



Enquiry – Resilience – Adaptability – Thoughtfulness – Respect – Cooperation – Communication – Morality – International

SEN Policy and Information Report

Boothferry Primary School



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Miss Laura Fidler

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support



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- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure that school records of SEN pupils who have moved educational settings are passed on or disposed if no longer needed on school systems

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision through termly Support Plan evaluations
- Ensuring they follow this SEN policy



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5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Information on the admission of pupils with disabilities

The Equality Act 2010 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

5.3 Identifying pupils with SEN and assessing their needs

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 SEND CoP)

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction



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- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

All teachers are responsible for identifying pupils with SEND. We accept the principle that children's needs should be identified and met as early as possible.

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

The school uses the following graduated approach to respond to children's special educational needs:

1. Expression of Concern

Where a pupils' attainment or progress is cause for concern, teachers will share their concern with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

2. Placing children on the school's SEND Provision Map



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Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to differentiated teaching in class) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

3. Personal Support Plans

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- there is often the need for greater involvement of external agencies e.g. Speech and Language therapists and Educational Psychologists.

Pupils will probably need a more individual intervention programme and these will be recorded on a Personal Support Plan.

Where we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Personal Support Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this. The SENDCo will liaise with the educational psychologist making sure that appropriate advice and support is given to both parents and colleagues.

The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Personal Support Plan continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting



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to the County Council detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

The Senior Leadership Team hold half-termly pupil progress meetings to discuss the assessment of all children and identify children who are not making expected progress. The SENDCo also holds termly reviews where Personal Support Plans and provision for pupils with SEND is considered and new plans are drawn up.

5.4 Consulting and involving pupils and parents

At Boothferry Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and wider community. Parents are important to our school, our open door policy means that parents are always welcome to visit our school. We maintain contact with parents in the following ways:

- parents evening
- school reports
- curriculum overviews
- newsletters
- text messaging
- parent assemblies/events
- new starter meetings for parents of Nursery and Reception staff Parents of children with SEND can contact the class teacher or SENDCo at any time to discuss progress.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil



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- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Pupil progress is continuously monitored in class and teachers use feedback from lessons as well as looking at pupil's work and discussions to monitor progress. Teachers make half-termly judgements of pupils' progress against the yearly expectations and these are reported. The SLT meet with staff to look at data and investigate any pupils who are not making expected progress. Interventions and Individual Provision Maps are developed alongside the quality first teaching to ensure these pupils get the support they need. Personal Support Plans are written and discussed with parents. Pupils with SEND complete assessments in the Summer term which provides a score related to their age in reading, spelling and maths. This allows the SENDCo to monitor progress over time and this is reported to class teachers and the governing body. The Senior Leadership Team undertake lesson observations, work scrutiny and interviews with pupils as part of the monitoring progress. Pupils with SEND are part of this process. Pupils' progress is discussed with parents during parents evening meetings. We have an open-door policy at school and parents can request to speak to a class teacher or the SENDCo at any time. For families who require extra support we will endeavour to meet additional needs as best we can. For some children a home/school book may be used to aid communication between the settings, alongside many other techniques.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. When joining our school all nursery children will have a home visit made by a member of the nursery staff. If a child comes into our school at any age and has additional needs it is the role of the SENDCo to ensure that we meet the child's needs. This could involve liaising with previous settings including nurseries, schools, play groups and child minders. If we cannot meet the needs of the child we will involve outside agencies to support us. At the end of each year as children move up through the school, a transition meeting is held between the current and receiving class teachers. A specific conversation will be held regarding children with SEND. If a child with SEND leaves our school we will work with the new school to pass on all information to ensure a smooth transfer. When our Year 6 children leave to move to secondary school, a transition meeting is held between the SENDCo and the Secondary SENDCo and children with SEND are identified to take part in extra transition activities.

5.7 Our approach to teaching pupils with SEN



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The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Personal Support Plan continues to be the responsibility of the class teacher.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions such as:

- Precision teaching – same day interventions
- Social stories – communication skills intervention
- Catch Up Numeracy – maths intervention
- ELSA – Social and emotional support
- Phonics – phonics based intervention

Other interventions run depending on the needs of the child which as determined and discussed when creating termly support plans.

5.8 Adaptations to the curriculum and learning environment

Our curriculum is based on a number of interesting and stimulating topics and the pupils' interests are incorporated in to this work whilst ensuring that appropriate objectives are covered and skills are taught. The curriculum, activities and objectives are differentiated to ensure that all children are experiencing quality learning at the level suitable to their needs. For pupils with more complex needs, learning activities and support material may be different to the majority of the class. If a child has received support from an outside agency the school staff will endeavour to follow guidance that has been suggested in the classroom.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

For pupils who require additional support at break and lunchtimes, provision is planned depending on the need of the child. We have a trained teaching assistant who delivers ELSA (Emotional, Literacy support) to children who require extra emotional support. Other school policies are available for the administering of medicine, managing behaviour, increasing attendance and avoiding exclusions. Policies can be found on the school website. All classrooms have accessible, labelled equipment for children to access independently



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whenever they need it. The use of equipment and self-help skills are promoted in every classroom. Teachers are aware of Dyslexia friendly resources to support children in the classroom. Decisions about seating in the classrooms are based on a range of needs including visual and hearing.

We work with the agencies to provide support for pupils with SEN such as:

- East Riding Educational Psychologists
- East Riding Inclusion Practitioners
- East Riding Speech and Language specialists
- East Riding behaviour management specialists

5.10 Expertise and training of staff

The SENDCo completed the national SENDCo co-ordination award in 2020. Staff receive training in school based on needs and regular updates throughout the year. Where there is need for specific training, such as for speech and language, this is arranged for staff. The SENDCo attends termly updates from the local authority at the SENDCo forums. We have teaching assistants who lead ELSA sessions with children and a teaching assistant with responsibility for SEND admin.

They are allocated 3 days a week to manage SEN provision.

5.11 Securing equipment and facilities

The school building and car parks are fully accessible for wheelchairs, some of the entrances are widened with double opening doors. The school building is in good repair, has adequate space and lighting. We have disabled toilets.

Any other aids or equipment such as;

- Writing slopes
- Pencil grips
- Specialist chairs to help posture
- Visual aids
- Specialist cutlery

Or any other recommended equipment is ordered through the SEN budget as needed.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil feedback
- Monitoring by the SENDCo



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- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

At Boothferry, the first response must always be the assurance that the child is receiving high quality first wave teaching. When a child needs further support, we use a process of Provision Mapping in school for pupils with SEND. Interventions are discussed and planned by the SENDCo and the class teacher each half term based on current data records. At the end of the 6-8 week intervention assessments are made by the class teacher to review progress made. This information is then used to inform the next set of interventions that are planned. School leaders in school including the Deputy Head Teacher, the assessment co-ordinator, maths co-ordinator and Literacy co-ordinator along with the SENDCo are responsible for tracking progress of all groups of children in school including those with SEND. Governors are involved with monitoring progress made of all groups including those with SEND and ensuring actions are taken to ensure progress can be made.

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Pupils with SEND are fully included in all extra-curricular activities and school trips. We respond to individual needs in each class as required. All classes receive adequate support for all pupils in the classroom.

All pupils are encouraged to go on school trips where risk assessments and provisions are put in place.

All pupils are encouraged to take part in sports days, school plays and any special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Existing facilities provided to assist access to the school by pupils with disabilities;

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms to aid hearing impaired pupils learning.
- Exterior lighting to improve evening access.
- Routes to the main entrance are clearly signed and free from obstructions.
- Disabled Toilet located next to the office and disabled parking is available.

School Accessibility Plan;

The school have addressed access for people with disabilities. Please find our Accessibility Plan in the SEND area of our website (Equality and diversity – Including Accessibility). The plan covers increasing the access to the curriculum, the physical environment and improving the provision of information in alternative formats to pupils with disabilities.

5.14 Support for improving emotional and social development



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We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN also have access to ELSA (Emotional, Literacy support)

We have a zero tolerance approach to bullying.

5.15 Working with other agencies

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

There are many services available to parents, these can be found on the East Riding Local Offer Website, this can be accessed on the SEND tab of the school website.

FISH (Family information service) 01482 396469 or fish@eastriding.gov.uk

Parent Partnership <http://www.parentpartnership.org.uk>

SEND Co-ordinator: Miss Laura Fidler

SEND Governor: Mrs Patricia Dyson

5.16 Complaints about SEN provision

Any concerns parents have about the school's ability to meet the needs of a child with SEND will be considered and, as far as possible, dealt with through informal discussion with the Head Teacher and/or class teacher in the first instance. If this does not resolve the issue, or if the complaint is about the Head Teacher, then complaints should be made to the Chair of Governors, Mrs Patricia Dyson. The complaints policy can be found on the school website through the 'Parents' tab.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEN

Special Educational Needs and Disabilities Information, Advice & Support Service (SENDIASS)

Telephone: (01482) 396469 (8:30am to 4:30pm)

Text only: 07507310273

Email: sendiass@eastriding.gov.uk

Postal address: County Hall, Cross Street, Beverley, East Riding of Yorkshire, HU17 9BA (please mark correspondence as 'private and confidential')



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5.18 Contact details for raising concerns

There are many services available to parents, these can be found on the East Riding Local Offer Website, this can be accessed on the SEND tab of the school website.

FISH (Family information service) 01482 396469 or fish@eastriding.gov.uk

Parent Partnership <http://www.parentpartnership.org.uk>

SEND Co-ordinator: Miss Laura Fidler

SEND Governor: Mrs Patricia Dyson

5.19 The local authority local offer

Parents can access information about services available in the East Riding by using the local authority Local Offer website. This can be accessed from the 'Parents' tab, followed by the 'SEND' section on the school website.

6. Monitoring arrangements

This policy and information report will be reviewed by Laura Fidler (SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions