

Special Educational and Disability Needs

Booth Wood Primary School's Local Offer 2023/2024

Special Educational and Disability Needs (SEND) Current Changes

The changes in the Children and Families Bill affect the way children with special educational needs and disability (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) will replace Statements of Special Educational Needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra support, although schools in Leicestershire will also use the SEN Support Plan, which is aimed at young people with special educational needs and/or a disability who still require a person centred and holistic approach to meeting needs but, do not have the complex difficulties requiring the complex arrangements required under an Education, Health and Care Plan. These children will have long term special educational needs, supported by advice from external agencies such as Psychology Service, Specialist Teaching Service.

Booth Wood Primary School Local Offer

Booth Wood Primary school is a mainstream school. We are an inclusive school that welcomes and celebrates diversity and 'where no child is left behind' (OFSTED 2012/13). All staff believe that having high self-esteem and feeling valued is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children and do all that they can to enable all pupils to succeed. We recognise that our children may have a variety of needs and those needs may change and require a range of provision and access to other services.

Some children need increased support to access learning because:

they have a significantly greater difficulty in learning than the majority of children of the same age;

and/or they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We try to ensure that all barriers to equal access in our schools are removed or overcome. We regularly monitor and track the progress of all children so that we are able to provide support that is appropriate to individual pupils and is as effective as possible.

We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

How do staff at Booth Wood know my child needs extra help and what should I do if I think my child may have Special Educational Needs?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Class teacher or SENDCo meet with staff from feeder pre-schools, observe your child and speak to their key worker.
- Information from other services who have worked with your child, for example a Speech and Language Therapist or Paediatrician, is passed on to the SENDCo/Head Teacher.

The SENDCo/Head Teacher will look through this information and pass relevant information onto Class Teachers so that it can be used to ensure that we meet any additional needs your child may have. Once your child is in school, we will monitor their progress and development closely and if we have concerns, we may ask other professionals to give advice and support where necessary.

Booth Wood staff will be aware that a child may have additional needs if they are demonstrating a lack of progress, poor test scores, a change in behaviour or if the child or parent asks for help.

If you have any concerns about your child's progress in school, then please make an appointment with the class teacher to discuss these concerns as they will know your child well.

If you are not happy that the concerns are being managed or feel that your child is still not making progress you should speak to the Head Teacher or SENDCo.

If you continue to have concerns about the way in which your child is being supported, you can speak to the school SEND Governor.

Roles of Key Members of Staff

SENDCo

Responsible for:

- Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all

children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- 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 SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Allocating appropriate support and resources as appropriate
- Overseeing and leading the SEND Team – Communication Lead and Mental Health Lead (ELSA)

Head Teacher

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met (by delegating responsibility to the SENDCo and class teachers)
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

How does Booth Wood identify children with Special Educational Needs?

All staff working with pupils at Booth Wood care about their well-being and progress. If a child is identified as having difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge, or that they are not making the progress that is expected, by any member of staff it will initially be brought to the Class Teachers attention. The Class Teacher will then ensure through 'Quality First Teaching' that the child is given every opportunity to progress. At this point concerns about a child will be raised with the SENDCo and the parent.

After a period of in class support, should the child still be experiencing significant difficulties and not making expected progress then this will be further discussed with the SENDCo and

parent and a decision taken jointly as to whether the child would require and benefit from a higher level of intervention and help. A variety of measures can be used at this point, including spelling tests, reading age, maths results and more specialist testing to provide more information on the specific needs and abilities of an individual pupil.

In other cases, parents, previous schools or settings, outside agencies such as Speech and Language Therapy may bring a child's specific needs to our attention.

How does Booth Wood know how effective its arrangements and provision for children with Special Educational Needs are?

Pupils at Booth Wood are considered on an individual basis and their specific needs are matched with appropriate support and intervention.

Pupil progress meetings take place each half term to enable discussion and close monitoring of all pupils.

Children's progress is monitored on a termly basis when their normal assessments take place. In addition to this when a child takes part in a specific intervention programme their entry and exit levels are measured to monitor the effect of these interventions on individual pupils.

The governors receive a termly report via Head Teacher Report.

The governors also receive a full SEND report each year.

Provision is constantly monitored, altered and adapted as necessary to meet the individual needs of all pupils.

How will I know how my child is doing and how will school help me support my child's learning?

Children's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term and informally every half term in reading, writing and maths – this is carried out with the Head Teacher half termly and by both the Head Teacher and the SEND Team termly.

If your child is not reaching current National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

The SENDCO/Class Teacher will discuss with you what support parents can give to assist with their child's progress.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also monitor that your child is making good progress.

The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or if you are requested to attend a meeting. The SENDCo may meet with you to discuss how to support your child. You may be asked to attend a meeting with the SENDCo and the Mental Health Lead (ELSA) to discuss strategies to use if there are problems with your child's behaviour/emotional needs. If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used or adapted for use at home.

What is the schools' approach to individual learning?

Class Teachers and support staff know the pupils in their class and their individual needs. Therefore, learning activities and levels of support are planned to match individual children's learning needs.

The environment is stimulating, multi-sensory, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently in a variety of ways.

Each class has some support from a Learning Support Assistant. If children have an Education, Health and Care Plan (EHCP), there may be additional teaching assistance so that specialised support is available.

Specialist staff work with children as required.

Classes are well resourced and for children with additional needs, specialised equipment can be sourced when appropriate.

All staff know and understand the needs of all individual pupils.

All staff will have access to training, advice and resources to enable them to provide the best levels of support for all pupils.

How will the curriculum be matched to my child's needs?

Class Teachers plan lessons according to the specific needs of all groups of children in their class to ensure that your child's needs are met.

Specially trained support staff work alongside the class teacher to adapt the planning to support the needs of your child where necessary.

Planning and teaching will be adapted daily if needed, to meet your child's learning needs.

How is the decision made about the type and amount of support my child will receive?

The type of support needed by your child will depend on their level of need. It can include:

- Class teacher input - Quality First Teaching. For your child this would mean:
 1. That the teacher had the highest possible expectations for your child and all pupils in their class.
 2. That all teaching is based on building on what your child already knows, can do and can understand.
 3. At times the teacher may direct the class-based Teaching Assistant to work with your child as part of normal working practice.
 4. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
 5. Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
 6. 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.

If a child has been identified eg by the SENDCO as needing some extra specialist support in school then outside professionals may become involved in supporting your child (with your involvement and approval) This may be from:

- Local Authority services such as Autism Outreach or Specialist Teaching Service, Educational Psychologist, Occupational Therapist, Physiotherapist
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 1. 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.
 2. Support to set better targets which will include their specific expertise.
 3. A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 4. A group or individual work with outside professional.
 5. The school may suggest that your child needs some individual support in school.

They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCO as needing a particularly high level of support or small group teaching (the number of hours and type of support will be specified in the EHCP).

Additional funding may then be available to support the school. Usually, your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

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 which sets out the amount of support that will be provided for your child.

The ECHP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

How will my child be included in activities outside the classroom including trips?

At Booth Wood we ensure that activities outside the classroom and school trips are available to all pupils wherever possible.

Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.

Parents/carers are invited to accompany their child on a school trip/to after school activities if this ensures access.

Extracurricular school clubs are available to all pupils and if possible, adjustments will be made to support the participation of vulnerable pupils.

Health and safety audits will be conducted as and when appropriate.

How will you help to develop my child's emotional and social development?

Support we can provide in school may include:

- Individualised support from the school's Mental Health Lead (ELSA)
- Circle Time and activities
- nurture groups
- social skills and friendship groups
- Behaviour programmes including rewards and sanctions.
- A named adult in school

Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs, you will need to speak to the Head Teacher or SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the Head Teacher and/or SENDCo.

How will I be able to raise any concerns I have?

If you are concerned about your child's progress in school then initially, please make an appointment with the class teacher, who will know your child well. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher and/or the SENDCo. If you are still not happy you can speak to the school SEND Governor.

What specialist services and expertise are available or accessed by the school? What training have staff supporting SEND had/are having?

The Head Teacher and SENDCo provide CPD in SEND for all staff in school which ensure that they have the skills they require to support all pupils. This training is provided when needed and is specific to the needs of the staff and tailored to match the needs of individual pupils. Skills audits and questionnaires are carried out by the SENDCo and a rolling programme of training is delivered by the SENDCo or other services based upon any needs highlighted. Medical training is provided on a regular basis to support pupils with medical care plans such as epilepsy, asthma and epi-pen training. Specific training is provided to support identified needs as necessary, depending on the current needs of pupils.

How accessible is Booth Wood both indoors and outdoors?

The school site is wheelchair accessible with ramps inside the school, outside the after school club base and on the school playground to enable access. We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users. Visual timetables are used in all classrooms. We have an accessibility plan in place.

[How are parents involved in the school?](#)
[How can I get involved?](#)
[Who can I contact for further information?](#)

We actively encourage all parents to take part in the school community. This may include Special Learning days, parent workshops, open evenings, school visits and celebrations. All events are advertised on Weduc and for many others you will receive invites to if they are SEND specific.

[How will my child's views be listened to?](#)

Where appropriate the children are given the opportunity to give their view on their own progress against the learning targets with the Teacher or Learning Support Assistant. Where appropriate children take part in setting their own targets and reviewing their targets and their work
We have a school council which all pupils have the opportunity to volunteer for which enables all pupils to have a voice.
Circle times give pupils the opportunity to express their thoughts and feelings

[What should I do if I have a complaint?](#)

Wherever possible we seek to discuss and come to agreement about children's education.
The SENDCo, Head Teacher and SEND governor can be contacted to discuss concerns The School's Complaints Policy is accessible through the school website

[Who else has a role in my child's education?](#)

We see a child's education as a wide partnership including parents, the child, school and all its staff and other outside services as necessary.

What other support services are there who might help me and provide me with information and advice?

Support from other services may be accessed as appropriate, for example;

- Educational Psychology Service
- Specialist Teaching Service including the Hearing-Impaired Team, Visually Impaired Team and Autism Outreach
- The Inclusion Team
- Speech and Language Therapy
- School nurse
- Ashmount Special School Outreach Services
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians
- Children and young people's services

How will Booth Wood prepare and support my child to transfer to a new setting at their next stage of education?

Induction events take place during the summer term for all children who are joining the Foundation Stage in September.

Close liaison between the SENDCo, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition. Early Years Teachers and a member of the SEND Team visit nursery settings. Transition arrangements are in place for each year group from Foundations Stage to Key Stage 1 and between Key Stage 1 and 2. Year 6 teachers and the SENDCo meet with the Transition Heads in Key Stage 3 settings.

All SEND information is passed between setting prior to the child moving to a new setting to enable smooth transition and for the setting to be able to provide the best levels of support for the child.

Previous schools contacted for information sharing.

Flexible entry to Early Years Foundation Stage class in Reception if identified as necessary.

Transition to new class facilitated by sessions during the summer term with new class teachers and environment.

Transition sessions for Year 6 pupils during the summer term or earlier if necessary.

Extra transition sessions to KS3 are built in for pupils with higher needs and teachers and support workers are invited into Booth Wood to meet with pupils. Pupils are given opportunities to complete additional visits to KS3 setting when necessary.

New schools are invited to attend any reviews prior to transition.

Where can I find the local authority's Local Offer?

Please access the Local Authority Website and locate the Special Educational Needs Assessment service (SENA)
The Family Information Service is another useful site on the Local Authority Website.

Amanda Hall

Last reviewed September 2023