



Bolham Primary School

SEND Information Report for Parents and Carers

Updated October 2020

1. Bolham Primary School is a mainstream setting with 114 pupils from Reception to Year 6. We are passionate about inclusion and seek to take a holistic view of underachievement and the support of vulnerable pupils in accordance with the requirements of the 2014 SEND Code of Practice. If you would like to know more about SEND at Bolham Primary School, please contact the SENCo.

2. The SENCo (Samantha Roberts) and SEN Governor are responsible for the creation and oversight of the school's policies and procedures around SEND. The SENCo oversees the day-to-day running of support for SEND. Pupil progress is tracked using assessment procedures linked to the new curriculum, resulting in the termly pupil progress meetings which staff use to identify additional support requirements as early as possible. Our Graduated Approach to Excellence (GATE) defines categories of need throughout the school, the first three of which are: On track - attainment and progress are fine, no unmet needs - Early Action - first signs of underachievement, addressed within universal provision by class teacher - Accelerated Learning Group - continuing or more significant underachievement, addressed through enhanced, group-level support, directed by class teacher. Where needs have not been met by the above, or are more specific, a referral can be made by teachers to the SENCo to consider whether SEN support is required. Identification of SEN may be made through internal screening processes (e.g. Speech Link and Language Link) or the involvement of external agencies (e.g. Educational Psychologist, Dyslexia Assessor, ASD assessment). When pupils are added to the SEN register, parents will be informed of the support their child will receive. SEN Support is broken down into three layers on the GATE:

i - SEN Support - needs met without pursuing the Devon Early Help Assessment,

ii - Devon Early Help Assessment/TAF (Team Around the Family) and Right For Children Framework.

iii - The final category is aimed at the pupils whose needs are more significant, requiring a holistic view and multi-agency working. These pupils may already have, or need, a statutory assessment and Education, Health and Care Plan (EHC Plan). If you think your child may need SEN Support, please speak to their teacher in the first instance, who may then make a referral to the SENCo.

3. School policies for making provision for all pupils with special educational needs regardless of whether they have EHC Plan or not:

a) All teachers are the key leaders of their children's learning, whether or not they have SEND. Progress and attainment of all pupils is monitored through termly pupil progress meetings. Where pupils have SEND, in consultation with the SENCo, teachers write/review Individual Education Plans (IEPs) or Behaviour Support Plans (BSPs). All pupils on the SEN register are monitored by their class teacher and, where appropriate, assigned teaching



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assistants are also responsible for supporting IEPs or BSPs being implemented. Every classroom has a SEN file where all appropriate information is held and updated; this file is monitored termly by the SENCo. The SEND Governor monitors all of the above and ensures continuity of provision across the school and monitors that progress is in line with (or better than) similar pupils nationally.

b) The school's arrangements for assessing and reviewing the progress of pupils with SEND:

Where relevant, the children's attainment and progress is assessed against the same criteria as that of other pupils. Under this system, judgements are made termly against year-end expectations for that year group. Where pupils are working well below those expectations, individual P Scales are drawn upon to reflect the child's individualised learning programme. This is used to ensure suitable adaptation and differentiation within children's general learning, alongside the very precise, time-limited (SMART) IEP targets. These targets are monitored half termly, or more frequently if required, and evidence gathered of which targets have been achieved. Information on the above is communicated to parents through day-to-day conversations and phone calls, parents' evenings and written formative reports. (Current government guidelines are affecting these procedures, which will be reviewed as the guidance changes). The SENCo is available at other times as needed. Where a TAF (Team Around the Family) is running, parents have access to review meetings.

c) The school's approach to teaching pupils with special educational needs:

Bolham Primary School places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND, and the school's provision is built around high expectations of the universal offer. Most pupils with SEND typically spend the majority of their time supported by the teacher in the classroom.

d) How the school adapts the curriculum and learning environment for pupils with SEND:

In addition to P Scales at Bolham Primary School we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. For example, we have developed supporting resilience through the Emotional Logic programme, are developing Forest Schools programme and provide access to Funfit across the school. To support children who have sensory issues we provide sensory breaks and sensory training so that children can regulate themselves in the classroom. We act swiftly on the advice of external agencies, for example the Hearing Impairment Advisor, to ensure the learning environment is safe and conducive to learning.

e) Additional support for learning that is available to pupils with SEN:

The EYFS class has at least one Teaching Assistant (TA) to supervise and support all learners - where additional TAs are deployed to support pupils with SEND, this is in proportion to the children's need and focused on building their independence and resilience to manage their learning at other times. Deployment of TAs is at the discretion of the Head Teacher and the class teacher, who will sometimes direct TAs to support the majority of pupils while he/she



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works with the least able. A number of pupils in the school are withdrawn from class each week for short times for enhanced/targeted provision (e.g. Speech Therapy), and in rare circumstances, pupils may conduct a larger proportion of their learning in a different setting, but always with best endeavours made to maintain a level of integration with their peers. This TA deployment is supervised by the Head Teacher and the SENCo, in partnership with team leaders, parents and teachers.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND:

All trips and wider educational activities are risk assessed, and reasonable adaptations are made to ensure all pupils can safely access these experiences. For example, to ensure that there is no discrimination against a pupil whose behaviour may be more challenging to manage, higher adult/pupil ratios may be required on some trips, in addition to different transport arrangements, or individually-tailored trips may be organised if these are more appropriate to the needs of the pupils. Parental engagement is sought in the decision-making process, and previously parents have volunteered to provide direct support on trips. At present all pupils engage fully with PE without the need for significant adaptations, and there is a Funfit gross motor programme in place to support targeted groups to develop key motor skills alongside their universal provision.

g) Support that is available for improving the emotional, mental and social development of pupils with SEND:

Within Bolham Primary School a strong emphasis is placed on supporting emotional resilience. Pastoral care is provided by the Head Teacher, class teachers and support staff in the first instance and where further support is needed (e.g. bereavement) the SENCo can find out what further external support is available. Forest Schools activities are being developed to run across the school targeting those children who need to build their emotional well-being and self-esteem. We also provide alternative lunchtime provision for vulnerable children. Where underlying emotional and social developmental needs have been identified, a MALS assessment or Boxall Assessment can be carried out, which typically results in a targeted programme of support within the class, and sometimes a weekly (or twice weekly according to need) 1:1 session with our Emotional Logic teaching assistants. Within the TAF framework, we have worked closely with outside agencies, including Social Care, Behaviour Support, Housing, Play Therapists, CAMHS and the Devon Inclusion Officer to ensure a continuity of provision for the pupils' wellbeing. If you have questions about your child's support, or suggestions about meeting their needs more effectively, please speak to your child's teacher in the first instance, or contact the SENCo.

4. The SENCO Samantha Roberts can be contacted via 01884 253576 or email: sroberts@tiverton-bolham-primary.devon.sch.uk.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:



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All the teaching staff are up to date on changes in SEND legislation and practice nationally and locally, including the school's GATE and related procedures. Teaching assistants are developed through appropriate training opportunities, team meetings and personal goal-setting through performance management. Where other specialist services are required on a needs-led basis, this is usually through the traded hours with our partners such as Babcock LDP - this includes Behaviour Support and Communication and Interaction Team. Through the TAF process we work closely with Honeylands, the Specialist Autistic Spectrum Assessment Team, School Nurses, Social Care and CAMHS. All these agencies have access thresholds and waiting lists, and sometimes a multi-agency referral is preferable which can be made through the Single Point of Access Team, Integrated Children's Services Devon. If you require more information about referrals to outside agencies, contact the SENCo or, in some instances, your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured:

Acting on advice from Occupational Therapists, a number of pupils have had access to learning aids, such as writing slopes, ergonomic pens, and wedge-cushions. All internal and external areas can be accessed by wheelchair. If you think you or your child requires additional adaptation to equipment or facilities, please let the SENCo know as we do not want this to be a barrier to learning.

7. Arrangements for consulting parents of children with special educational needs about, and involving these parents in the education of their child:

From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. Parents are supported by factfinders / workshops in the Early Years which address key issues such as reading, phonics and Maths, and their views are constantly sought as part of evidence-gathering within the EYFS profile. Parents also have many opportunities (e.g. volunteering, PTFA, Governors) to contribute to their child's education. A link to the Ofsted Parent View survey can be found on our website. Within the TAF (Team around the Family) process, closer links are forged between home and school, and all decisions (i.e. who attends the meeting) and paperwork that are part of the TAF are checked and agreed with parents. The plan, do and review process ensure that the children's needs and outcomes are kept in focus, and parents are encouraged to suggest ideas for how pupils' outcomes may be improved. Where an annual review of an EHC plan is required, this is conducted using the formal paperwork, but these families are also on a termly review cycle due to the level and complexity of needs. For more information about how to support your child with their education please contact the SENCo.

8. Arrangements for consulting young people with special educational needs about, and involving them in, their education:



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Pupil voice is very important to us and class teachers give children regular opportunities to express their feelings about the provision they receive. Where pupils have SEND, we aim for genuine co-construction of goal-setting and IEPs. To fully understand children's barriers to learning the school uses discussion and questionnaires with children that feed into approaches and strategies used to support their learning. Within the TAF process, the 'Listen to Me' document gives space for parents and teachers to elicit children's views in some detail, ensuring these can be appropriately represented at multi-agency meetings. Pupil Profiles are created alongside children to support their transition to new years and support all staff to understand how to bring the very best out of children.

9. Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

The school operates a complaints policy which is freely available to parents. Concerns about SEND should be addressed via the child's teacher in the first instance, or to the SENCo or Head Teacher, and typically these situations can be resolved through dialogue and the formation of robust partnerships. Transparent working relationships and proactive information-sharing, such as this document, help to offset potential misunderstanding. The complaints policy is available from the school office and on the school website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

The Governing body delegates responsibility for multi-agency working to the Head Teacher and SENCo. Health, education or care referrals are made to single agencies or the multi-agency Integrated Children's Services on a strategic case-by-case basis, using the Local Authority's Threshold Tool for guidance. For parents whose children have SEND, we act as a signpost to other services, such as the Devon Information, Advice and Support Service (DIAS). We have strong links with local children's centres, who have previously provided families with practical assistance in times of acute need.

11. Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32:

You can contact Devon Information Advice and Support for SEND 01392 38300 www.devonias.org.uk, 0-25 SEND Team 01392 383000 or Citizen's Advice Bureau. There is a useful source of information on the DISC website, which signposts other services available to parents and the devon.childrenguidancedirectory.org.uk. If you require further support to contact support services please speak to the SENCo.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living:



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When pupils transfer into the school, every effort is made to gain information from previous settings and build relationships with parents, who are often anxious about how the child's needs will be met. Where possible, time is set aside for tours and discussions well in advance of the pupils starting at Bolham Primary School. Each June/July, children spend a session with their next teacher to facilitate a smooth transition, and all relevant documentation is discussed and passed on. The school also offers internal yearly transition meetings with parents and staff to support children's yearly moves. At the other end of their learning journey, the school operates a strong but flexible transition programme with local secondary schools, including face to face contact with receiving SENCOs. Where appropriate these SENCOs are invited to TAF (Team Around the Family) meetings to ensure continuity of understanding and support. Transition planning where appropriate starts in Year 5. Pupil Profiles are used to give individual children a voice regarding what helps them to be ready to learn in school. The SENCo and class teachers are working together to create transition packages to target all children who may struggle with year to year transition to include targeted support end of summer term/autumn term and transition booklets for perusal over the holidays. To discuss how we may tailor our transition arrangements to meet your child's needs, please contact the SENCo.

13. Information on where the local authority's local offer is published:

Our school offer is built around the 2014 SEND Code of Practice, and in particular the Devon Local offer, which can be found at www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disabilities-send-local-offer