Bolham Primary School
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School Policy and Procedure

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What kinds of SEND do pupils in the school have? *1. Is this a mainstream or special setting?* *2. Outline main needs currently supported in school* *3. Consider general statement on inclusion/vision for SEND*	• **Bolham Primary School** is a mainstream school with children taught in **mixed age** classes. • The school caters for a range of SEND needs; including Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical & Sensory Needs. • **Ofsted describes the school as caring, calm, and welcoming school with strong pupil behaviour, safety, and positive attendance (April 2025).**	**The kinds of special educational needs for which provision is made at school**

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How do you know if a pupil needs extra help? *1. How does the school track pupil progress?* *2. What systems are in place to quickly respond to difficulties in learning?* *3. What systems are in place for spotting pupils who may have unidentified needs?* *4. Does the school use any particular screening tools/assessments?* *5. How does the school decide when a pupil is having difficulties accessing learning?*	• Teachers tack pupil progress each term, completing a Pupil Progress Sheet. These are completed using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to Unit leaders and the SENDCO. • In discussion with the Class teacher the SENDCO and other staff may use a range of assessments/ screening tools to identify areas of need. • Children are considered to have a SEND if they have been identified as working below ARE and are struggling to make good levels of progress and/or children who have a need in one or more of the four areas of need. • At **Bolham Primary School** we use the following screening tools and assessments: Communication & Interaction ★ Language Link ★ Speech Link ★ Blank Levels Cognition & Learning ★ HAST-2 Spelling ★ School Dyslexia Screeners ★ Subject Baselines ★ Phonics Assessments ★ Toe-by-Toe Social, Emotional & Mental Health ★ SEMH Trackers ★ Scaling activities Sensory & Physical ★ Sensory Sensitivities Checklist • The school follows an identification of need process to determine if a pupil is having difficulties accessing their learning. This helps to identify their needs and is supported by using the Devon Needs Indicator Tool. The school can then work to identify provision and strategies that can help the children to access their learning.	**Information about the school's policies for identification and assessment of pupils with special educational needs**

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Day to Day Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
How do teachers help pupils with SEND? How will the school support my child? *1.What is the school's approach to differentiation and how does this support pupils?* *2.How is the school developing quality first teaching?* *3.What is the school's graduated approach to meeting the needs of pupils?*	• We have a graduated response to meeting pupils' needs, starting with Ordinarily Available Inclusive Provision (OAIP) for all children. Quality First Teaching is used to ensure all pupils receive the support they need. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap. • **Bolham Primary School** have worked hard to develop Quality First Teaching as well as Adaptive Teaching to ensure that the curriculum is accessible to all children. • **Bolham Primary School** have been focussed on developing their OAIP to ensure that there are strategies in place to support children to access the curriculum. Where there needs to be additional support in place, Targeted provision is used to ensure that the learning is accessible, Targeted Provision includes: individualised timetables of support, intervention programmes, specific resources to enhance accessibility.	**The school's approach to teaching pupils with SEND**
How will the curriculum be matched to my child's needs? *1.How does the school approach the identification of need and the matching of those needs to appropriate provision?* *2.How is learning planned for pupils with SEND, including group and individual adaptations to the curriculum?*	• If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the Devon Needs Indicator Tool to document initial concerns and pinpoint specific areas of need. When concerns are raised, teachers will access support and advice from the school SENDCO and together they will work collaboratively with parents/carers. A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have a difficulty which: ★ Significantly impacts their ability to learn compared to peers of the same age. ★ Has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. ★ Affects access to education, learning, or participation in school life. • Children with SEND may have an **Individual Education Plan (IEP)** in place, this can be used to plan their personalised adaptations to the curriculum and to outline any strategies and resources in place to ensure access to the curriculum.	**How adaptations are made to the curriculum and learning environment**

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Day to Day Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
Is there any additional support available to help children with SEND? *1.How does the school make use of the resources in their delegated budget to support pupils with additional needs?* *2.What types of support are available?* *3.How are resources allocated?* *4.How are such decisions made and who is involved in this process? How are parents/carers and pupils involved?*	• We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Needs Indicator Tool supports this by providing a clear pathway of identifying and assessing needs, the OAIP Framework supports with planning and doing, and then the **IEP** review cycles provide opportunities for reviewing. • At **Bolham Primary School** we have the following interventions in place: <u>Communication & Interaction</u> ★ Language Link ★ Individual Speech and Language Programmes ★ Lego Therapy ★ Autism Attention Bucket ★ Social Interaction <u>Cognition & Learning</u> ★ Truggs ★ Pre - Teaching ★ Little Wandle ★ Phonics <u>Social, Emotional & Mental Health</u> ★ Zones of Regulation ★ Mindfulness ★ Social Stories ★ Co-Regulation <u>Sensory & Physical</u> ★ Theraputty ★ Sensory Box ★ Sensory breaks ★ Handwriting • Resources are allocated throughout school according to the individual needs of the children. The SENDCO monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team. • The **IEPs** are reviewed termly and shared with parents/carers to ensure they are aware of the additional provision in place to support their child. They also have regular opportunities to discuss this provision with the class teacher and/or SENDCO.	**How adaptations are made to the curriculum and learning environment**
How will the school know how well my child is doing? *1.How does the school track and monitor progress?* *2.How does the school identify aspirational outcomes and develop clear steps to achieve them?* *3.How is this information shared with parents/carers?*	• Children with SEND have an **IEP,** where appropriate, which details the provision they are receiving in school, as well as their current targets for progress. These are agreed and reviewed termly in consultation with parents. • Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies. • All teaching staff receive training from the SENDCO around target setting and **IEP** writing to ensure that the targets being set are aspirational and achievable as well as the provision being effective in supporting children to work towards their targets.	**Arrangements for assessing and reviewing pupil's progress towards outcomes**

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Day to Day Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
How will I know my child is making progress? How do you check on this? *1.What are the school systems, processes and criteria for evaluating the effectiveness of its SEND provision?* *2.How does the school assess whether any additional support provided has had an impact on educational progress?* *3.How does the school know its arrangements are effective?* *4.How are Governors/Trustees involved in this – what are their responsibilities?*	• All children's progress is monitored through the year by class teachers. This is both formative, ongoing assessments, linked to learning activities and used to plan next steps, and summative assessment tests. • For children with SEND, there may be other assessments which link to targets on their **IEPs**, which are evaluated at the end of an intervention cycle. **IEP** targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. **IEP** reviews are sent home for parents information termly and these targets are constantly reflected upon in school. • The SENDCO monitors the effectiveness of interventions that are in place through learning walks, observations, and checking **IEPs** to monitor individual children's progress towards their targets. • The SENDCO meets with the SEND Governor termly to talk through the SEND Provision within the school and discuss good practice. The SEND Governor asks questions about the SEND information of the school to give the SENDCO opportunity to unpick the SEND Provision across the school. • The Trust SENDCOs also meet half termly to share practice and advice amongst each other. This provides opportunities for schools to develop their SEND Provision further.	**How the effectiveness of provision is evaluated**
How will my child be included in activities outside the classroom, including school trips? *1.What extra-curricular activities are available at the school?* *2.How does the school enable access for pupils with SEND?* *3.How are parents/carers involved in the planning of activities/school trips?* *4.What additional support is available during unstructured times and at the beginning and end of the school day?* *5.How are pupils, including those with SEND encouraged and enabled to contribute to all parts of school life, such as school councils and in roles of responsibility?*	• At **Bolham Primary School** we have the following extra-curricular activities available: ★ Gardening Club ★ Music lessons ★ School band ★ School Trips ★ After School Clubs ★ Choir ★ Music lessons • All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents, and professionals where appropriate, to support those children with additional needs, who may need personalised levels of support. • There are times that parents/carers are invited to join our school trips. For children with complex additional needs, there are discussions with parents/carers to plan for school trips and to ensure that all provision and strategies are in place to support their child's access to the activities. • We have the following provisions available during the beginning and end of each day and during unstructured times of day: ★ Alternative Break Time Spaces ★ Morning Meet and Greet ★ End of Day Transition Activities	**How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND**

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Day to Day Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
	• At **Bolham Primary School** we have a number of different groups, for example: School Council, Eco group, Choir, the lead adults of these groups works with the SENDCO to make sure that children with SEND are not only represented in these groups, but supported to access all activities and to have their voices heard.	

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Day to Day Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
How will you support my child's overall well-being? *1.What pastoral, medical and social support is available in the school for children with SEND?* *2.How does the school manage the administration of medicines and providing personal care?* *3.What support is there for behaviour, avoiding exclusions and increasing attendance?* *4.How does the school ensure the safety of their pupils?* *5.How do pupils contribute their views?* *6.How are pupils, including those with SEND encouraged and enabled to contribute to all parts of school life, such as school councils and in roles of responsibility?*	• All children access the PSHE curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff. For children who require more enhanced pastoral support, there is access to targeted intervention programmes as well as specifically trained pastoral members of staff. • **Bolham Primary Schoo**l has a Designated Safeguarding Lead (**Sarah Milne**) and Deputy Safeguarding Lead (**Clair Worthington**) as well as safeguarding officers. • **Bolham Primary School** work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. • We will always work collaboratively with parents to make sure that children have a successful time at school. • Information about administration of medicines can be found on the **Bolham Primary Schools** website at: Bolham Community Primary School - Special Educational Needs • Children with SEND are supported to voice their views through the 'Pupil Voice' section within their **IEPs**, these are updated termly. They are also able to share there views through the varying groups across the school where SEND is appropriately represented, e.g. School Councils and Ethos Groups etc. **(add/delete as appropriate)**	**Support for improving emotional and social development**

Involving Families		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
How will you help me to support my child's learning? *1.What other opportunities are there for involvement and consultation with parents?* *2.How does the school explain how learning is planned and how this can be supported outside of the school?*	• At **Bolham Primary School,** there are other opportunities for involvement and consultation with parents. For example: ★ Open Days ★ Parent meetings ★ Meet the Teacher Sessions ★ PTFA • **Bolham Primary School** explains how learning is planned and how this can be supported outside of the school by sharing the following information with parents/carers: ★ Curriculum Overviews ★ Tapestry ★ Weekly Newsletters	**Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education**

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Involving Families		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
When will we be able to discuss my child's progress? *1.How does the school share progress information with parents/carers?* *2.What opportunities are there for regular contact about things that happened in school?*	• **Bolham Primary School** shares progress information with parents/carers by holding termly parent meetings, reviewing IEPs, Annual Reviews of EHCPs, in some cases Team Around the Family meetings and end of year reporting. • There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCO would be involved as appropriate.	**Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education**
How will my child be able to share their views? *1.How does the school engage pupils in decision making around provision for them?* *2.How are pupils supported to ensure their voices are heard?* *3.How does the school encourage the active participation of pupils?*	• The school engages pupils in decision making around their provision by involving them in reviews of their targets and including their Pupil Voice within their **IEPs**. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews. • Our **IEP** Pupil Voice questions are: 1. What is working well for you in school? 2. What would you like to change? 3. What do you want the adults at school to know about you? • **Bolham Primary School** encourages the active participation of pupils through daily informal feedback and more formal pupil conferencing. These opportunities encourage pupils to express their views about their learning.	**Arrangements for consulting with children with SEND and involving them in their education**
How will you support my child when he/she joins your school or moves class or transfers to a new school? *1.What is the school's approach to transition?* *2.How does the school work with other settings to transfer information and support transition to the next setting?* *3.Who is responsible for providing this support and what are the usual timescales?* *4.What support is available for work experience or out of school activities?*	We recognise the importance of ensuring a high-quality transition regardless of the stage. • Transitions that may occur for our pupils can include: <u>Year Group Changes</u> ★ Nursery – Reception ★ Reception to Key Stage 1 ★ Key Stage 1 to Key Stage 2 ★ Primary to Secondary <u>Setting Changes</u> ★ Into our school from another setting ★ From our school to another setting <u>Changes in the Day</u> ★ Entering school in the morning ★ Leaving school at home time ★ Transitioning to break time ★ Transitioning to lunch time ★ Moving in and out of the building • We have the following strategies in place to support these transitions: ★ Visits to Pre-School ★ Meetings with other SENDCOS ★ Handover Meetings ★ Stay and play sessions ★ TAF (Team Around the Family) meetings ★ Move up days in school ★ Enhanced transition activities ★ Transition information/passports	**Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

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Staff Skills and Wider Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What skills do the staff have to meet my child's needs? *1.What is the school's approach to CPD for staff which enables them to support pupils with SEND?* *2. How does the school prepare for new children coming to the school who have needs that they have not previously supported?* *3. Are there any specialist staff in school? What are their qualifications?*	• **Bolham Primary School** are keen to ensure that our staff have the skills and knowledge to meet the needs of all our children. We have clear CPD and training for our staff members and this is delivered in a variety of ways, as outlined below: ★ Staff meetings/ Twilight sessions ★ Specific training courses ★ TA training sessions ★ Professional dialogues ★ Online training ★ INSET Days ★ Training from outside agencies ★ Consultations with Educational Psychologists • To prepare for new students with SEND transitioning into our school, we have the following strategies in place to support: ★ Transition meetings with pre-schools ★ Transition meetings with parents ★ Transition meetings with outside agencies ★ Liaising with 0-25 SEND Team ★ Attendance at TAF meetings ★ Sharing of documentation between home, pre-schools and school ★ Taster days ★ Phased entry to school • At **Bolham Primary School** we have staff trained in the following: ★ THRIVE ★ Phonics interventions ★ Speech & Language ★ Mental Health Support ★ Emotional Logic ★ Dyslexia Screening	**The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured**
What specialist services are available at or accessed by the school? *1. What external support services can the school access? Which professionals and organisations provide support to pupils?*	• At our school, we regularly access support from external professionals who may also come into school to support our children directly. These can include: ★ Educational Psychologist ★ Communication & Interaction Team ★ Speech & Language Therapists ★ Early Years Complex Needs ★ Nursery Plus ★ Young Carers ★ BOUNCE ★ Occupational Therapists ★ CAMHS ★ Family Support Workers ★ Paediatricians ★ Visual Impairment Team ★ SEND Statutory Team ★ School Nursing Team ★ Bladder and Bowel Team ★ Family Hubs ★ Social Care ★ Hearing Impairment Team ★ SEMH Team	**How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families**

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Staff Skills and Wider Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
What happens if my child needs specialist equipment? *1. What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?* *3. Is the school fully wheelchair accessible?*	• If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapy, Physiotherapy or Physical Disabilities Team to ensure that the correct equipment is provided to school. This equipment can be secured through these agencies or through the school. • Parts of the school are accessible for wheelchair use.	**How equipment and facilities to support children with SEND will be secured**
How accessible is the school and how does it arrange the facilities children need? *1. Are there disabled changed and toilet facilities? Does the school have disabled parking bays? Have the auditory and visual environments been audited?*	• The school does not have a carpark and therefore no allocated space for disabled parking. The school does not have an accessible toilet or changing facilities, although the adult WC is large enough to provide a private space for changing. • A Soundfield system is available in one classroom and is used daily.	
How will my child manage tests and exams? *1. What access arrangements are available if appropriate for examinations?* *2. How are decisions about support made and how are families involved in this process?*	• **Bolham Primary School** can support children with SEND to access their assessments and exams using Access Arrangements. Below are examples of Access Arrangements that are used at our school: ★ 25% Extra Time ★ Transcribe ★ Different Colour Test Papers ★ Scribe ★ Reader ★ Colour Overlays ★ Rest Breaks ★ Enlarged Test Papers • The Access Arrangements are discussed in meetings with class teachers and the SENDCO to ensure that the children have what they need in place to access their assessments and exams.	**Information regarding access arrangements**

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Accessing Advice and Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
What should I do if I think my child may have a special educational need or disability? *1.Who is the SENDCO and what are their contact details? When and how is the SENDCO best contacted? Who is the Governor responsible for SEN and what are their contact details?*	• If you have concerns about your child's progress, you should speak to your child's class teacher initially. • If you continue to be concerned that your child is not making progress, you can arrange to meet with the SENDCO. • **Email address: Pamela.Roberts@thsp.org.uk Normal working day: Wednesday** • The school SEND Governor can also be contacted for support, email address: **Alison.Martin@thsp.org.uk**	**Contact details for the Special Educational Needs Coordinator**
What do I do if I'm not happy or if I want to complain? 1.What is the school's approach to resolving concerns? 2.Who can families talk to if they are worried? 3.How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed? 4.Where can the formal complaints policy be found and what are the key points?	• At **Bolham Primary School** we will listen carefully to parental concerns, develop a plan of action together to find ways to move forward and ensure the actions are completed and review in a timely manner. Families should talk to the child's class teacher if concern. If further support is needed, then the SENDCO can be contacted. The Headteacher will also be available if parents are concerned. • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • IEP's will be reviewed with your involvement on a termly cycle. • Pupils, staff and parents are expected to listen carefully and respectfully to each other. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. • A copy of the school's Complaints Procedure is available on request from the school.	**Arrangements for handling complaints from parents of children with SEND**
Where can I get information, advice and support? *How does the school signpost families to services that can provide additional support?*	• The SENDCO will be able to support parents further by signposting them to relevant services. • There is also a Devon support service, as outlined below: ★ The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. DIAS can be accessed via this link: Home - Devon Information Advice and Support	**Contact details of support services for parents of pupils with SEND**

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Accessing Advice and Support		
Parent/Carer Questions	**Key Information**	**Links to SEND Code of Practice (2015)**
Where can I find out about other services that might be available for our family and my child? *1.How does the school link to the LA local offer and how is this information made available to parents/carers? How has the school contributed to the LA local offer?* *2.Where can the LA local offer be accessed?*	Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The support provided by Devon Local Authority for children with SEN and disabilities can be found through the link below: Devon's SEND Local Offer - help and support for children with SEND	**The school's contribution to the local offer and where the LA's local offer is published**