



Be the Best You Can,
Guided by God

Bolney C of E Primary SEND Information Report 2021

This report outlines how the school identifies and support pupils with Special Educational Needs and Disabilities (SEND). It follows the same format as the Local Authority's 'Local Offer', in order to help parents compare our provision with that on offer in other local schools. Further information about our aims and ethos relating to children with SEN can be found in our SEND policy. This is available via our website or on request from the school office. To discuss your child's needs in detail, please make an appointment to meet with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Sarah Harvey, or, if your child is already at our school please speak to your child's class teacher.

1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p> <p>Teachers assess children's academic progress continually and the school closely monitors those who are not making the expected progress. Pupil Progress Meetings are held between teaching teams and the SENDCo in order to discuss why this might be and decisions are made about what can be done to support any needs identified. Teachers discuss appropriate interventions with parents during termly consultations or during additionally arranged meetings.</p>
	<p><i>How do you identify children with special educational needs?</i></p> <p>A lack of progress can lead to:</p> <ul style="list-style-type: none"> • Observations being made in the classroom by the SENDCo, often followed by a discussion with the child • Standardised assessments carried out by the SENDCo • 'Book looks' to monitor children's work • Advice being sought from outside agencies such as the Child Development Team, Educational Psychology Team, Speech and Language Therapy Service or WSCC Learning Behaviour Team <p>Any concerns raised by parents, or by children themselves, are also investigated using the above actions.</p>

	<i>How will I be able to raise any concerns I may have?</i>	Any concerns about a child, whether academic or social/emotional should first be raised with the class teacher. The class teacher may then discuss these concerns with the SENDCo before deciding how these concerns can be addressed and actions agreed to move forward. A further meeting, to review progress and make any adjustments, will be agreed.
2	<p>How will the school staff support my child?</p> <p>We aim to provide quality first class education and support for all the children in our care irrespective of whether they have additional needs or not. In order to do this, we ensure that we respond to need and continually review staff training and allocated resources. Some areas we have recently trained in are:</p> <ul style="list-style-type: none"> • Supporting children with speech, language and communication needs in the classroom • Sensory processing • Dyslexia • Autism awareness • Mental health and well-being • Maths – calculation methods • Attachment • Zones of regulation • Anxiety <p>(Please see section 7 for further information on staff training)</p>	
	<i>Who will oversee and plan the education programme. Who will be working with my child and how often? What will be their roles?</i>	The class teacher and SENDCo will plan an appropriate programme of intervention after discussion with parents and children and sometimes, outside agencies. Interventions may include targeted work in the classroom with the teacher, adaptations to the classroom or school environment and individual or group interventions outside the classroom. The SENDCo works with the class teacher to plan the support, liaising with any professionals and other staff working with the child. The child's class teacher remains at all times responsible for the education of your child, with advice and support from the SENDCo.

		Higher level teaching assistants and teaching assistants work with individual children or with groups of children, as well as the class teacher. All staff that work with children are trained in running the interventions offered. Professionals from outside agencies will also work occasionally with individual children.
	<i>Who will explain this to me?</i>	Class teachers are the first point of contact for parents but the SENDCo is always available, currently by phone or email, to meet with parents of children with Special Educational Needs. Regular meetings can also be arranged by the SENDCo in order to work with parents when completing referrals and planning programmes of support.
	<i>How are school governors involved and what are their responsibilities?</i>	The school has a dedicated SEND governor (currently vacant). Governors oversee the SEND policy and the SENDCo submits a report to the full Governing Body on a termly basis which includes details of the number of children with SEN, as well as sharing other items of news regarding special needs and disabilities.
	<i>How does the school know how effective its arrangements and provision for children and young people with special educational needs are?</i>	There is close scrutiny of the progress of children with SEND every term. Progress is measured against the school's expectations, the rest of the school cohort and the progress locally and nationally. Where relevant, children are also assessed using published standardised tests before an intervention is started and then again at the end. Observations of pupils in class as well as in other contexts within the school also provide important evidence of the effectiveness of our provision (for example, playground observations made by staff, observation of classroom interaction or pupil voice).
3	How will the curriculum be matched to my child's needs? Through observations, assessments and discussions with children and parents, the children's individual needs are identified and appropriate support is put in place within the classroom. Teachers and teaching assistants look carefully at what the child needs in order to access the learning and make adaptations to tasks where necessary.	
	<i>What are the school's approaches to differentiation? How will that help my child?</i>	Lessons are routinely differentiated to match the pupils' needs in the class. Children are given support through specialised resources, adult and peer support and through differentiated tasks.

4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	
	<i>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</i>	Parent / teacher consultations are held once in the Autumn and Spring term where discussion takes place on the progress of the children against national expectations. Consultations are also offered in the summer term following the sharing of each child's annual report. Personal targets, identified by the previous teacher in the summer term report, are discussed in the Autumn term meeting. The SENDCo is also available during these times for a consultation. Extra communication or meetings are always available on request and, if necessary, outside professionals are invited to contribute to the child's provision.
	<i>How does the school know how well my child is doing?</i>	Assessment within the classroom is a continuous process and involves observations of the child at work, self or peer assessment and full application of the feedback, marking and response scheme. Teachers, teaching assistants and the SENDCo use checklists and standardised assessments to monitor how individual pupils are progressing. Staff leading interventions keep notes on what is going well and areas for further development which are shared with the class teaching teams and the SENDCo during Pupil Progress meetings. Due to the size of our school many ad hoc discussions take place regarding pupil progress.
	<i>How will I know what progress my child should be making?</i>	The class teacher and SENDCo will explain the progress the children are making against the targets set for them and indicate whether this reaches the expectations appropriate to individual needs. Annual reports (sent out in the Summer term) also outline whether a child is working above, below or in line with national expectations.
	<i>What opportunities will there be for regular contact about things that have happened at school e.g. a home / school book?</i>	Teachers will set up suitable communication systems so parents can keep in contact and receive regular updates from the school. This can take the form of weekly meetings, communication books or e-mail contact. The SENDCo is also happy to contribute to these communication systems.
	<i>How will you explain to me how his/her learning is planned and how I can help support this outside of the school?</i>	The class teacher will liaise with parents/carers to inform them how their child is supported in school. Individual learning plans (ILP) are written for all children who are on the SEN register with an EHCP (Education Health and Care Plan). These are written in discussion with the child, parents/carers and staff. Ideas and strategies about how parents/carers can support their child at home is also written onto these documents and parents/carers are provided with a copy of these as they get updated each term.

		<p>For all children, weekly updates are often sent out with the home learning tasks which will explain what the children have been learning throughout the week and how parents/carers can support with following up this learning at home.</p> <p>Teachers may identify ways you can help at home and websites or resources you may find useful. Our website also has many good recommendations for websites, apps and activities to further support learning.</p> <p>Where we have had advice from professionals external to the school, we will meet with parents to discuss how the actions will be implemented.</p>
	<i>How and when will I be involved in planning my child's education?</i>	<p>Termly ILP meetings (for those children with an EHCP) are held with class teachers, teaching assistants, SENDCo and parents/carers to review children's individual targets and set new targets for the term ahead.</p> <p>Parents are asked for their opinions and support when planning special events such as school trips and residential visits to ensure full inclusion of all children.</p> <p>If there is a need to request further support through an Education, Health and Care Plan (EHCP), you will be invited to work closely with the SENDCo to ensure that your views, hopes and aspirations for your child are reflected in the plan.</p>
	<i>Do you offer any parent training or learning events?</i>	<p>We forward any external training events that are shared with the school from groups such as 'Reaching Families' http://www.reachingfamilies.org.uk/ or The Meeds Alliance https://www.woodlandsmeed.co.uk/ . Flyers are displayed on our notice board and we will send targeted training opportunities to families where we see a need.</p>

5	What support will there be for my child's overall well-being?	
	<i>What is the pastoral, medical and social support available in the school for children with SEND?</i>	We have a number of teaching assistants that work closely with children on our SEND register. We have a Learning Mentor in school who works with children on a one to one basis. The SENDCo can refer children to outside agencies to offer wider support and we work closely with the Early Help team. Every child with a medical issue has a Health Care Plan or an Intimate Care Plan that is created in partnership with parents.
	<i>How does the school manage the administration of medicines and providing personal care?</i>	All support staff are trained as First Aiders and all staff have received training in the use of epi-pens. If a child's needs require special or specialist care, we ensure that a member of staff is trained and an appropriate plan is put in place with the support of the parents. We have a 'Managing Medicines' policy which outlines how the school ensures appropriate care is given. Two members of staff have had 'Managing Medicines in Schools' training. Where a child requires specialist medicine to be administered in school, we arrange appropriate training from experts.
	<i>What support is there for behaviour, avoiding exclusions and increasing attendance?</i>	<p>We support children with behavioural, social and emotional needs using a range of strategies (see behaviour guidance). We believe that children behave well when they can, and seek to involve the children themselves in collaborative problem-solving to help them when they are finding this difficult. We also encourage the children to use the Zones of Regulation as a model for expressing their emotions and developing self-regulation strategies.</p> <p>Good attendance is encouraged and rewarded with an end of year certificate. Each child's attendance is shared termly with parents and attendance is reviewed each term by the Headteacher. Where attendance is an issue, a meeting between the parents and the Headteacher takes place to explore the reasons for this and to identify any support required. Poor attendance is quickly improved and support is offered through referrals to outside agencies if appropriate. Persistent poor attendance is referred to West Sussex Pupil Entitlement. Parents must report absence either by telephone or email and electronic registers means we are able to monitor attendance closely and we take prompt action to improve it where necessary.</p> <p>The school has a clear Anti-bullying policy and Behaviour Guidance that all the staff adhere to and that aims to promote positive behaviour.</p>




	<p><i>How will my child be able to contribute his or her views?</i></p> <p><i>How will the school support my child to do this?</i></p>	<p>At the beginning of each year teachers hold 'Returning to school - Well-being surveys'. This is a chance to discuss how they are feeling about returning to school and to remove any potential barriers to learning. If children scale a low score steps are put in place to increase the score. These steps are then monitored and reviewed at the end of each half term with further discussion with the child.</p> <p>In addition, we have a school council where council members can bring views from their classes to be discussed. Classes hold a class meeting once a fortnight. We also use questionnaires to find out how the children feel about different aspects of school and to gain pupil voice.</p>
6	What specialist services and expertise are available at or accessed by the school?	
	<p><i>Are there specialist staff working at the school and what are their qualifications?</i></p>	<p>We have two members of staff who are Elklan trained in delivering Speech and Language Programmes plus a further two who are trained in delivering Narrative Therapy.</p> <p>One member of staff is our Mental Health First Aider plus three others have undertaken level 2 Mental Health Awareness training. One of our teaching assistants has completed the Autism Awareness certificate and we are currently undertaking the Dyslexia Aware Award.</p> <p>The SENDCo has completed the National Award for Special Educational Needs Co-ordination (NASENCO).</p>
	<p><i>What other services does the school access including health, therapy and social care services?</i></p>	<p>The school has had access to and worked with a number of organisations and services including:</p> <ul style="list-style-type: none"> • Special Needs Team • Educational Psychology • Speech and Language Therapists • Learning Behaviour Advisory Team and Social Communication Team • Looked After Children Education Service • Social Services • Child Development Team • School Nurse • Child and Adolescent Mental Health Service (CAMHS) • Occupational Therapy

		<ul style="list-style-type: none"> • Early Help team • Play Therapy • Transition Mentors • Children and Family Centres • Mental Health Liaison Service • Young Carers <p>Access to these services varies and there can often be a waiting list.</p>
7	What training are the staff supporting children with SEND had or having?	<ul style="list-style-type: none"> • Two of our Teaching Assistants have completed the Elklan training in speech and language support plus Narrative Therapy training delivered by the NHS • Two Teaching Assistants have been trained on Jump Ahead – a motor skills programme • One Teaching Assistant has undertaken an Autism Awareness course • A number of staff are trained in the Teamteach Approach to managing behaviour • Staff receive safeguarding training annually. • Some members of staff have received training in English as an additional language. • The SENDCo has achieved the National Award for SENCOs, Identifying and Supporting Dyslexia, Understanding Children and Young People's Mental Health • The school is currently undertaking the DASA – Dyslexia Aware Schools Award
8	How will my child be included in activities outside the classroom including school trips?	
	<i>Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parent/carers in planning activities and trips?</i>	We make every effort to ensure that all children can take part in all activities organised by the school. Parents are always consulted about the suitability of an activity if there is any doubt and we work together to create a plan and personalised risk assessment to ensure success. Where necessary we will write a social story to help prepare individual children for off-site activities.

9	How accessible is the school environment?	
	<i>Is the building fully wheelchair accessible?</i>	The whole of the school environment for children is accessible by wheelchair. This is explained further in our Accessibility Plan.
	<i>Have there been improvements in the auditory and visual environment?</i>	All classrooms are fitted with interactive whiteboards and speakers along with wi-fi. All classes have access to ipads and laptops.
	<i>Are there disabled changing and toilet facilities?</i>	The school has one accessible toilet.
	<i>How does the school communicate with parent carers whose first language is not English?</i>	We use Google translate where necessary and can access interpreters if this is required. We also work with the Ethnic Minority & Traveller Achievement Service (EMTAS) to support families with children who have English as an Additional Language.
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	
	<i>What preparation will there be for both the school and my child before he or she joins the school?</i>	A range of transition visits are arranged for all new children and their parents in the summer term of their starting year. This provides them with the opportunity to meet with class teachers, teaching assistant and their peers. Children are also invited in for story time to spend time in their new class before starting the school. Extra sessions can be arranged, should we feel this is necessary, to enable a child to meet and connect with staff who may be involved in their care. Staff from the school will also visit nurseries or pre-school settings to meet the children and staff who have been working with them. Meetings can also be held with the SENDCo and teacher to discuss how to make a smooth transition. Information meetings are held for parents to express their views and ask any questions they may have. In the autumn term, staff will visit parents and children in their homes.

	<i>How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college?</i>	We understand that transitions between each key stage can be difficult for children. For children who are identified as being at risk around transitions at any stage a transition book is written and sent home over the summer. The school works with the local secondary schools to prepare children for the transfer from Key Stage 2 to 3. The class teacher liaises with staff from these schools to share key information about the children. Extra visits can be arranged, with staff accompanying a child to their new school to help them get used to the new environment, if this is deemed necessary. We also pass on each child's Special Educational Needs file which includes a One-Page profile of the child.
	<i>How will you support a new setting / school / college to prepare for my child/young person?</i>	Our local secondary schools have a detailed transition form which we complete outlining the needs of the child, the support they have received and our recommendations for support they might need in their new school.
11	How are the school's resources allocated and matched to children's special educational needs?	
	<i>How is the school's special educational needs budget allocated?</i>	We employ a range of support staff in order to ensure that we meet the needs of our children. Funding may be used to train staff if a child has specialist needs or requires specialist equipment or resources. Funding for individual children, such as those who currently have an Education, Health and Care Plan (EHCP) is allocated specifically to support those children. We aim to ensure that the children have access to appropriate assessments, resources, time and staff.
12	How is the decision made about what type and how much support my child will receive?	
	<i>Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?</i>	Following observations, assessments and discussions, decisions are made based on the recommendations of outside professionals where appropriate and on the views of the child, teachers, SENDCo and parents. Once these views are gathered, the SENDCo will plan a programme of intervention and share this with parents. Regular meeting opportunities between teacher / SENDCo and parents allow for regular reviews and adjustments to the plan.

	<i>How does the school judge whether the support has had an impact?</i>	The school carries out standardised testing or other relevant assessments before beginning a programme of intervention. Further assessment is then repeated when necessary to monitor the impact of the intervention. Where progress is not quantifiable we use a scaling system or 'Three Houses tool – especially to monitor the effectiveness of support for SEMH (Social Emotional and Mental Health)
13	How are parents involved in the school? How can I be involved?	
	<i>Describe the school's approach to involving parents in decision making and day to day school life including for their own child or young person.</i>	Parents are invited to termly parent meetings in order to maintain a regular dialogue, including suggestions for improvements. More up-to-date communication can also be managed through the use of communication books, home/school diaries or e-mail. A fortnightly whole school newsletter is shared with all parents. A member of staff is available for parents to speak with on the gate at the start and end of each day. We invite parents to become governors and we have Year 6 leaders who are governor representatives. We have a 'Friends of Bolney' association which welcomes those who are keen to take an active part in supporting the school for our parents, carers and other members of the community.
14	Who can I contact for further information?	
	<i>Who would be my first point of contact if I want to discuss something about my child?</i>	Your child's class teacher would always be your first point of contact if you wish to discuss any concerns you may have. Appointments can be made by letter, e-mail (addresses can be found on class pages on the website), via the School Office or at pick up/drop off.
	<i>Who else has a role in my child's education? Who can I talk to if I am worried?</i>	Your child will meet many adults in school, all of whom have the welfare of the child at the heart of their work. We aim to ensure that all adults have appropriate knowledge of all children in order to be able to support them appropriately in all situations. Appointments can be made to see the Headteacher, Learning Mentor and SENDCo if concerns go beyond the classroom - all would be happy to meet with you.
	<i>Who should I contact if I am considering whether child/young person should join the school?</i>	Contact the school office 01444 881352 office@bolneyprimary.school

<p><i>Who is the SENDCo and how can I contact them?</i></p>	<p>The SENDCo is Mrs Sarah Harvey and you can contact her via the School Office.</p> <p>The designated teacher for children looked after is Lorraine Kenny (Head Teacher).</p>
<p><i>What other support services are there who might help me and provide me with information and advice?</i></p>	<p>The school has access to many local services as mentioned in section 6. West Sussex SEND Information, Advice and Support Service (SENDIAS) will provide impartial advice and information and will help you communicate with the school and local authority where necessary.</p> <p>Contact details:</p> <p> Email: send.ias@westsussex.gov.uk</p> <p> Helpline: 03302 228 555 - Monday to Friday during office hours</p> <p> Address: St James' Campus St James' Road Chichester West Sussex PO19 7HA</p> <p>West Sussex County Council also has information about children with disabilities and special educational needs. Their website is www.westsussex.local-offer.org/</p>
<p><i>Where can I find the local authority's Local Offer?</i></p>	<p>The Local Offer can be accessed via this link: https://westsussex.local-offer.org/</p>