



Special Educational Needs Information Report July 2022

What kinds of SEND do we provide for?

At St Botolph's, we aim to improve the learning and raise the achievement of all students including those with special educational needs. We aim:

- To reach high levels of achievement for all
- To be an inclusive school
- To secure high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To use a wide range of provision to meet individual needs
- To provide curriculum and extra-curricular access for all
- To work in partnership with other schools and agencies
- To achieve a high level of staff expertise to meet pupil need

The school seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all students
- Responding to and meeting students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

At our school children's SEND may fall into one or more of the following four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs
- 5.

We have regard to the practical guidance set out in the revised SEND Code of Practice 2014.

How do we identify and assess the needs of children with SEND? How do we involve parents with this?

At St Botolph's we have a range of ways to assess pupils which range from observations to standardised assessments. These are carefully selected and used dependent on the child's presentation. These aim to identify pupils who:

- make less than expected progress given their age and individual circumstances.
- make progress significantly slower than that of their peers starting from the same baseline
- fail to match or better the child's previous rate of progress
- fail to close the attainment gap between the child and their peers

We also consider:

- information passed on when the child transfers from early education provision and when children transfer between schools within the primary phase.
- Evidence that a pupil may have a disability under the Equality Act 2010.
- Concerns from parents or carers
- Where appropriate the views of the pupil
- The views of external support agencies

Once slow progress has been identified, a pupil will be placed on a Record of Concern and be supported by enhanced intervention to target their areas of need. This will be monitored after six weeks we will hold a meeting with parents/carers to place the child on the SEN register. The child should then receive another 6 weeks of regular, purposeful intervention (based upon pupil passport interventions). If there is still no real progress the SENDCo and Class Teacher will discuss with parents which outside agencies would be most beneficial.

The school operates an 'open door' policy and encourages parents/carers to discuss any concerns they may have, as and when they occur, in person, with the child's class teacher. The SENCo is also contactable through the school office.

Who is the school special educational needs co-ordinator (SENCO) and how do I contact them?

Miss Clare Hewerdine is the school SENDCo. Miss Hewerdine is contactable via the school office using 01529 302698 or via email at enquiries@stbotolphs.co.uk

How will I be involved in the process and be able to contribute my views?

If a child is on the SEN register, we review the pupil's individual plans (Pupil Passports) three times a year. At each review, parents are invited into school to meet with the class teacher to discuss their child's progress in general and against the Pupil Passport targets. Existing targets are reviewed together, and then new ones are set.

If a pupil has an EHCP, a review of these overarching targets will be completed annually in line with the guidance set out in the SEN Code of Practice 2014.

How will my child be involved in the process and be able to contribute their views?

Children will be included in the Pupil Passport review process and their teacher will talk to them when reviewing targets. We ask the children what they would like teaching staff to know about them in order to help them and we encourage them to think about strategies that they can use to help themselves.

Pupil voice is also collected through whole school questionnaires and we have an active school council at St Botolph's.

How do we assess and review children's progress? How are parents and the pupils themselves involved in this?

Each child's progress is continually reviewed by their class teacher. Children's academic achievements are formally assessed three times a year by their class teacher. This is an integral part of the learning journey for our pupils and provides us with an opportunity to review a child's needs based on the progress they are making. This data is then reviewed by the Senior Leadership team in Reading, Writing, SPAG and Maths. Regular book looks and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

At the end of key stage 1 and 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). In addition, at the end of Year One all children undertake a phonic check. This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all those involved with the pupil's education. Pupil Passports for all children on the SEN register will be reviewed 3 times a year as outlined in other sections. Assessments, observations and progress checks may also be carried out by external support agencies. These will be shared with parents and carers.

There are two formal parents evenings offered per year and a formal written report once a year for all children, these are an opportunity to discuss each child's progress and attainment. For some children more regular communication will be needed however the frequency of this is dependent upon the needs of the child and the agreement reached by staff and parents.

How will my child be supported when moving between phases of education and preparing for adulthood?

a) Join the school

Transition at our school is well planned and effective. The reception class teacher and TA visit all children in their pre-school settings in May. All children and parents are then invited to spend a morning in the classroom and then in July all children have sessions in their new class. Every child receives a visual information book detailing school to support their transition and enable parents to share this with children at home. School staff have

developed close links with feeder settings to enable discussion and transfer of information as children join reception.

For children with SEND the reception class teacher and/or SENDCo will endeavour to attend any review meetings prior to them starting school at St Botolph's and will work with their pre-school setting and external agencies to create a Transition Support Plan.

The SENCO closely liaises with other settings where a pupil is admitted to Chestnut Street CE Primary at any point throughout their primary years.

- b) Transfer between phases of education (e.g. primary to secondary)?
 - Discussion about transition for pupils with an EHCP begins at the year 5 review meeting for transfer to KS3.
 - Plans for those pupils with SEN requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
 - Extra visits to schools can be arranged for pupils with SEN, where applicable.
 - A member of staff from the local secondary schools visits to discuss SEN children and may be invited to their review meetings as appropriate.
 - At the end of year 6 all SEND records are transferred to the receiving secondary school
- c) Transfer between classes and year groups within our school
 - Staff (from both current and next class) take part in summer transition meetings to discuss the needs, progress, provision and next steps for all children including those with SEND.
 - Children have at least half a day with their class and staffing for the following academic year. For some children additional sessions are planned and delivered throughout the summer term.

Our approach to teaching children and young people with SEN

Once the child's needs have been identified and discussed we use a four part cycle to support the pupil to make good progress. This cycle ensures that earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupils needs.

These four part cycle consists of;

1. **Assess** – a clear analysis of the child's needs, parental concerns and their response to interventions is recorded and reviewed regularly.
2. **Plan** – The teacher, the SENCO, and support staff should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
3. **Do** – Interventions, additional support and/or different resources are put in place to support the child's progress. This could involve working with the class teacher or a teaching assistant.

4. **Review** – The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. This review involves the views of all staff that work with the child, parents and the child themselves.

For children with an Education Health Care Plan (EHC) their EHCs are reviewed annually in line with local authority guidance.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

At St Botolph's we meet all children's needs through the First Quality Teaching that we provide. The teachers are responsible and accountable for the progress and development of all pupils in the class, including where additional support is provided through an EHCP. All year groups have a Teaching Assistant and an Intervention TA. Our curriculum and learning environment are designed with the children at the forefront and we are constantly evaluating this and striving for improvements where possible. We make a vast range of reasonable adjustments to both the curriculum and environment for our pupils in order to meet their individual needs.

Children with SEND will be further supported in a range of ways which are regularly reviewed through provision mapping in school and adaptations are discussed with parents. Additional support could include:

- Use of technology aids e.g. laptop or iPad for typing work, voice recognition software to record oral work and text to voice software for reading
- Small group work either during or in addition to lessons
- Daily reading with an adult (including volunteers)
- Additional intervention programmes, including those recommended by external agencies.
- Peer support
- Pastoral and Wellbeing support from Mrs Hallam
- Curriculum adaptations including reducing the demand to reflect the child's needs
- Use of other resources to support learning e.g. coloured overlays, writing slopes, fiddle toys, pencil grips, specialist seating

What additional support for learning is available for my child?

As detailed above, additional support is available at St Botolph's in many ways, depending on the individual needs of the pupil. Where possible, additional support will be provided by the class teacher, year group Teaching Assistant, the year group Intervention Teaching Assistant and Mrs Hallam, the Pastoral and Wellbeing Mentor. We deliver a wide range of interventions targeted around all aspects of learning to support our pupils.

If the child's needs are such that this level of support is not sufficient, the SENDCo will meet with parents/carers to discuss the application process for an EHCP. If both parties are in agreement a needs assessment will be requested from the Local Authority by the SENDCo.

What additional training and experience do your staff have to meet my child's needs?

There is an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs.

Recent training has included sessions on:
Diabetes and Epilepsy training (for individual staff)
Team Teach Training
Dyslexia Awareness Training
Precision Teaching Training
Supporting social and emotional needs within the classroom.

Future planned training includes:
Autism Awareness
Further Dyslexia training
Restorative Practice

Our SENCO meets regularly with SENCO's from other local schools at SEND briefings and local network clusters where advice and strategies can be gathered and exchanged.

What specialist services and expertise are available or accessed by the setting/school?

The school works continually to build strong working relationships with a range of external support services in order to fully meet the needs our SEND pupils and aid school inclusion. We seek support from them to aid in the identification and assessment of SEN and their recommendations support us with the development of provision to meet SEND pupils needs. The list is not exhaustive and therefore ever growing, and should a new need arise which requires us to find alternative support, this will be actioned immediately. Where referrals to outside agencies are required, parental consent will always be requested.

- Educational Psychology
- Specialist Teacher Team
- Speech and Language Therapy Service and ECLIPS
- Sensory Impaired Service
- Social Services/ Child Protection
- School Medical Service/Children and Young Persons Nurses
- Child and Adolescent Mental Health Service (CAMHS) and Healthy Minds
- Family GPs and the Community Paediatrician
- Working Together Team (formally Autism Outreach)
- Dyslexia Outreach
- Physiotherapy Service
- Occupational Therapy
- Educational Welfare Officer

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated regularly through rigorous tracking, data analysis and book looks by the SENDCo, Senior Leadership Team and Subject co-ordinators.

How will my child/young person be included in activities outside the classroom, including school trips?

We are an inclusive school and therefore we plan learning opportunities, school trips and other enrichment activities with accessibility in mind. We will also work with trip settings to make reasonable adjustments in order to provide the experience for all pupils.

What support will there be to ensure my child's emotional health and well-being? What support will there be for my child/young person's overall wellbeing?

At St Botolph's, we have a dedicated Pastoral and Wellbeing Mentor, Mrs Hallam who is employed for 25 hours per week to deliver emotional and wellbeing support across our school. She facilitates a mixture of group and individual sessions, focused around any area which the child requires. These can include self-esteem and resilience, family separation, bereavement and more.

All of our staff are approachable and take time and care to make sure that they know the children in their care extremely well in order to effectively support them in their wider life. We ensure that all staff have a shared understanding of any additional needs your child may have. We also have a robust anti-bullying policy in place. If you require any further support or information in these areas, please speak to the class teacher, SENDCo or Headteacher.

What do I do if I have a concern or complaint about the SEN provision made by the school?

If a parent is concerned about anything to do with the education that we are providing at our school, including for those with SEN the following procedure will be followed:

- In the first instance, discuss the matter with the child's class teacher.
- Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENDCo or Headteacher.
- If the problem is unresolved or parents/carers continue to be dissatisfied, they should first make an informal approach to one of the members of the Governing Body, who is obliged to investigate it.
- Only if an informal complaint fails to resolve the matter should a formal complaint be made to the Governing Body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

- If the complaint is not resolved, a parent may make representation to the Local Authority and discuss their concerns with them.

We would always aim to resolve any dispute satisfactorily within our school.

Where can I find further organisations, services etc who can provide additional support to parents/carers/young people?

- *The Lincolnshire Parent Carer Forum*

The Lincolnshire Parent Carer Forum may be able to offer further support or information:

www.lincspcf.org.uk

- *Liaise*

Parents/carers can gain important advice and support from Liaise,:

Tel: 0800 195 1365

Email: liaise@lincolnshire.gov.uk

Website: www.lincolnshire.gov.uk/liaise

- *Children's Centre*

Children's Centre Money's Mill Complex

Carre Street

Sleaford

Lincolnshire

NG34 7TW

Telephone 01529 306888

Email sleafordcc@lincolnshire.gov.uk

- *SEND Local Offer*

www.lincolnshire.gov.uk/send-local-offer

The SEND Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs etc, both in your immediate area and across Lincolnshire.

The SEND Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays.