**BOLNEY C OF E PRIMARY SCHOOL**

**SEND INFORMATION REPORT**

We have defined Special Educational Needs using the 2015 SEND Code of Practice

(CoP), which says that:

*‘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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’*

The range of SEND can be categorised under the following areas of SEND:

* communication and interaction
* cognition and learning
* social, emotional and mental health difficulties
* sensory and/or physical needs

Where possible, and resources have allowed, we have provided additional to, or

different provision from that which is generally made for most children in school.

Although the school can identify special educational needs and make provision to

meet those needs, we are unable to make diagnoses. After discussion with the SENDCo

parents may be advised to seek medical advice with reference to conditions as

ADHD and Autism. The school can offer support, advice and ‘signposting’ to parents

who have concerns relating to their child’s medical needs.

**Policies for identifying children with SEND and assessing their needs**

Children with SEND are usually identified by one of the following routes which are

part of the overall approach to monitoring the progress of all pupils:

* Pupil Progress Meetings: The progress of every child is monitored termly by class

teacher, the Head and SENDCo. Where children are not making progress in spite of

‘Quality First Teaching’ they are discussed at a termly ‘Progress Meeting’ and a plan

of action is agreed which is recorded on a pupil case study.

* Class teachers are continually aware of children’s learning. If they observe that a

child, as recommended in the 2014 Code of Practice, is making less than expected

progress, given their age and particular circumstances, they will seek to identify a

cause.

“Less than expected progress” could be progress that;

* Is significantly slower than that of their peers 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.
* Parents sometimes ask school to look more closely at their child’s learning. We

take all parent requests seriously and investigate them all.

* Children may discuss worries with their teacher or another adult in school that they

are not “keeping up” or feel confused. We take this seriously too and will always

investigate a child’s strengths and needs.

The SENDCo and/or class teacher may undertake pupil assessments which will add

to and inform the teacher’s understanding of a pupil’s strengths and areas of need.

The SENDCo, working closely with parents and children, is able to seek outside

agency advice where this is an appropriate course of action.

**Arrangements for consulting parents of children with SEND and involving them in their child’s education**

We aim to have positive, informative relationships with all of our parents. Our

SENDCo will be available to meet with parents as soon as any concern arises. If a

child is experiencing difficulties, parents will be informed either at termly parents’

meetings or during informal meetings to discuss the child’s progress. A parent will

always be informed, by the class teacher or SENDCo if a child has been identified as

having an additional SEND and requires some support in their learning.

Our SENDCo, Mrs Harvey, has an open door policy and is available on a Monday, Thursday and Friday to meet with any parents who have worries about their children.

Once a child has been identified as having a SEND, the class teacher and SENDCo

will invite parents to school to:

* Discuss placing their child on the SEND register.
* Discuss the graduated response so that the parent understands any new

terminology and expectations.

* Discuss any assessments, strengths and difficulties relating to their child.
* Records are kept of any meetings and are available to parents. Thereafter,

parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

**Arrangements for consulting children with SEND and involving them in their education**

Depending on their age, interest and parental preference the child will be invited to

attend all meetings (formal and informal) as part of this process.

Pupils are involved in the learning process at all levels e.g. through feedback and

responses to teachers marking; awareness of their literacy and maths targets, self-

assessment and reflection of their learning. Individual learning plans for children with an EHCP are written in partnership with the family, class teacher and pupil.

All pupils on the SEND register have produced a one-page profile, which identifies their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.

**Arrangements for assessing and reviewing children’s progress towards outcomes, including opportunities to work with parents and young people as part of this assessment and review**

A one page ‘Individual Pupil Profile’, will be completed with pupil and class teacher.

This will be shared with parents during parent liaison meetings described above. This

document will include their strengths, interests, what they enjoy about school, what

they find challenging and what helps them to achieve.

An Individual Plan is produced is produced for children with an EHCP (Education Health and Care Plan). The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in

small group work and/or support to access a differentiated curriculum. The day to

day implementation of this plan is the responsibility of the class teacher who will work

closely with support staff to record progress towards targets and outcomes during

the term. Longer term targets will be broken down into smaller steps.

The SENDCo meets at least once a term with class teachers and their support staff to discuss the support that is in place for all students.

If an outside agency e.g. educational psychologist, speech and language therapist is

involved with a pupil the SENDCo will always involve parents in the process. The

SENDCo will support parents to understand any report and attend meetings, if

requested by parents, to help them understand any jargon or new terminology.

The SENDCo will ensure reports or assessments are copied to parents and teachers.

Advice and suggestions from outside agencies will be incorporated as

outcomes or targets on a child’s Individual Learning Plan where appropriate.

If children fail to make progress over time, in spite of high quality, targeted support at

SEN Support, we may apply for the child to be assessed for an EHC (Education Health and Care) plan.

**Arrangement for supporting children and young people in moving between phases of education**

We acknowledge that children and parents sometimes find transition into a new

school or a new class quite challenging and this is particularly challenging for

parents of pupils with SEN or disability. This process can also be difficult for the

children themselves.

Bolney Primary aims to provide support which may include;

* Prior to entry to a new school (eg transfer to secondary)
* A programme of additional visits to secondary school for vulnerable pupils.
* Support groups with Learning Mentors.
* Booklets to support transition.
* A meeting for new parents at the new school, attended by class teachers, support

staff, or SENDCo

* Meetings with next school’s SENDCo / class teacher and parent as required.
* SENDCo and class teachers visiting pre-school settings
* SENDCo liaising with outside agencies, to ensure support available
* Additional visits to school as required for parents and pupil.
* Annual Review Meetings (existing Statements and EHCPs) Secondary school staff are invited to attend for Year 6 pupils.

**Transition within school:**

* Additional visits to new classroom.
* Transition booklet with photographs of new class / key people.
* One page Profile meeting with new teacher to get to know each other

**Approach to teaching children with SEND**

We believe that all children learn best when they are included with the rest of their

class. Our aim is for all children to be working independently in class, reaching their

full potential.

All children, including those with children with SEND, are taught by their teacher as

well as being supported by teaching assistants.

Teachers aim to spend time each day working, in a group, with all children with SEND.

When allocating additional teaching assistant support to children, the focus is on

outcomes. We aim to allocate sufficient adult assistance to enable each child to

reach challenging targets without developing a learned dependence on adult

support.

Targets for children at SEN Support are set to be challenging in an attempt to close the

attainment gap between the children and their peers. Interventions are often crucial

in closing these gaps and are therefore used as a strategy in class. The intervention

is monitored by the class teacher and pupil progress towards set objectives is kept

under review. The SENDCo, working alongside the class teacher, monitors overall

progress following completion of the intervention.

The school has a range of interventions. When considering an intervention we look at

the child’s learning need in order that we can match the intervention to the child.

Progress made in these interventions is recorded and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child’s progress against targets set.

An intervention will not necessarily be 1:1 time with an adult and is likely to take the form of group work.

A snapshot of some interventions used recently in school include:

Numicon

Narrative Therapy group

School Start

Socially Speaking

Talkabout

Peer Relationships

Working memory exercises

**How adaptations are made to the curriculum and learning environment**

All of our children access the full National Curriculum, and we have recognised

achievement and expertise in all curricular areas. As part of general class

differentiation, curriculum content and ideas are made more accessible. This

accessibility has been made possible by skilled support, effective use of scaffolding

as well as provision of visual, auditory, tactile and concrete resources.

We aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, and ASC. Bolney Primary School is a ‘disability friendly’ school. Our school building is fully accessible as are the play areas. Our gardening area includes raised beds for easy access. Other adaptions to the physical environment are made, as appropriate, for children with other sensory disabilities.

All pupils have access to ipads within school and staff regularly update the latest support apps in consultation with experts in the technology field.

**The expertise and training of staff to support children with SEND; and how**

**specialist expertise is secured**

All our teachers are trained in school to work with children with SEND. Some have

more experience than others in this area. All teachers have access to advice,

information, resources and training to enable them to teach all children effectively.

We incorporate SEND training into our whole school staff training programme. This

may include training from outside agencies, such as the speech and language

therapy service, as well as training from within school resources and self-help

opportunities. Teaching assistants also have access to ‘in-house’ training as well as opportunities to attend training provided by external agencies.

The SENDCo offers training and advice in school as well as sharing resources and

disseminating information relating to SEND issues.

The school is able to access expert advice and support from the Local Authority (e.g.

Educational Psychologist, Learning Support Service and Sensory Support Service).

The school can access support and advice from Speech Therapy Service and

School Nurses for medical advice and expertise.

**Evaluating the effectiveness of the provision made for children with SEN**

The class teacher reviews children’s progress every half term and attends a Pupil Progress Meeting every term to discuss progress of all pupils. Additional provision is adapted in light of this review process.

The SENDCo annual report to governors includes information on the progress of pupils with SEND. There is a named SEND governor who meets termly with the SENDCo to discuss action across the school and this is also reported to the governing body.

Intervention timetables and staff notes made during sessions are reviewed termly by

SENDCo along with progress in books.

**How children with SEN are enabled to engage in activities available with children in the school who do not have SEN**

All our pupils have equal access to lunchtime clubs, after school clubs and support

activities which develop engagement with the wider curriculum. Where necessary,

we make accommodation and adaption to meet the physical and learning needs of

our children. Class educational visits and residential visits are part of our curriculum

and we aim for all children to be included in all of them. No child is excluded from an

educational visit and residential visit because of SEND or medical needs.

**Support for improving emotional and social development**

Our school values are referenced daily and taught through worship, assemblies, circle times and the PSHCE curriculum. The school has a Learning Mentor, Mrs. Alison Halliwell, who provides excellent support, developing trusting relationships with specific children. If a pupil is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school has access to intervention programmes and may request advice to external agencies before beginning a programme of work.

The school council provides a way for pupils’ voices to be heard. All children are

able to put themselves forward to be a school council representative, whether they have SEND or not.

All members of staff including our head teacher, class teachers, learning support

assistants and the SENDCo are always available for pupils who wish to discuss

issues and concerns. Pupils are encouraged to think about who they would go to if

they had worries and know that this does not have to be their class teacher.

The school has a zero-tolerance approach to bullying and more information can be found in our Behaviour Policy. Should issues arise we will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying.

All children’s behaviour is responded to consistently in line with our Behaviour Policy,

although reasonable adjustments are made to accommodate individual needs.

A behaviour difficulty is not classified as a SEND. If a child shows consistent,

unwanted behaviours, the class teacher will assess the child’s needs. This will involve

working with the family to explore any circumstances, or history of experiences,

which may impact on a child’s behaviour. If the child’s behaviour is felt to be a

response to trauma or to home-based experiences we will work with the family to

explore options for support. This may involve working with the family and other

outside agencies such as social care or medical professionals.

If parents and school are concerned that the child may have mental health and well-being needs, the school would ‘signpost’ parents to their GP or the School Nurse for a possible

referral to an outside agency such as CAMHS.

**How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of children with SEN and supporting their families**

Our school has excellent relationships with outside agencies and, through our

locality network, we can access the latest support.

A snapshot of some of the agencies we work with:

* Early Help – Family support workers
* Occupational Health & Physiotherapy
* Child Development Centre
* CAMHS (Child and Adolescent Mental Health Service)
* Education Psychology
* SALT (Speech and language)
* LIAT (behaviour and social communication team)

**Arrangements for handling complaints from parents of children with SEND about the provision made by the school**

The school aims to work in partnership with parents to ensure a collaborative

approach to meeting pupils’ needs.

All complaints are taken seriously and are heard following the school’s complaints

policy and procedure. A copy of this is available on our website or from the office.

It is the statutory duty of the governors to ensure that the school follows its

responsibilities to meet the needs of the children with SEND following the Code of

Practice, 2014. The 2019-20 Governor with particular responsibility for SEND is Mrs Judith Kew. She meets with the SENDCo at least termly to discuss actions and developments in school relating to SEND.

**West Sussex Local Authority Local Offer:**

The purpose of the Local Offer is to enable parents and young people to see more

clearly what services are available in their area and how to access them. It includes

provision from birth to 25 across education, health and social care. This Local Offer

can be found at https://westsussex.local-offer.org/

**Equal Opportunities:**

The school is committed to providing equal opportunities for all in all aspects of

school, regardless of race, faith, gender or capability. We promote self and mutual

respect and a caring non-judgmental attitude throughout the school.

This document will be reviewed annually (or sooner in the event of revised legislation

or guidance)

Date: January 2019 Review date: January 2020

**Glossary**

CAHMS Child and Adolescent Mental health Service

LIAT Learning and Inclusion Advisory Team

SEND Special Educational Needs and Disabilities

SENDCo Special Educational Needs and Disabilities Coordinator