key staff
- School CPD meetings
- Year team meetings
- Pupil progress meetings
- 1:1 or small group meetings with trained staff (e.g. SENCO, ELSA)
- Induction
- External providers
- Strategies booklets for teaching pupils with a variety of needs

Admission Arrangements for Pupils with Special Educational Needs and Disability who do not have a Statement or EHCP

The admission of all pupils, including those with learning or emotional difficulties whose needs are not accommodated by an EHCP, will be subject to the School's Admissions Policy, which has been adopted by the school. This policy in no way discriminates against pupils with special educational needs. In the case of pupils with non-EHCP physical difficulties, the same standard criteria will apply. (See Boorley Park Primary School Admission Policy).

Close liaison with linked nursery/pre-schools schools prior to admission is maintained to ensure maximum information is obtained, enabling staff to have specific strategies in place for individual pupils, if needed.

Appropriate transition programmes will be arranged for pupils who require a longer period to adjust to the demands of Primary School.

Supporting Pupils at School with Medical Conditions

The Code of Practice (2014) section 6.11 states 'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

Boorley Park Primary School has regard to statutory guidance 'Supporting pupils at school with medical conditions' – this is fully documented in the Medical policy.

For further information please refer to the school's policy for supporting pupils with medical conditions.

Accountability – Evaluation of the Success of the Policy

The School's SEND Governor assisted by the SENCO will be responsible for collecting data and providing feedback to the planning and curriculum group of the Board of Governors.

Where possible the school's objectives for SEND will be linked to specific measurable outcomes and indicators. Key indicators will be:

- Evidence from data scrutiny and academic or annual reviews that targets are reached and progress is being made.
- For pupils with EHCPs, progress recorded on annual review paperwork and transition plans.
- Evidence from school reporting systems, internal and external examinations results.
- Feedback from parents, informal and formal - recording this in pupils' files, on communication slips and review forms.
- Increased self-confidence and independence of individuals and a settled school atmosphere.

- Evidence that CPD (Continuing Professional Development) has taken place and that recipients have expressed their assessment of value.
- Evidence of access to a broad and balanced curriculum demonstrated by fewer difficulties arising in lessons and in homework - feedback from pupils, staff and parents, settled classes, fewer class-based behavioural problems.
- Standardised testing results at KS1 and KS2, alongside effectiveness of examination support (access arrangements).
- Long-term evidence from external inspections from OFSTED.
- The quality of teaching and curriculum monitored through school's performance management systems and Quality Assurance procedures and through school improvement plan.

Responsibilities of Board Of Governors and Headteacher

In accordance with the 2014 Code of Practice, the Board of Governors in cooperation with the Head Teacher of Boorley Park Primary School, take overall responsibility for the school's SEND policy. The statutory duties and responsibilities of the Board of Governors are to ensure:

- The necessary provision is made for any pupil who has SEND.
- Where the responsible person, the Headteacher or the appropriate governor, has been informed by the Local Authority (LA) that a pupil has SEND, those needs are made known to all who are likely to teach them.
- Teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Pupils with SEND make good or better progress in their studies and participate in a broad and balanced mainstream curriculum provision insofar as can reasonably be expected with available resources.
- Pupils with SEND have relevant access arrangements for all examinations in order to narrow the achievement gap between pupils with SEND and other pupils at the school.
- Reporting to parents on the implementation of the school's policy for pupils with SEND.
- Parents are notified about any additional provision for children with SEND.

Arrangements for Considering Complaints

Parents are always welcome by appointment to discuss provision. Please see the front page of this policy for contact details. Any parent who is dissatisfied with the provision will be made aware of the school complaints system by request.

Linked Policies; Admissions Policy
 Behaviour Policy
 Equality Policy
 Health and Safety at Work
 Safeguarding
 Single Equality Statement
 Supporting Pupils at School with Medical Conditions (Inc. First Aid)
 Teaching and Learning

Appendix 1

Policy for the Identification of SEND

Section 6.15 of the Code of Practice 2014 states: '*A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*'

Boorley Park Primary School assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. We then seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Some pupils may be placed on the SEND Register by their previous pre-school/nursery. These pupils will remain on the Special Needs Register at Boorley Park Primary School and their progress is closely monitored. If the pupil makes sufficient progress, we will remove them from the special needs register and place them on our 'Information' list so that staff remain aware of any difficulties the pupil may have.

We monitor progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to the next stage of their education.

Where concerns are raised, the first response to such progress is high quality teaching or mentoring support targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEND.

The broad areas of need for SEND are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Pupils with particular difficulties with reading and spelling will be placed on the SEND Register if their Standardised Score is below 78 as per Hampshire County Council Guidelines.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Appendix 2

ACCESSIBILITY PLAN

Boorley Park Primary School

As the school building is not yet complete at the time of writing of this policy, the accessibility plan will be added, in consultation with experts and key stakeholders, at the earliest possible opportunity.

Appendix 3

Boorley Park Primary School School SEND Information Report

This document is produced in accordance with Clause 65 of the 2014 Children's Act.

The kinds of Special Educational Needs and Disability for which provision is made at Boorley Park Primary School.

Boorley Park Primary School is a mainstream school. Our philosophy is based on the belief that all pupils are of equal worth and should have an entitlement to equal opportunities.

Our school is due to open in September 2019.

If you are considering whether your child with special needs should join Boorley Park Primary School, you may wish to contact the SENCO on 01489 783473 (*Wildern Main Reception – to be updated to the Boorley Park phone number once the school opens*).

The Local Authority has produced their Local Offer of services available. This can be found at www.hantslocaloffer.info

How is my child supported prior to joining Boorley Park Primary School?

- If your child has an Education Health and Care Plan or complex needs, contact the school to arrange a visit to meet the SENCO Miss Hindley
- Your child's Pre-school should invite the SENCO to the Annual Reviews and to any IPA meeting before transfer to Boorley Park Primary School.
- In the summer term prior to starting, Miss Hindley visits the SENCO at your child's pre-school and SEND information about your child is passed on to her.
- Your child will meet their class teacher at his/her pre-school together with other key members of staff.
- Your child will be invited to attend all induction events and may have additional visits if needed.
- Parents of Year R pupils are invited to a new intake parents' evening in the Summer Term at Boorley Park Primary School.
- Boorley Park Primary School holds an Open Evening during the autumn term where prospective parents are able to look at what is offered by the school.

How does Boorley Park Primary School know if my child needs extra help and what do I do if I think my child has special educational needs?

We place pupils on the SEND Register if they have an identified need, whether this can be met with High Quality Inclusive Teaching or whether the pupil requires specific intervention. Pupils' difficulties will be indicated on the register.

Pupils who have needs which do not meet the criteria for inclusion on the SEN Register will be placed on an Information Register so that staff are aware of specific needs and how to support them in class.

Prior to Transition:

- Meetings between linked pre-schools and Boorley Park Primary SENCO enable early identification of pupils who may need support.
- Learning Support staff attend statement annual reviews/IPA meetings of pupils prior to starting the school.
- We review all relevant data and information from pre-schools and parents to identify pupils who may need additional support.

On entry to Boorley Park Primary:

- Pupils are assessed using an Early Years Baseline test.

This data is reviewed by the SENCO and may lead to further assessments where there is a concern.

These may be carried out either by school staff or by external agencies.

Whilst on roll at Boorley Park Primary:

The school's general arrangements for assessing and reporting also contribute to the identification of SEND pupils.

- Monitoring of pupil progress by staff
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy
- Pupils may be referred for additional tests or assessment, e.g. the Dyslexia Portfolio or the Dyslexia Screening Test
- Creation and implementation of Pupil Profile Sheets
- Annual Reviews for pupils with a Statement/Education, Health and Care Plans

What should I do if I think my child may have special educational needs?

If you have any worries about your child, you can raise your concerns by contacting the SENCO via the school office.

The SENCO, in consultation with your child's teachers, can screen your child for some common learning difficulties using a range of tests. Following assessment, we will share the report with you.

For a formal diagnosis of certain difficulties e.g. Speech and Language or Dyspraxia you should contact your GP. Further advice can be sought from the SENCO.

How will Boorley Park Primary School and I know how my child is doing and how can I support my child's learning?

- We are committed to the policy of home-school partnership and acknowledge that the value of parent's views and wishes are of paramount importance.
- SEND support plans will be shared with parents and pupils on a termly basis. On the first meeting they are asked to sign and outline their involvement and support.
- Parents/carers are invited to parent-teacher consultation meetings for further discussion
- Parents / carers are invited to contribute to EHCP plan reviews and attend any associated meetings.
- As a school we measure children's progress in learning against National expectations and age related expectations.
- Results of screening tests (such as the dyslexia screening test) will be shared with parents if children are identified as 'at risk'.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6 using key performance indicators and progress against set objectives for their year group.
- Children who are not making expected progress are picked up through Pupil Progress meetings between the Class teacher and Senior Leaders. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's SEND support plan is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Appointments can be made via the School Office to speak in more detail to the Class Teacher or SENCO at a mutually convenient time.

How will the school staff support my child? The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. If they are identified with SEND, they will have a SEND support plan with specific targets related to their needs which may include involvement from External Agencies, such as Occupational Therapy, SALT. Additional general support

may be provided by the teacher or teaching assistant in the class.

- Small group 'Close the Gap' support may be available for any pupils who have specific gaps in their understanding or area of learning. These pupils are identified on a Class Action Plan (CAPs) and are reviewed half termly.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts and be identified on their Individual Education Plan.
- Pupils will have their support explained to them and are able to contribute their views particularly in relation to provision for them. They are also invited to give their views as part of any Inclusion Partnership Agreement (IPA), or Education, Health and Care Plan (EHCP).
- On occasion, a child may need more expert support from an external agency, such as Educational Psychologist or Specialist Teacher Advisors etc. A referral or a recommendation of referral will be made either by the school or by parents / carers (supported by the school). Once the referral has been accepted and assessed, a support programme is usually provided to the school and parents / carers.
- Where a child has demonstrated significant cause for concern over a period of time or has severe, complex or lifelong needs, an assessment for an Educational, Health and Care Plan will be made. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.
- Our SENCO oversees all support and progress of any child requiring additional support across the school.

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

- Within the school's inclusion and equal opportunities policy all children are given access to the full range of curricular and extra-curricular activities.
- A range of teaching strategies and approaches are used to enable effective differentiation.
- Numeracy and Literacy are both taught in classes but with LSA support and differentiated work. Additional resources (such as concrete apparatus or ICT equipment) are also available to support progress.
- Intervention programmes are used for those pupils who are falling slightly behind government expectations for their age appropriate level.
- When children are withdrawn from specific teaching support related to SEND targets, it is planned to ensure that full access to the curriculum is not compromised.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, disco-sit cushions, pencil grips, triangular pens / pencils, coloured overlays etc.
- If a child is unable to participate in an aspect of the curriculum due to their SEND, another appropriate activity will be available to meet their needs.

How is the decision made about the type and how much support my child will receive?

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve age expected levels. Decisions are based upon school-based and outside agency assessments, pupil progress and / or discussions with parents.

Access arrangements (such as a reader, scribe or additional time) for public examinations will be sought following guidelines and criteria from the related Examination body.

The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:

- The children getting extra support already.
- The children needing extra support.
- The children who have been identified as not making as much progress as would be expected.

All resources/training and support are reviewed regularly and changes made as needed. Resources are allocated according to individual needs within the budget of the school.

Children with a statement of SEN or EHCP may have specific allocations in terms of resources and additional adult support. These will be met in full.

Pupils' progress will be closely monitored each half-term and we may seek further advice or remove the pupil from the intervention when they have made sufficient progress.

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

An underlying principle of the school's ethos is that of inclusion. All pupils are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our pupils given the resources available. There is recognition of pupils' differences, and the provision of appropriate learning opportunities, matching work to the needs of pupils.

We endeavor to include pupils in all activities, trips and visits subject to risk assessment and the ability to make reasonable adjustments.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Service.

There is also access to the services of a trained counsellor should the school and parents agree this is a suitable course of action for the child.

The Governors of Boorley Park Primary School are responsible for entrusting a named person, to monitor Safeguarding and Child Protection procedures.

What specialist service and expertise are available or can be accessed by Boorley Park Primary School?

The school SENCO holds the National Award for SEN Co-ordination.

When your child joins Boorley Park Primary School the following services may be accessed:

- Specialist Teacher Advisors for Hearing Impaired (HI) / Visual Impaired (VI) and pupils with physical difficulties.
- Speech and Language Therapy Services
- Educational Psychology services
- CAMHS
- Behaviour Support Team
- Occupational Therapy
- School Nurse
- Children's Services

How accessible is the school both indoors and outdoors?

The school site remains open throughout the day. It is maintained in order to make sure it is safe and accessible for pupils with a Visual Impairment or Physical Disability. The school conforms with current disability legislation and the school is equipped for wheelchair access. The school has disabled parking bays as well as a disabled toilet and changing room. The school will make 'reasonable adjustments' to accommodate disabled users including pupils, staff and visitors.

How can I get involved in the school?

- As a parent, you know your child best. If your child is new to Boorley Park Primary School, arrange a meeting with the class teacher or the SENCO to discuss your child's needs.
- Your child will have a planner for recording homework and for communication between home and school. This will be checked regularly and should be signed by the parent every week.

- Please help your child with homework by making sure they understand what they have to do and checking that they keep to deadlines.
- Please make sure your child has the correct equipment and uniform before getting to school. This will help them with their organisation.
- Please encourage your child to read for pleasure.
- We will seek the views of pupils when they are involved in working with the Educational Psychologists, writing Pupil Profile Sheets and in Annual Reviews.

How will Boorley Park Primary School support my child to transfer to another school or on to secondary school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving child to another school: We will contact the school SENCO 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 between classes at Boorley Park Primacy School: Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND profiles will be shared with the new teacher. If your child would be helped by a social story to support them understand moving on then it will be made for them.

In Year 6:

The SENCO will attend the primary transition event to discuss the specific needs of your child with the SENCO of their secondary school. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What steps should I take if I have a concern about the school's SEND provision?

Please contact Miss Hindley (SENCO) if you have an immediate concern. Parents are always welcome by appointment to discuss provision. Any parent who is dissatisfied with the provision can find the school complaints policy on the school's website and on request.

Where can I get further information about services for my child?

The Local Authority has produced their Local Offer of services available. This can be found at www.hantslocaloffer.info

This document is provided as part of The Local Offer for Hampshire.