



SEND Information Report

St Botolph's C of E Primary School



Photographs taken by Bella

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SEND report compiled in collaboration with staff, SEND governor, children and parents:

Staff – phase meetings dedicated to SEND provision and refining paperwork to record concerns.

Governor – reviewed SEN policy with SEN team and gained the views of the SEND children.

Children – gave their views on what they like, don't like and how they learn best.

- gave their views to update their individual personal profiles.

Parents – views on last SEND Report gained through questionnaires.

Reviewed July 2018 Next Review July 2019

WHOLE SCHOOL APPROACH

What provision is offered to every child at St Botolph's?

High quality teaching and additional interventions are the foundations of our provision management approach. We regularly review and record what we offer EVERY child in our care (Wave 1) and what we offer additionally (Waves 2 – 3). These discussions also serve to embed our high expectations among staff about quality first teaching and the application of differentiated adjustments to teaching and learning. Underpinning ALL our provision at St Botolph's is the graduated response cycle of:

Assess, Plan, Do, Review

What is a Special Educational

The SEND 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)

What do you offer additionally?

In addition to differentiated adjustments, provision may include short-term time bound interventions to overcome any barriers to or gaps in learning. This is our **Wave 2 provision**.

All additional provision is based on an agreed outcomes approach after consultation with the child and their parents/ carers.

What are the main areas of SEND?

Children and young people's special education needs are generally thought of in the following 4 areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, mental Health
4. Sensory and/or Physical

A child identified as having SEN will have provision made for them that is **different from and additional** to that of their peers. This is our **Wave 3 and 4** provision.

IDENTIFICATION

How do you identify children with SEND?

- Parental concerns
- Child concerns
- Classroom and playground observations
- Formative classroom assessments
- Evidence from work produced
- School tracking data for reading, writing and maths
- Recorded sensory difficulties
- Behaviour patterns
- Advice from outside agencies

Who is responsible for teaching children with SEN?

All teachers are responsible for every child in their care, including those with special educational needs.

All teachers will plan for and work with the SEN children in their class with guidance and support from the Special Educational Needs Co-ordinator (SENCo).

How can parents raise concerns?

- Discussion with Class Teacher during Parent Consultation meetings
- Informal discussions before and/or after school
- Making an appointment for a confidential talk with the Class Teacher, SENCo, Head Teacher or SEND Governor via telephone or email to the school office
- In a Home/School Communication Book if it is felt necessary and appropriate for your child

Who else may work with children who are identified?

| | |
|----------------------------------|--|
| SENCo | Mrs Fox |
| Learning Support Team Leader | Mrs Blunt |
| Pupil Support Teaching Assistant | Mrs Trinder |
| Reading Recovery Teacher | Mrs Greene |
| Teaching Assistants | Either 1:1 or in a group |
| Staff from outside agencies | If a child's needs require specialised support |

INVOLVEMENT

How do you discuss, plan and review SEND support?

- Additional appointments with the Class Teacher, SENCo, Head Teacher, Deputy Head Teacher
- SENCo available for day time consultations on a Wednesday, Thursday and Friday
- Longer Parent Consultation meetings
- Holding early annual reviews if necessary for children with Education, Health and Care plans

How are children encouraged to contribute?

- **Assertive mentoring meetings** held termly where the child and Teacher have dedicated time to discuss progress, areas the child is proud of, areas the child is concerned about and future targets
- Discussion with children during and at the end of intervention programmes
- Child's comments recorded on review sheets
- Creating a personal pathway if they have an EHC plan
- Verbal discussions in class
- Talk partners in lessons
- Circle Time discussions
- Regular Class Council meetings where each child is encouraged to share their views

How are parents/carers involved?

- Formal and informal discussions with the Class Teacher and SENCo. The parents will be asked their views at every stage of the SEND process. They will be asked to give information about:
 - Their child's strengths and weaknesses
 - Successful strategies they use at home
 - The areas they feel the child needs the most support with
 - The long term outcomes they want for their child

A home/school support plan will be devised so all parties work as a team to support the child.

How can parents/carers give feedback?

- Discussion with Class Teacher, SENCo, Phase Lead, Head Teacher
- Telephone or email to the Class Teacher, SENCo, Phase Leader, Deputy Head Teacher, Head Teacher
- Written feedback after Parent Consultations on Parent View website
- Written feedback after Open Sessions
- Regular questionnaires

MONITORING OF SEND PROVISION

How is the SEND provision monitored?

- Before and after intervention assessments
- Tracking progress in reading, writing and maths
- Pupil progress is discussed at Pupil Progress meetings held every half term with Senior Leadership, Phase Lead, SENCo and class teacher
- Assertive Mentoring sessions where the child and teacher have dedicated discussion time
- Planning monitored termly by the Senior Leadership, Phase Lead, English Lead, Lead and SENCo
- Teaching monitored termly by Senior Leadership and SENCo
- Regular observations of the delivery of intervention programmes
- The governing body review the SEND provision annually
- The SEND governor meets the SENCo termly.

Who will oversee the support plan for my child?

- Class Teacher
- Special Educational Needs Co-ordinator (SENCo)

How can parents/carers make a complaint?

- Initially speak with the Class Teacher
- Speak to the SENCo
- Speak to the Head Teacher, Deputy Head Teacher and/or SEND Governor
- If your concern is not resolved, please follow the school's complaint procedure

Please come in to the school office to make an appointment, or phone the school on (01733) 231313.

You can get free and impartial advice from the local **SEND Partnership Service** (01733) 863979.

How is the SEND budget decided and allocated?

- The Local Authority funding allocation
- The governing body's financial committee based on recommendations by the Head Teacher and SENCo
- Priority of needs
- The number of support staff required
- Any specialised equipment required
- Training required to provide the best provision for the children with SEND

TRANSITIONS

How do you help children and their parents/carers to make a successful transfer to your

Starting School:

Pre-school/nursery will normally inform us if a child joining our school has special educational needs and /or disability and then:

- 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

New to the school:

- Parent and child visits are arranged before the child begins
- Pupil information is passed on from the previous school
- SENCo contacts the previous school to discuss particular needs and support the child has received
- Transition meeting with the parents if appropriate
Child may be assigned a 'buddy' to support them initially

How do you prepare children to make their next move?

From class to class:

- The child may meet the teacher and be taken round the new classroom before the 'Move Up' day in school
- A Social Story may be written outlining details of the new Teacher, classroom and routines
- Children will spend time with their new class and teacher on 'Move Up' day
- The current teacher liaises with the new teacher to pass on relevant information and successful strategies that have been used
- SENCo provides background information on the child's particular special need
- Training is given, if needed, to inform the new staff of a child's particular area of need
- Photographs of the new classroom may be taken for the child to refer to over the summer holiday

Going to secondary school:

- SENCo and Class Teachers talk to staff from the new 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 SEND children 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

TRAINING/ DEVELOPMENT

What training have the staff recently attended?

Training from outside providers has included:

- Writing Moderation with Lesley Kelly
- Autism – supporting pupils on the ASD spectrum delivered by Autism Outreach teachers
- Clicker 6 – ICT programme to support writing/recording
- Positive Handling
- Emotion Coaching
- Understanding Christianity

- **In house training has included:**
- Maths Mastery – focusing on the language of maths
- Power of Reading
- Restorative Justice – embedding a whole school approach
- Identify and supporting children with speech, language and/or communication difficulties
- General Data Protection Regulations

How are staff made aware of the support an SEN child needs?

The SEN team make staff working with a child aware of their educational needs and/or disability and deliver/provide relevant training.

All staff are trained in any intervention programmes that they are asked to deliver with regular monitoring from the SEND team.

What challenges has the school recently faced?

-Complex route to seek assessment/diagnosis from Health, including time consuming information collection and long waiting lists for parenting courses.

-Due to decreasing budgets, Teaching Assistant support is being reduced which is making it difficult to deliver all the desired interventions.

-Increasing number of children with speech and language difficulties, including a lower baseline when entering school for listening skills, understanding of language and expressive language.

-More children entering Year 1 are finding the transition from Reception to a more formal curriculum very difficult, leading to increased challenging behaviour.

What training/disability awareness do you plan to undertake?

To enhance SEND provision in our school next year we are planning training in the following areas:

- SEND induction training for new staff
- Supporting children with working memory difficulties
- Building emotional resilience in children with Social, Emotional, Mental Health needs
- Precision Teaching - embed approach
- Word Aware training for Teaching Assistants

Training needs are reviewed and addressed every term.

PUPIL VOICE

The things the children like in school are very varied, for example Lego, iPads, English, Maths, having fun, playing, friends.

The things the children do not like also vary but subjects that reoccur are science, Maths, writing and spelling.

The children in Key Stage 1 feel that books help them learn, whereas children in Key Stage 2 say the iPads and computers help them.

Interestingly, children in Key Stage 1, name Teaching Assistants as the people who helped them learn the most, whereas children in Key Stage 2 mainly say the teacher and friends or people on their table.

More than half the children feel that they learn better in a quiet place or by themselves but working with a partner was also popular.



I like routine and order.

I like the new building for Year 4.

I don't like having to choose my own reading book.

I don't like it when people are rough in the playground.

I sometimes get frustrated with work and don't like it.

I worry about making friends.

I worry about challenges in Year 5.

My special dictionary helps.

Teachers and computers help a lot.

CONTACT DETAILS

Class Teacher

In the first instance, speak to your child's class teacher about any concerns.

Call 01733 231313 to make an appointment.

Who else can parents/carers contact at St Botolph's?

Ms Jackii Crockett our Head Teacher

Mrs Wendy Blunt our Learning Support Team Leader who works closely with the SENCo.

Mrs Nicola Trinder our Pupil Support Teaching Assistant

Again call the school office on 01733 231313 to make an appointment.

Special Educational Needs Co-ordinator

Mrs Sue Fox.

Sue carries out her SENCo role every Wednesday, Thursday and Friday.

She can help you by:

- Offer advice about how to identify if your child has any special educational needs
- Suggest ways to support your child at home
- Make referrals to outside agencies
- Lead multi-agency meetings to make sure your child's needs are met in school
- Provide advice on any family needs and suggest who can help

Should you wish to speak or meet with her then please ring the school office or speak with a member of our office staff to make an appointment. Alternatively, you can email the SEND team with any queries at the address below.

office@st-botolphs.peterborough.sch.uk