



## Bousfield Primary School

### Special Education Needs and Disabilities (SEND) Information Report

**Our aim is to provide the best possible education for all children. You know your child best and we wish to work in partnership with you to ensure that your child achieves his or her best.**

#### 1. Who are the best people to talk to about my child's difficulties in learning or special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns.
- It is likely that the classteacher will have discussed your concerns with the Inclusion Teachers or with the school's Special Needs Coordinator (SENCo). In the first instance, you may wish to arrange a phone call with her. If you continue to have concerns you can arrange to discuss these with Mr McMullen, the Headteacher.

#### 2. How will the school let me know if they have any concerns about my child's learning or special educational needs or disability?

- Your child's class teacher may initially speak to you at the end of the day and arrange a more convenient time to discuss any concerns.
- The classteacher may also talk to you about any concerns at a parent/teacher consultation meeting (these are held three times a year).
- The SENCo may contact you and arrange a call to discuss your child's difficulties in learning and outline any support strategies.

#### 3. How will the school consider my views and those of my child with regard to her/his difficulties in learning or special educational needs or disabilities?

- If your child has an identified special educational need you will be sent a copy of your child's Individual Support Plan. This plan will include information about current strengths, areas for development, progress, support strategies and expected outcomes. Depending on your child's age and understanding, your child's views will also be sought and shared with you.
- You will be able to share your views and discuss your child's progress during termly parent teacher meetings (currently via a phone call or Goggle Meet).
- If your child has an *Education, Health and Care plan* (EHCP) the same process applies. Once a year, there will be an Annual Review which will be a longer virtual meeting to discuss your child's progress and next steps. The SENCo and other professionals may be involved in this meeting.

#### 4. How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- Your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.
- We regularly review the professional development programme for all teaching and support staff to ensure that staff have access to appropriate training to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Bi-borough Training and Outreach Team based at QE2 School.

#### 5. How will the curriculum and the school environment be matched to my child's needs?

- We carefully plan our curriculum to match the age, ability and needs of all children.
- The classteacher will adapt lesson planning and teaching to meet your child's special educational needs and/or disability.
- The school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include: resources to develop fine and gross motor control; speech and language activities; games to develop emotional and social awareness; and practical materials to meet learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used.
- The school site is listed and is subject to many building restrictions, i.e., it does not have a lift to the first floor. However, the school regularly reviews its Inclusion Plan to ensure that all reasonable adjustments have been made to enable children to have the fullest access to the curriculum and the school site.

## 6. What types of support may be suitable and available for my child?

The school has a wealth of resources and support on offer to cater for the following broad areas of need, as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

We employ a 3-tiered approach to support a child's learning:

**Universal** – this is the quality first teaching your child will receive from his/her classteacher and may include some very minor adaptations to meet learning needs.

**Targeted** - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes place by:

- a) **assessing** your child's needs
- b) **planning** the most effective and appropriate intervention
- c) **implementation** of the plan
- d) **reviewing** the impact on your child's progress

**Specialist** – it may be necessary to seek specialist advice and regular long-term support from professional services outside the school. These may include the:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Sensory Advisory Team
- Child Development Service.

Please note the school may need to prioritise referrals to these services as resources are limited. However, for a very small number of pupils access to these specialists may be enshrined in their EHC Plan.

The current interventions provided by the school include:

- Reading, writing, spelling and maths intervention programmes
- Phonics catch-up programmes
- Speech and language support
- Occupational therapy support – fine and gross motor development
- Social skills development – circle time, circle of friends, Lego club

## 7. What is an EHC Plan and who can request one for my child?

The purpose of an Education, Health and Care (EHC) Plan is to ensure that the special education provision meets the needs of a child, secures improved outcomes for him/her across education, health and social care and, as he/she gets older, prepares for adulthood. You or the school, usually the SENCo or Headteacher, can request the Local Authority to conduct an assessment of your child's needs which may result in such a plan.

An EHC Plan will include;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- clear outcomes in regard to your child's progress,
- the provision required and how the education, health and social care services will work together to meet your child's needs.

## 8. How will you help me to support my child's learning?

- We will suggest additional strategies or activities for you to use at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies which are relevant to your child.
- You may have an opportunity to meet (virtually) with other professionals involved in supporting your child, e.g., the Educational Psychologist or Speech and Language Therapist.

## 9. How is support allocated to children and how do they move between the different levels of support in school?

- The school receives funding from the Local Authority which includes money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the Governing Body, allocates the budget for SEND provision based on the needs of the children currently in the school.
- The Headteacher, Senior Leadership Team and SENCo regularly assess the effectiveness of the school's provision and prioritise an action plan, which may include running additional or alternative intervention programmes, staff training and purchasing equipment.

10. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

- Your child's overall progress will be assessed on a termly basis.
- The impact of the support given will be carefully measured to ensure that the learning outcomes have been achieved and, if not, what adaptations will be necessary. It may be decided that a further period of support is needed for your child.
- You and your child will be kept informed on a termly basis and encouraged to be actively involved at all stages of this assessment process.

11. What support will there be for my child's happiness and well-being at Bousfield School?

- We believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously, and are fully committed to providing a stimulating and safe environment where all children can thrive.
- You should contact your child's class teacher (via [info@bousfield.rbkc.sch.uk](mailto:info@bousfield.rbkc.sch.uk)) if you have any concerns about this so that a solution can be found as soon as possible.

12. How is my child included in all the same activities as his/her peers at school?

- Bousfield School is an inclusive school and committed to providing equal opportunities for all children. When necessary the school will make all reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- All classroom activities, school clubs, educational visits and residential trips are available to all children (limited due to Covid-19).

### 13. How will the school support my child in transition stages?

- We will liaise closely with your child's previous school or nursery prior to their entry to Bousfield to discuss their individual needs and the best way to support your child through this transition.
- We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupil needs, their progress and useful support strategies. Handover meetings between staff are conducted to ensure a smooth transition, and your child will also have the opportunity to spend time with their new teacher or teacher assistant before making the transition.
- The school will also make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Further details about this are given at the Secondary Transfer meeting for parents held in the Autumn Term.
- If your child has an EHC Plan, we will conduct a review in sufficient time prior to him/her moving to a new school. You will be kept informed of these arrangements and asked to attend the review (virtually).

### 14. Who can I contact if I have a complaint about the SEND provision made for my child?

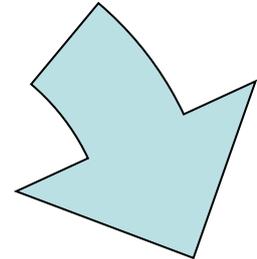
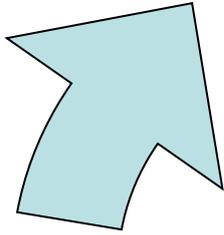
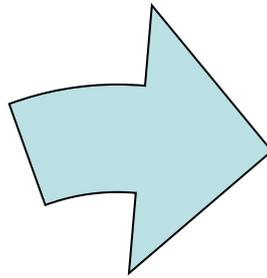
- Initially speak to your child's classteacher and/or the SENCo. Hopefully they will be able to address your concerns and resolve them satisfactorily. Email [info@bousfield.rbkc.sch.uk](mailto:info@bousfield.rbkc.sch.uk)
- If you are not satisfied with the outcome, you should contact the Headteacher to discuss this further. If the matter remains unresolved the Headteacher may direct you to the school's complaints procedure.

### 15. If I have any other questions about my child at Bousfield School, who can I ask?

- We will be very happy to speak to you about any aspects of your child's education. It is advisable to speak to one of the following in this order;
  - The classteacher
  - The Inclusion Teachers – Joanne McGrath, Flora Kay and Lauren O'Reilly
  - The Speech and Language Therapist – Annabel Grove
  - The SENCo – Alice Boyd
  - The Headteacher – Ben McMullen

6. Teacher, SENCo, SaLT and SLT evaluate the effectiveness of provision within time period agreed. This is reported to parents, and next steps discussed.

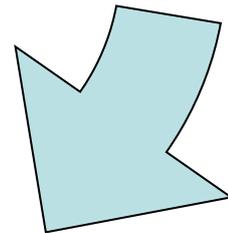
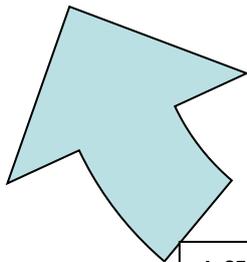
1. The school assesses all pupils' strengths and areas for development.



5. Teacher/TA/ monitor pupil progress to outcomes, and adapt if necessary.

### **Bousfield School Provision Map flow chart**

2. Teachers, SaLT and SENCo discuss individual pupil learning needs and whether additional support would be appropriate and effective.



4. SENCo, SaLT and Inclusion Team plans and resources the intervention. Teachers and/or TAs deliver the support.

3. Meet/speak with parents and pupil to agree a support intervention plan.

