



Special Educational Needs and Disability (SEND) - Reviewed: September 2017

At Bowmansgreen Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator is: Mrs Lucy Connell

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO): Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. SENCO's liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact the school.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals

HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?	Class Teachers	<p>Responsible for:</p> <ul style="list-style-type: none"> Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know of any interventions. Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEN and Teaching and Learning Policy is followed in their classroom, and for

	<p>SENCO</p> <p>Head teacher</p> <p>SEN Governor</p>	<p>all the pupils they teach with any SEN.</p> <p>Responsible for:</p> <ul style="list-style-type: none">• Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.• Ensuring that you are:<ul style="list-style-type: none">• involved in supporting your child's learning• kept informed about the support your child is getting• involved in reviewing how they are doing• part of planning ahead for them.• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...• Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. <p>Responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEN.• She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. <p>Responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEN.
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HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching builds on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school will be receiving this as a part of classroom practice when needed.
<i>Stage of SEN Code of Practice: Children initially entering intervention groups will be monitored by the class teacher. If this support is on-going for a prolonged period a consultation between the class teacher parents, and SENCO will take place. If it is felt that the</i>	Specific work within a smaller group of children. This may be <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or teaching assistant who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or 	Any child who has specific gaps in their understanding of a subject/area of learning.

<p>child has significant difficulties in learning or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, then the child will be entered onto the school's SEN register as requiring SEN support.</p>		<p>within the classroom setting</p>	
	<p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>Specified Individual support for your child with severe, complex and lifelong needs. Only a very small proportion of pupils require this level of support. <i>This is usually provided via an Education, Health and Care Plan (EHCP).</i></p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>place.</p> <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Hertfordshire Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with SEN Support. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with SEN Support. • The statement is reviewed on an annual basis by the SENCO and parents. Any outside agencies involved will be invited to attend the meeting and asked to submit a report. Any requested changes to the statement have to be approved by the LEA. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong
<p>How can I let the school know I am concerned about my child’s progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s Teacher initially. They will explain actions and interventions to support your child. • The concerns may need referring if your child is still not making progress to the SENCO. • If after a period of time you still have concerns your child is not making the expected progress you can make an appointment and speak to the SENCo. 		
<p>How will the school let me know if they</p>	<ul style="list-style-type: none"> • At Bowmansgreen Primary School, there are regular review meetings between the class teachers, SENCO, Heads of Curriculum 		

<p>have any concerns about my child's learning in school?</p>	<p>Areas, Deputy Head and Head Teacher to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</p> <ul style="list-style-type: none"> • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Hertfordshire County Council, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • SLT discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making expected progress as would be expected. They then decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning support teachers • Learning mentors • Teaching Assistants • Higher Level TAs
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy
<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This 	

	<p>includes whole school information & training on SEN issues such as ASD, dyslexia etc.</p> <ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by their teachers and the senior leadership team. • Their progress is reviewed formally every term and a judgement is given according on whether the child is below, at or exceeding age-related expectations. • If your child is working significantly below age related expectations they may be assessed using P Scales. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved in the child's education.
What support do we have for you as a parent of child with an SEN?	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs.
How have we made Bowmansgreen Primary School accessible to children with SEN? (including after school clubs etc.)	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We provide support with homework and access to the library. • Key words and literacy resources are used across the school to support learning.

How will we support your child when they are leaving this school?
OR moving to another year?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
 - Information about your child will be shared with their new teachers
 - If your child would be helped by a personalised plan for moving to another year, we will put this in place.
 - If necessary, the SENCO will arrange visits to new schools for your child.