

BODDINGTON C OF E PRIMARY ACADEMY

SEN information report July 2021

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We liaise with secondary schools to ensure that individual children get the induction they require for their own specific needs.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Lego therapy, precision teaching, Dyslexia Gold, sensory interventions, Toe by Toe

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, e readers, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 4 teaching assistants who are trained to deliver interventions such as lego therapy, talking and drawing, precision teaching

Teaching assistants will support pupils on a 1:1 basis when identified through a variety of assessments and recommendations from outside agents.

Teaching assistants will support pupils in small groups when there is a need within a group or for social interventions.

We work with the following agencies to provide support for pupils with SEN:

Occupational Therapy, Speech Therapy. Early Years Portage, Educational Psychologists

Expertise and training of staff

Our SENCO has 16 years experience in this role at Boddington and during her time here has worked as a Class teacher, headteacher and Senior Leader. She has taught from reception up to Year 6 as a class teacher.

She is allocated 1 day a week to manage SEN provision.

We have a team of 4 teaching assistants, who are trained to deliver SEN provision.

Recently, staff have been trained in understanding autism within the school environment

Securing equipment and facilities

The SENCO analyses reports and secures appropriate equipment to aid individual children with their learning. For example headphones, seating, sensory equipment. Facilities are utilized to support the children . The SENCO and class teachers work together to ensure equipment and facilities support the needs of the individual child.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 12 weeks

Using one page profiles

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip to Irthlingborough .

All pupils are encouraged to take part in sports day/school plays/special workshops and trips. Our children thrive in these situations.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

School has access to a ramp which can be used to access the building for wheelchair users. We pride ourselves on our inclusive approach to education and treat everyone as an individual.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council and reach for the stars. Our children value one another as individuals and celebrate their individuality.

We have a zero tolerance approach to bullying.

Working with other agencies

Boddington works with a wide range of outside agencies according to the needs of the children in our care. These include speech therapy , occupational therapy, portage workers, The local education authority.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

In the first instance parents liaise with the SENCO . Alongside this the Local education authority provides IASS (Information Advice and Support Service)

Contact details for raising concerns

Should parents have concerns they can contact the SENCO, Class Teacher , Headteacher or Governing Body

The local authority local offer

Our contribution to the local offer is we access the local offer for additional services to help us provide outside agency involvement.

Our local authority's local offer is published here: [Local Offer \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)

Monitoring arrangements

This policy and information report will be reviewed by The Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Boddington C of E Primary Academy

Special Educational Needs Policy

Introduction

We are an inclusive school with high aspirations for all our children, including those with special needs or disabilities. We believe that each child is entitled to an education that fits his/her individual requirements. This means having the greatest possible access to a broad, balanced and enriching education using a variety of teaching methods and approaches as well as through a carefully defined, differentiated curriculum.

Aim

The aim of this policy is to ensure equality of opportunity for all children, including those with special needs. It sets out to outline the responsibilities of staff and governors and to make expectations clear to children and parents.

The Nature of Special Needs

At Boddington C of E Primary Academy we believe that a child has special educational needs if he or she has a learning, social, emotional or medical need which requires special provision in order for potential to be reached or for equal access to the curriculum to be made.

Implementation

We adhere to the Code of Practice (2014).

We operate a policy of early intervention that aims to identify those children who are falling behind age-related expectations using a variety of daily, periodic and summative assessments, which measure attainment and progress. The Academy follows a staged policy of: assess, plan, do and then review.

Assessment data is used to differentiate tasks so that every child undertakes appropriate learning for his/her ability and learning stage. The emphasis throughout the Academy and for all children is on high expectations regardless of special need or disability.

When a child is identified as not achieving age related expectations or not making appropriate progress, the Academy works through the procedure as indicated below:

1. If sufficient progress is not being made after 2 terms (12 -14 weeks) of very careful planning and differentiation for the child's needs, the Special Educational Needs Co-ordinator (SENCO) will be informed. Further intervention/support may be recommended, such as a specific program of work. This will be managed in class by the Class Teacher (CT) / Teaching Assistant (TA) and may be recorded on a Provision Map (PM). Parents will be informed of the extra provision being made for their child by the CT and shown a copy of the proposed PM. Parents and children will then be given the opportunity to discuss and input into the PM before it is finalised. The CT should ensure that parents and children have a clear understanding of the agreed extra provision, the targets to be achieved and a date when the targets will be reviewed. The CT should also ensure that parents understand their own role in helping the child to achieve the targets.

2. At the end of the intervention period (two terms 12 -14 weeks), the impact of the extra provision will be reviewed and, if necessary, further targets and extra provision will be planned. At this stage, teacher's may request parental consent for internal assessments to be made by the Academy SENCO in order to help discern specific needs and to therefore allow for more precise planning. A short written report of results and implications will follow any assessments and will be shared by the SENCO with the CT, parents and, if applicable, with the child and the TA. At this stage, children may be added to the Academy's Special Educational Needs (SEN) register. Please see Appendix 2 for a timetable of review meetings.

3. If sufficient progress is not being made after 6 terms (one academic year), the SENCO will discuss this with the CT to determine if further assessment/guidance from outside agencies is required. Children not already on the Academy's SEN register will be added. Provision will continue to be recorded using a PM.

NB Advice may be sought at a previous stage if the SENCO feels this would be appropriate and with the consent of the parents. All consent will be recorded and a copy retained in the child's file.

4. The SENCO, with the CT, will continue to monitor the child's progress to see whether an application for High Needs funding (HNF) or an Education Health Care Plan (EHC) needs to be made. Such an application will be made when all those concerned with the education of the child feel that, despite all the provision and different strategies used, the child is still making very limited progress. The decision for this application will be made when parents, the SENCO, the CT, the Head Teacher (HT) and the child (if applicable) are in agreement that this is the best way to ensure the child continues to progress and achieve his/her full potential.

5. The request for HNF or an EHC will then be made by the school. The provision for all children who have HNF or an EHC will to be recorded either on a PM.

For children with an EHCP :

In addition to the regular review meetings (see Appendix 2 for a timetable), an annual review meeting will be held with the CT, Parents, SENCO and child (if applicable) to review the provision and progress made against the targets and to set targets for the coming year. Targets for Year 5 and 6 children with EHC Plans will take into account life skills and the child's aspirations for secondary education and beyond (if known).

Responsibility

The Class Teacher is responsible for ensuring that:

- Appropriate differentiation is made so that the specific needs of all children are accounted for in all lessons.
- He/she has high expectations for all pupils in all curriculum areas including those with SEN or a disability.
- Each child understands what he/she needs to do to improve.
- Interventions happen as part of class work wherever possible and children are not removed from their classroom environment unless necessary, for example, if a quiet space is required for reading.
- Any adaptations to the curriculum are documented on the PM.
- Specialist equipment needed by individual children is used to its full effect.

- TA's working with individual children have a copy of all relevant PM's and keep ongoing detailed records.
- TA's deliver an appropriate programme using relevant resources.
- They meet with TA's regularly to discuss impact of provision and make changes where necessary.
- Parents are kept informed of the child's difficulties and achievements and are involved in writing and reviewing PM's. Review meetings should involve children whenever appropriate.
- Parents are given a copy of the PM.
- Parents are informed if the child is added to the school SEN register.
- All children receiving support detailed on a PM receive the stated intervention and that progress is recorded. If this is not manageable, they seek to find a solution quickly by talking to the SENCO or HT.
- They work with the SENCO to produce any necessary assessment documentation.
- The SENCO is kept fully informed of the child's development/difficulties/achievements.
- The SENCO has electronic copy of new PM's by the end of the first week of every new term.
- Parents receive a copy of new PM by the end of the second week of every new term.

The SENCO is responsible for ensuring that:

- The SEN policy is adhered to.
- Teachers' keep the PM's up to date and review them at least termly (about every 12 weeks).
- Progress data is used appropriately to inform new PM targets.
- Progress data is shared regularly with the Senior Management Team.
- Teachers make provision for the children with SEN in their class and use the interventions detailed on the PM. This may include adaptations to the curriculum, using specialist resources or using alternative methods of recording understanding.
- The targets and resources detailed on the PM's are appropriate for the child.
- Children are given the adult support as detailed on their PM.
- The progress of children with SEN is tracked and monitored to ensure full potential is being reached and extra provision is effective.
- Children are supported when moving between different phases in their education where necessary, for example, by arranging extra visits to the new setting, organising meetings for staff, children and parents to talk and ask questions and by ensuring all records are updated and passed on promptly.
- Help and advice is given to teachers, support staff and parents where necessary, this may involve contacting and liaising with outside agencies.
- Applications are made for HNF where appropriate.
- Applications are made for EHCP's where appropriate.
- Parents of children with an EHCP are invited to attend a separate meeting to which the SENCO will also attend. These will take place at least once each academic year.
- Parents are given information regarding the local offer, personal budgets, independent family supporters, disagreement resolution services and parent forums as necessary.
- The SEN register is kept up to date.
- Resources for SEN are returned and stored tidily.
- The Academy's SEN information is updated annually on the website.
- S/he keeps up to date with changes in SEN legislation through reading and by attending training and keeps all staff informed of any relevant changes.
- She liaises with the Designated Teacher for Looked After Children where a Looked After Pupil has SEN.

- The Governors are kept informed of SEN provision/changes within the Academy.
- She works with the HT and Governors to ensure the Academy meets its responsibilities with regard to the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The **Head Teacher** is responsible for ensuring that:

- The SEN policy is adhered to.
- The school has a designated member of staff for SEN who is also a qualified teacher.
- Support staff are deployed in the most efficient way and in response to the specific needs of individual children in discussion with the CT's and the SENCO.
- Child protection issues are reported and dealt with.
- Monies delegated to the school for SEN are spent appropriately.
- The notional budget for SEN is shared with the SENCO.
- SEN issues are on the agenda for discussion at all full Governor's meetings.

The **Governors** are responsible for ensuring that:

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- They fulfil their responsibility with respect to specific legislation covering SEN and ensure the designation of an appropriate responsible person.
- They are familiar with the Academy.
- SEN issues are discussed at all full Governor's meetings.
- Monies delegated to the school for SEN are spent appropriately.

Parents

At Boddington C of E Academy we operate an open door policy with parents, keeping them regularly informed of their child's individual needs, the provision that is being made for their child, and how they can help at home. We expect parents to work with staff and to support their child by helping them at home in the ways suggested by the CT/SENCO. If parents are concerned about any aspect of their child's provision, they should discuss this with the CT in the first instance. If a satisfactory conclusion cannot be reached then parents should contact either the SENCO (Debby Andrews) or the HT (Kathryn Crawford).

Assessment and Record Keeping

The class teacher will monitor the progress of the children with SEN in her/his class through both formal and informal methods. Curriculum and P Scale assessments will be recorded on Tracking and Assessment Sheets. In addition, the CT /SENCO/other professional may carry out further assessments as deemed necessary. The results of these will be kept in the SENCO's files or in the confidential files in the office. All records about a child's special needs will be open to parents. Copies of current PM's will be kept in the teachers' planning file. Completed/past PM's must be given to the SENCO for filing. Strict confidentiality will be adhered to.

Review

The Governor co-ordinator for SEN, the SENCO and the HT will liaise to ensure optimum use of resources and personnel and ensure that this policy is regularly reviewed and evaluated.

Glossary of abbreviations

CT Class Teacher

EHC Education Health Care Plan

HT Head Teacher

LEA Local Education Authority

PM Provision Map

SEN Special Educational Needs

SENCO Special Educational Needs Co-ordinator

SMART targets – Specific, Measurable, Achievable, Relevant, Time- specific

TA Teaching Assistant

Reviewed September 10th September 2021 by Ginny Bootman

APPENDIX 1 PROVISION MAPS

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Provision Map Completion

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Provision maps should be completed by the classteacher. Advice should be sought from the SENCO if necessary.

1. Highlight the intervention/s being received by the child, how often and for how long.
2. Record the start date of the intervention and when it will be completed. Interventions should be time limited. Should an impact not begin to be evident in six weeks, then the intervention may not be suitable and another may need to be tried in discussion with the SENCO.
3. The notes column should be used by the teacher or TA providing the support to record progress. Each comment should be dated.
4. Each term, review impact. Can the intervention stop as sufficient progress being made? Does it need to continue? Does another intervention need to be tried? Does further advice need to be sought? Record discussion and use a new provision map accordingly.
5. Copy of old and new provision maps to SENCO.

If you have any comments regarding this Provision Map or suggestions for new targets, please speak to your child's teacher.

APPENDIX 2 TIMETABLE OF REVIEW MEETINGS

Agreed involvement of children and parents with target setting and reviewing:

Date	Action
End of Term 2	Before the meeting – TA to review the PM with the child, provide written and verbal

(December)	feedback to the teacher and record suggested targets (from TA or child) on the back of the reviewed PM. PM reviewed at parents' evening by teacher and parents, taking into account notes from TA and child. New targets set.
End of Term 4 (Easter break)	Before the meeting – TA to review the PM with the child, provide written and verbal feedback to the teacher and record suggested targets (from TA or child) on the back of the reviewed PM. PM reviewed at parents' evening by teacher and parents, taking into account notes from TA and child. New targets set.
End of Term 6 (July)	A parents' meeting is to be scheduled by the teacher. Before the meeting – TA to review the PM with the child, provide written and verbal feedback to the teacher and record suggested targets (from TA or child) on the back of the reviewed PM. PM reviewed at parents' evening by teacher and parents, taking into account notes from TA and child. New targets set.

NB Parents are asked to communicate any comments or suggestions regarding Provision Maps by speaking to the Class Teacher.