

St Botolph's C of E (C) Primary School

Special Educational Needs and Disability Policy



**Celebrating Faith,
Learning and Success**

Proverbs 22:6

*Direct your children on the right path and when
they are older they will not depart from it.*

Date: June 2021
Review Date: July 2022

**St Botolph's Primary School is committed to
safeguarding and promoting the welfare of children
and young people and expects all staff and volunteers
to share this commitment.**

PRINCIPLES OF THE GOVERNING BODY

The Governing Body has a legal duty to have regard to the **2015, 'Special educational needs and disability code of practice: 0-25 years'**, and will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

The Governing Body will ensure that everyone involved with children with special needs at St Botolph's will respect the confidentiality of any information shared during their work.

AIMS AND OBJECTIVES

At St Botolph's we are determined to provide a broad and balanced curriculum which meets the educational needs of all pupils. In accordance with our Equal Opportunities Policy, we will establish and maintain a culture of high expectations which enables pupils with special educational needs and/or disabilities to take part in all the opportunities available so they can achieve well.

It is our intention that everyone in the school community – governors, staff, pupils, parents and carers will have a positive and active part to play in achieving this aim.

At St Botolph's School we will:

- Provide first quality teaching and learning for all children
- Provide broad, balanced and purposeful educational and social opportunities
- Identify pupils with special needs as soon as possible
- Give these pupils individual consideration
- Make special provision for them using child-centred planning
- Have regard to the procedures and processes set out in the 2015 Special educational needs and disability code of practice: 0-25 years

Definition

The Code of Practice defines a child or young person as having a special educational need if:

- A) They have a significantly greater difficulty in learning than the majority of others of a similar age
- B) They have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools
(Code of Practice 2015, Introduction xiv)

Therefore, a child identified as having a learning difficulty or disability calls for special educational provision to be made for them, 'namely provision **different from and additional** to that normally available to pupils of the same age.' (Code of Practice 2015, 6.15)

ROLES AND RESPONSIBILITIES AND ARRANGEMENTS FOR THE PROVISION OF SEND EDUCATION

Named governor for Special Educational Needs and Disability	Mrs Carol Anne Downie
Responsible person for SEND	Mrs Helen Rouse, Headteacher
Deputy Headteacher	Miss Nicky Noble
The Special Educational Needs Coordinator	Mrs Sue Fox
The Learning Support Team Leader	Mrs Wendy Blunt

The Governing Body will:

- Have regard to the 2015 Code of Practice when carrying out its duties towards all pupils with special educational needs
- Consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interest of co-ordinating special educational provision in the area as a whole
- Ensure that admission arrangements do not discriminate against disabled pupils whether on the terms on which the school offers admissions or by refusing deliberately to accept an application from a disabled person
- Publish information on the school's websites about the school SEND Offer and the implementation of the policy for pupils with SEND

The Governing Body delegate these responsibilities to the SENCO who:

- Ensures that all teachers likely to teach a pupil with a Statement of Special Educational Needs or Education Health and Care plans are informed of the child's needs through meetings with the parents and all other parties involved
- Ensures that identifying those pupils who may have SEND is part of the whole school tracking system and providing further guidance, assessment and support
- Ensures that teachers are providing appropriate support and high quality teaching for those pupils who have SEND through a detailed handover of records and information at the beginning of each academic year and ongoing advice for appropriate target setting and differentiation
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible, through differentiation and utilising resources efficiently
- Ensures that parents/carers are consulted as soon as concerns are raised, and they are part of the decision making process leading to SEND provision being made for their child

The Head Teacher

The Head Teacher is the named '**responsible person**' in the school and, as such, will be informed by the Local Authority when they conclude that a pupil at the school has special educational needs.

The Head Teacher has overall responsibility for:

- Management of the policy
- Assessment and provision for pupils with special educational needs
- Ensuring that all the appropriate people are informed about the special educational needs of specific pupils
- Keeping the governors informed about special education issues

Any complaints about general or specific provision will be referred to the Head Teacher in the first instance.

The Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator is responsible for co-ordinating SEN provision within the school. The SENCo is a qualified teacher and should have or work towards the National Award in Special Educational Needs Co-ordination.

The SENCO, in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO will:

- Take day-to-day responsibility for the operation of the SEND policy
- Co-ordinate the provision made for individual children with SEND
- Work closely with staff, parents and carers, and other agencies
- Provide targeted professional guidance, support and relevant training to colleagues with the aim of securing high quality teaching and learning for children with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

The Class Teacher

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.'(Code of Practice, 6.36)

The day-to-day planning and management of the curriculum for all pupils' rests with the class teacher, with the SENCO monitoring the assessment and management of special needs procedures.

The Learning Support Team Leader (LSTL)

The Learning Support Team Leader has a key role in co-ordinating the work of the many Learning Support Teaching Assistants (TAs) and works closely alongside the SENCO. The LSTL coordinates the termly review of provision for children with SEND.

The Learning Support Teaching Assistant (TA)

Our teaching assistants play a pivotal part in the achievements of pupils with SEN, increasing the teacher's potential to meet the needs of all their pupils.

The teaching assistant will:

- Work under the direction of the class teacher and the Learning Support Team Leader
- Be aware of the individual needs, attainment and expectations of the pupils with whom they are working
- Deliver intervention or therapy programmes after appropriate training
- Provide information for assessment and monitoring purposes, especially when reviewing Support Plans

The teacher designated with safeguarding responsibility

The Head Teacher has responsibility for responding to all safeguarding issues by liaising with staff, parents and relevant outside agencies to ensure all concerns are dealt with swiftly in a sensitive and confidential manner.

The teacher responsible for managing Pupil Premium Groups (PPG) and Looked After Children (LAC) funding

The Head Teacher is responsible for managing LAC funding and delegates responsibility for managing PPG funding. The Head Teacher ensures funding is allocated to support the children's current academic, social and emotional needs.

The SENCO oversees the provision for children in care who have identified special educational needs by:

- liaising with foster parents, social workers and the Child in Care teams;
- attending all Child Care Review meetings, providing regular progress reports;
- leading Personal Education Plan meetings and completes all the necessary paperwork;

- co-ordinating discussion with all interested parties on how LAC funding should be spent and liaises with the Head Teacher.

ADMISSIONS POLICY

Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. No pupil can be refused admission solely on the grounds that she/he has a special educational need and/or disability.

Starting school:

For pre-school children that have already been identified as having special educational needs the school makes the following preparations in the Summer Term before admission:

- SENCO visits pre-schools/nurseries
- The class teacher makes home visits
- The child visits the school with parents/carers
- The child makes extra visits to the school with pre-school keyworker
- Information gathering from all professionals involved with the child
- Transition meetings with the parents
- When appropriate, a photograph book of the school and all adults who will be involved with the child will be created and given to the family as a point of reference during the weeks preceding the start of school

Transferring to St Botolph's:

Please refer to '**Transition**' section for in-year and non-Reception entries.

WHOLE SCHOOL APPROACH

High quality first teaching and the application of a differentiated approach to teaching and learning define the provision for EVERY child at St Botolph's.

WAVE 1

All staff are responsible for ensuring wave 1 is delivered and is what every child receives. Staff have high expectations about first quality teaching and are responsible for ensuring wave 1 is adjusted to suit the needs of every child in their class.

Underpinning ALL our provision at St Botolph's is the graduated approach cycle: **Assess, Plan, Do, Review**.

Assess: Staff work out what children know using formal and informal assessment tools.

Plan: Staff decide how to teach the next learning step.

Do: Staff deliver first quality teaching, with a combination of adult led and differentiated independent tasks, and make adjustments for individual children when necessary.

Review: Staff consider what the children have learnt at the end of each lesson and if they have met/ exceeded the learning objective. Outcomes are recorded after each lesson on the standard marking summary sheet.

WAVE 2

Early identification of barriers to learning is crucial and is built into the overall school approach to monitoring the progress and development of all children.

The Code of Practice states that action should be taken if progress:

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

(Code of Practice, 6:17)

'Provision maps are an efficient way of showing all the provision the school makes that is **additional to and different from** that which is offered through the school's curriculum.' (Code of Practice, 6.76)

Termly assessments of progress are made for all children. They seek to identify pupils making less than expected progress given their age and individual circumstances in Reading, Writing and Maths. Results are discussed at termly Pupil Progress Meetings which are attended by the Senior Leadership Team and teachers. Children identified at Wave 2 or higher receiving any form of additional support, adjustment or intervention will be included in the termly class provision map.

If a child is not making appropriate progress or achieving age related levels, despite some modifications to wave 1 support, they may need either or both of the following to overcome barriers to learning:

- **specific, time bound intervention(s)**. Intervention trackers are used to monitor pupil progress and effectiveness of provision and the SENCo has an intervention overview.
- **more specific adjustments** to allow the child to access the curriculum in the classroom.

If a child continues to make little or no progress **SEN is considered**. A deeper analysis will take place to gain a better understanding of the child's strengths and weaknesses and will involve the child, parent, class teacher and SENCO. It will include discussion around the desired outcomes for the child. Evidence will also be collected from a variety of sources:

- Discussions with the parents/carers
- Discussions with the child to produce an individual Pupil Profile
- Classroom observations
- Checklists to narrow down the specific area of need
- Formative assessments that are class based
- The work a child produces
- Sensory and behaviour issues are closely tracked

SEN not identified

Evidence may reveal that a child does **not have special educational needs** but there still may be barriers that impact on progress and attainment:

- Attendance and punctuality
- Health
- English as Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Service man/woman

Any concerns relating to a child's behaviour will be viewed as a response to a need. Evidence will be collected, as described above, to establish if a child presenting with persistent inappropriate behaviour has an underlying special educational need.

SEN identified

If a child continues to make little or no progress after specific intervention/action cycles as outlined on the Class Provision Map, the class teacher will refer the child to the SEND team after informing the parent/carer.

The SEND team will carry out additional more detailed assessments and involve outside agencies if further advice is required to identify the specific need.

If enough evidence reveals a special educational need, the child's areas of need will then be prioritised. To aid identification the Code of Practice places the areas of need in to four broad categories:

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, mental, emotional health*
4. *Sensory and/or physical needs*

(Code of Practice, 6.28)

As acknowledged by the Code of Practice, children/young people may often have needs that cut across all these areas and their needs may change over time.

With parent/carer consent, the child will be placed on the **Special Needs Register**.

WAVE 3

This stage is the provision for children identified with special educational needs.

Children identified as having SEN or SEND will continue to be supported by the graduated response: **Assess, Plan, Do, Review**, but it will have a more specific focus.

ASSESS:

As above, the child's **strengths and weaknesses** will be ascertained from a variety of different assessment approaches. After discussions with the child, parents/carers, Teacher, SENCO and any specialists involved, desired outcomes will be identified.

PLAN:

Targets will then be selected to meet the outcomes identified for the child. The individual targets may be classroom based, involve individual or group work or be a specific intervention. The interventions will be based on reliable evidence of effectiveness and will be delivered by staff who have the relevant training and knowledge.

Targets will be documented on an individual Assess, Plan, Do, Review record.

The **Assess, Plan, Do, Review** plan will:

- Focus on up to three or four key individual targets set to help meet the individual child's needs and particular priorities
- Specify the action/intervention to be taken
- Specify time allocated
- Detail success and/or exit criteria
- Serve as an audit of how well provision matches need and allow us to recognise gaps in provision
- Cost effectiveness of the provision

All children identified with SEND will have an **orange intervention book** that records their learning whenever they work on a target.

DO:

Quality first teaching will form the main provision for the child. The class teacher will plan tasks with well-matched differentiation to address the child's special need(s). Tasks will have an element of challenge but will allow the child to succeed. Similarly, tasks will be set that allow the child to work independently.

The teacher will also employ any additional strategies or make reasonable adjustments in the classroom that are necessary to ensure a child can access the curriculum. See Appendix.

Specific **interventions** set out on the child's individual **Assess, Plan, Do, Review record** will complement the first quality teaching. If the interventions take place away from the main class, the teacher will work closely with the teaching assistant or specialist staff, who is delivering the programme(s), to monitor and assess the impact of support and how they can be linked to the classroom teaching.

REVIEW:

Staff review the effectiveness of interventions on a weekly basis and if no progress is seen, alternative approaches/programmes are actioned straight away irrespective of the specified review date.

The timescale for target review varies according to the needs of the child and can be a short duration of 2 -3 weeks however, formal evaluation takes place **three** times a year, at a **Review Meeting** with the parents/carers, the child, the class teacher and sometimes the SENCO.

The review will consider:

- The progress made by the child
- The parents'/carers' views of progress and next steps
- The child's views on their progress and next steps
- The effectiveness of the previous targets
- Any specific areas/barriers that are impacting on the child's progress
- Any updated assessment information
- Any updated advice from outside agencies
- Future action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the child

After considering the pupil's progress, new targets will be set and recorded on a Support Plan.

Exit procedures

If progress is sustained, it may be possible to conclude that the child no longer needs special help and their needs can be met through the differentiated curriculum available to all pupils. Parents/carers will always be consulted before such decisions are finalised and the child is removed from the Special Needs Register.

Education, Health and Care Needs Assessment

A request for an Education, Health and Care needs assessment should be considered if, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made

expected progress. The school, parents or the young person may make the request.

A request may be made straightaway if, 'Children or young people may demonstrate such significant needs that a school may consider it impossible or in appropriate to carry out its full chosen assessment procedure'. (Code of Practice, 9.3)

Education Health and Care assessment procedure:

The Local Authority decides whether to produce an Education, Health and Care needs assessment for an individual child, and must inform the child's parents of their decision within a maximum of six weeks from receiving a request. If the request is denied the parents have a right to appeal the decision.

If the Local Authority agrees to an Education, Health and Care need assessment then families will be involved throughout the whole process which should take a maximum of 20 weeks. Parents/carers can seek help from an **Independent Supporter**, who will be recruited locally but will be independent of the Local Authority. They can guide and give advice about the assessment process and the process of developing an EHC plan. See the Local Offer for Peterborough Local Authority.

If the child is granted an EHC plan, the parents are given 15 days to consider and give their views on the final draft of the EHC plan. Then the Governing Body of the chosen school (through the Head Teacher) has the responsibility for ensuring the needs of pupils are met in accordance with the Education, Health and Care plan.

WAVE 4

The needs of a child with an EHC plan are supported through the same graduated response cycle as described in Wave 3.

In addition, the child's EHCP is formally reviewed every year.

Annual Review of the EHCP:

The SENCO arranges for the Education, Health and Care plan to be reviewed annually, and invitations are sent to the parents/carers and all specialist agencies/support services involved with the child. A report on the child's progress towards achieving the outcomes specified in the EHC plan is sent to all parties within two weeks of the meeting.

The **Annual Review meeting** will focus on:

- the child's progress towards achieving the specific outcomes specified in their EHC plan

- what changes might need to be made to the support that is provided to help the child achieve the outcomes
- what changes might be needed for the outcomes themselves

The SENCO then compiles a report (section L) in collaboration with the parents, outlining the above points and taking in to consideration all the advice from outside agencies. This report is sent to the Local Authority, who within four weeks will decide whether to keep the EHC plan as it is, amend the plan or cease to maintain the plan.

When a child with an **EHC plan is in Year 5**, the annual review will take place in the first part of the Summer Term, whether or not a year has passed since the last annual review meeting; this is called the **Transition Review**. Discussion will take place concerning transition to secondary education and any necessary applications made if a special school is considered the most appropriate provision for the child when they leave St Botolph's. The link SEND Transition Officer from the Local Authority will attend this meeting.

When a child with an **EHC plan is in Year 6** and is about to transfer to the next educational phase (secondary education), the annual review will be in the Summer Term and the SENCo from the named secondary school will be invited.

ACCESSIBILITY and INCLUSION

We are committed to providing an environment that encourages all pupils to maximise their potential.

The Curriculum

We provide the following to ensure that all children in our school can access all of the activities offered.

- Appropriate levels of staffing
- A child who has one-to-one support for personal or medical needs will have an accompanying adult
- Specialised equipment where necessary
- All educators, supervising staff and trip personnel will be provided with the relevant information about your child and their needs
- See Appendix for range of access strategies used at St Botolph's

And in accordance with the Equality Act 2010 we will, '....make reasonable adjustments including the provision of auxiliary aids and services for disabled children, to prevent them from being put at a disadvantage.'(Code of Practice, 6.9)

The School Disability Discrimination Policy contains further information on how we ensure that the needs of all children are met.

The school also recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children who have medical needs may also have special educational needs in which case the SEND Code of Practice will be followed.

Assessments and Year 6 Statutory Assessment Tests (SATs)

We ensure that children with special educational needs are able to demonstrate their learning in assessments by:

- Providing assessments suitable to a child's academic level
- Providing additional concrete/visual resources
- Providing an adult reader or scribe
- Using alternative methods of recording eg ICT
- Allowing additional time to complete tests
- Completing a test in small sections with supervised breaks in between
- Completing a test in a smaller environment

Additional time can be requested for the SAT tests in the May of Year 6 if a child has regularly used any of the above methods of support during termly assessments. A request is to the National Curriculum Assessment panel in the Spring Term, detailing evidence of previous support given in tests. The Yr 6 staff decide whether a child will be supported by a reader or scribe based on needs.

Restorative Justice

St Botolph's has high expectations for behaviour from all pupils. The whole school behaviour management policy is based on Restorative Justice which endorses the school's core values. The same procedure for inappropriate actions is followed by all staff, however the approach may be simplified/adapted to meet the needs of children with more complex SEND eg children on the Autism spectrum. Inappropriate behaviour will have consequences but will be addressed in ways to suit a child's receptive and/or expressive language and communication skills. The school behaviour proforma may also be streamlined but will continue to log all pertinent data so that patterns may be established and evidence collated. Refer to St Botolph's Behaviour Management Policy.

The School Site

Facilities that increase or assist access to the school by pupils who are disabled are as follows:

- Ramp access to Reception

- Ramp access to the assembly/dining hall
- Access to the different areas of school by level paths
- Disabled toilet
- Corridors that allow wheelchair use
- Blue classroom blinds to benefit pupils with visual impairments

Refer to St Botolph's Equality Policy.

RESOURCE ALLOCATION

The Governors, through the Finance and Personnel Committee, will allocate funds to meet the needs of pupils with special educational needs based on recommendations by the Head Teacher and SENCO, and the Local Authority funding designated to individual children. Recommendations are based on priority of need, the number of support staff required, any specialist equipment needed and relevant training required.

The Head Teacher will manage the funds allocated by the governors to meet the differing needs of the pupils in the school on the Special Needs Register.

The SENCO has an annual budget to spend on SEN resources. The budget is allocated to resources that are required to support interventions or individual children's immediate needs.

If we are unable to fully meet the needs of a pupil through our provision arrangements/resources, we may seek additional services through the Local Authority support panels. Access to the panels requires the completion of an Early Help Assessment form (EHA) which includes family background and the views of the parent/carer and child. The parent/carer and child will be involved in all decision making and in the completion of any request. The request will be presented at panel by the SENCO and another relevant member of staff.

MONITORING AND EVALUATION

The **SENCO** carries out a termly evaluation of the class provision provided for children with SEND including appropriate differentiation of the curriculum and classroom adjustments to support a child's individual needs. Rigorous records are kept and necessary action is taken to address concerns at any point in a school term.

The **SENCO and SEND Governor** meet termly to review and monitor provision within the school. The governing body will evaluate the success of the policy of the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

Governors will monitor the following through classroom/ school observations and paper trails:

- The effectiveness of the graduated procedure in meeting needs
- How well pupils with SEND take part in the whole curriculum of the school
- How independent pupils with SEND become
- How pupils with SEND take responsibility about the school
- How resources have been allocated to and between pupils with SEND

The governors also monitor:

- The allocation of resources
- Views of the parents

They will also have details of how many EHC assessments have been made and the number of visits from specialist teachers, support services and educational psychologists.

COMPLAINTS

If parents have any concerns about their child's education, they should initially talk to the child's class teacher. If there are questions that have not been answered then they can make an appointment to see the SENCO, Learning Support Team Leader or Key Stage leader through the school office. It is always in everyone's interest if school can work in partnership with parents to solve any concerns.

Should parents continue to be concerned they can make an appointment to see the Headteacher, Deputy Headteacher or the SEND Governor. If they feel the situation has still not been resolved to their satisfaction they may wish to make an appointment to see the Chair of Governors who can be contacted via the school office.

The school has a complaints policy and will be pleased to give a copy of the policy to parents on request.

TRAINING

We are committed to providing our staff with relevant and high quality professional training to develop their understanding of, and skills in providing for, children with special needs.

Training is identified according to children's individual need, budget specifications, interventions to support children not making expected progress and areas highlighted on Education, Health and Care Plans.

Training will be through formal sessions and informal advice and support. It may be provided by internal staff or external professionals.

The SENCO/LSTL provides or organises the following ongoing training for the teachers and teaching assistants:

- Regular sessions on different areas of need and practical strategies that can be used to support the need
- Information sharing at the beginning of each academic year or when a child is identified
- After each review cycle teaching assistants will receive training before starting any intervention programmes or 1:1 support.
- Introductions to any new intervention programmes
- Observing an intervention programme in practice
- Assessments to be carried out with children on the Special Needs Register
- Use of specialised equipment or new ICT programmes
- Medical training from the School nurse as required as part of a child's Care Plan for medical SEN.

SEND training is provided for all newly qualified teachers and/or newly appointed teachers. This is in order that they are familiar with the SEN procedures in place and the role they will play in identifying and providing for special educational needs.

The SENCO regularly attends the Local Authority SENCO Network meetings in order to keep up to date with local and national updates in SEND.

OUTSIDE AGENCIES

The school has access to these Local Authority services if a need is identified:

- The **Educational Psychologist Service** offers one-hour consultation sessions for both parents and schools where concerns about individual children can be discussed and action plans devised. The consultation service is available by appointment. See School SEND Offer on the school website for contact details
- **Speech and Language Therapy (SALT) Service**– school can refer a child with parental consent. A SALT assessment may be offered by appointment. SALT programmes are provided and if necessary monitored by a therapist
- **Occupational Therapy (OT) Service** – school can refer a child with parental consent. OT assessments may be offered by appointment or a place on an OT course. OT programmes are provided and if necessary monitored by an OT
- **Autism Outreach** – school can request support for a child diagnosed with Autism
- **School Nursing Team** – they can provide support within the school setting or the family home

School buys into these services:

- **Support for Learning Ltd** – an SEN consultant can carry out assessments within the school setting. The assessments outline a

child's strengths and weaknesses and can identify specific learning difficulties eg Dyslexia

- **Educational Psychologist** – an Educational Psychologist can lead consultation sessions and assess/observe within the school setting to provide advice on educational needs

Pathways for other specialist services

There is a set pathway in Peterborough for referral to **specialist services** that has to be completed in order.

PATHWAY

Early Help Assessment EHA

(formerly known as a CAF – Common Assessment Framework)

Assessment which details needs, concerns and the desired outcome is completed with the family.

EHA is sent to the Early Help Team Gateway

Assessment is checked for safeguarding and quality assurance.

EHA is sent to appropriate support panel:

- Early Support Pathways panel
- Behaviour Panel
- MASG Panel (Multi- Agency support group)

Evidenced Parenting Programme (EBPP) 10 week course

Parents/carers attend an EBPP to get support with behaviour strategies.

Specialist Assessment

- *Community Paediatrician (NHS)* – general development assessment
- *Child and Mental Health Service (CAMHS)* – Autism Spectrum Disorder (ASD) and Attention Deficit Disorder (ADHD)
- *Pupil Referral Service (PRS)* – behaviour

SUPPORTING FAMILIES AND CHILDREN

Partnership with Parents/Carers

St Botolph's endorses the importance of working in partnership with all parents/carers as set out in the Code of Practice 2015.

We provide support for families in a wide variety of ways. We will:

- Deal directly with the parents/carers who have parental responsibility of a child as detailed in our school records, when this involves adults in

more than one household we will deal with the parent who has day to day responsibility for a child

- Involve parents/carers in **all** decisions about their child seeking their views at all stages of assessment and target setting
- Record all communications involving decisions, ensuring the parents/carers have copies of all paperwork
- Arrange appointments to discuss concerns
- Have regular meetings to get to know the parents and involve them in target setting
- Give them guidance on how to support their child at home
- Suggest services that may support the family at home
- Consult parents/carers of children with EHC plans prior to any residential trips
- Provide an SEN information report in compliance with the SEND Regulations 2015 (Regulation 51, Part 3, section 69(3)(a)) which can be found on the school website under the heading School SEND Offer and which is updated annually

Confidentiality will be respected at all times.

Further support for parents/carers can be found on the Local Authority website or by contacting the **Parent Partnership Office**. See School Information Report for details.

Support for children

The well-being of our pupils is paramount and we will:

- Involve them in all aspects of their learning and target setting
- Hold termly 1:1 pupil/teacher conversations
- Provide a range of extracurricular activities
- Provide opportunities to undertake roles of responsibility
- Listen to all concerns voiced by a child and take action if necessary
- Provide access to Learning Support who will spend dedicated 1:1 time supporting issues such as self esteem, anxieties, divorce, bereavement, trauma/sickness in the family
- Provide a range of strategies to support social integration
- Provide strategies to support appropriate behaviour

Refer to Pastoral Care section of the School SEND Information Report.

TRANSITION

To a new year group:

A smooth transition for a child on the Special Needs Register from one-year group to the next is ensured by:

- The current teacher liaising with the new teacher to pass on relevant information

- Successful strategies are shared
- SENCO provides background information on the child's SEN
- Training is given, if needed, to inform the new teacher of a child's particular area of need
- The child may meet the teacher before the 'Move Up' day in school and be taken round the new classroom
- Photographs of the new classroom may be taken for the child to refer to over the summer holiday
- The new class Teacher will be present at the IEP review at the end of the Summer Term to meet the parents/carers and be part of the discussion about the next targets for the child

From St Botolph's to a new school:

We ensure a smooth transition for a child on the Special Needs Register, from St Botolph's to a new school by:

- Talking to staff from the new school
- Providing all relevant information
- Sending all records pertaining to the child
- Sharing successful strategies

From another primary school to St Botolph's:

We ensure a smooth transition to St Botolph's by:

- Liaising/contacting with staff from the other school
- Informing all staff of the child's needs
- Training on the child's area of need if needed

If appropriate:

- SENCO and class teacher meeting and observing the child in their present setting
- Arranging transition meetings with the parents, SENCO from the present school and any outside agencies that are involved
- Arranging transition visits to St Botolph's
- Planning a gradual transition if necessary

Secondary transition:

- Teachers attending the KS2/3 Liaison Group meetings
- SENCO and class teacher talk to staff from the secondary school and share successful strategies
- Staff from the secondary school will visit the children here
- Extra visits to the new school may be arranged for children on the Special Needs Register if necessary
- SENCO will provide the new school with all relevant information
- All records pertaining to the child will be sent to the new school

We also arrange extra visits for children with special educational needs and children who have been identified as being 'vulnerable' children but who are not on the Special Needs Register, when we feel that they will require more time to adjust to new surroundings and routines.

In particular, we will maintain strong links with Nene Park Academy, our main feeder school, and Ormiston Bushfield Academy.

Autism Outreach is closely involved with the transition of autistic children. The liaison teacher will meet the child early in Year 6 to assess their needs for secondary transition. They will liaise with the secondary schools and parents, taking the pupils on extra visits as required.

STORING AND MANAGING INFORMATION

All hard copies of records pertaining to children with special educational needs are kept in a locked filing cabinet in the SENCO office. The SENCO stores information electronically on a separate drive. Each class has a Red Box where copies of Support Plans and relevant documents from outside agencies are kept securely for staff reference only.

A child's SEND records are confidential and are only shared with outside agencies with the consent of the parents/carers.

For their own records, parents/carers are given copies of their child's support plans, reviews and minutes from any meetings held in school.

A child's SEND records are sent to the next school at secondary transition or a move during the primary phase. Any existing copies of paperwork will be destroyed having taken all reasonable steps to verify receipt by the next school.

All procedures outlined are in accordance with the school Safeguarding Policy.

Conclusion

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 yrs (2015) and has been written with reference to the following guidance and documents:

- Special educational needs and disability code of practice 0-25 years (2015)
- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan

This policy has been created by the SEND team in collaboration with the SEND governor, Senior Leadership Team and all staff. The views of parents and pupils with SEND have been sought and incorporated in to this policy. The SEND policy will be updated annually.

The SEND provision that is offered at St Botolph's is detailed on the school website and forms part of the SEND Local Offer for Peterborough. See 'St Botolph's School Information Report' on www.st-botolphsprimary.co.uk

APPENDIX

1. Table - Adjustments/strategies to support children with SEND
2. The Special educational needs and disability code of practice: 0 – 25 years (2015) can be downloaded from the DfE website under publications: www.gov.uk/government/publications/send-code-of-practice-0-to-25

School Resources

Various resources to support special needs teaching are held in the Special Needs Room and in the LSTL's room

Adjustments/strategies to support children with SEN and/or disabilities

These are some of the strategies used at St Botolph's and they often cut across more than one area.

<p style="text-align: center;">Cognition and Learning</p> <ul style="list-style-type: none"> • Pre-teaching • Pre-written date and learning objective • Work in chunks • Sentence rehearsal before writing • Writing frames • Mini board prompts and plans • Text of appropriate level • Use of word banks • Reduced tracking from board • Use of a scribe • Use of ICT eg. lap tops, iPads • ICT programmes eg Clicker, voice recognition soft ware • Having a work partner • Sympathetic marking of spelling • Individual work station 	<p style="text-align: center;">Communication and Interaction</p> <ul style="list-style-type: none"> • PECS (Picture exchange communication system) • Use of signing • Visual prompts • Individual visual timetable • Teaching/displaying key vocabulary • Extra processing time • Talk for writing • Talk and/or reading partners • Speech modelling • Recording in different forms eg. pictures, spider diagrams • Use of a scribe • Use of ICT eg. lap tops, iPads • ICT programmes eg Clicker, voice recognition soft ware • Use of voice recorder • Social Stories/scripts • Playtime buddy
<p style="text-align: center;">Behaviour, Mental, Emotional Health</p> <ul style="list-style-type: none"> • Time out/work breaks • Timed targets • Use of a sand timer • Focused sessions with Pupil Support TA • Social Stories • Peer support at break times • Support object for security • Visual prompts • Sign/card to acknowledge a child is finding work difficult • Individual reward systems including Assertive Discipline methods • 5 Point Scale to recognise escalation of anger/worry • Reduced language • Reduced timetable 	<p style="text-align: center;">Sensory and/or Physical needs</p> <ul style="list-style-type: none"> • Sensory circuits • Heavy work • Class isometric exercises • Fiddle and chew toys • Ear defenders • Suitable seat in the classroom • Sit and Move cushions • Sloping writing board and pencil grips • Hand/finger strengthening packs • Coloured backgrounds and paper • Wheel chair access • Clear pathways in the classroom • Auxiliary aids • Coloured boards/blinds

