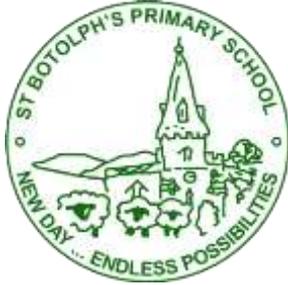
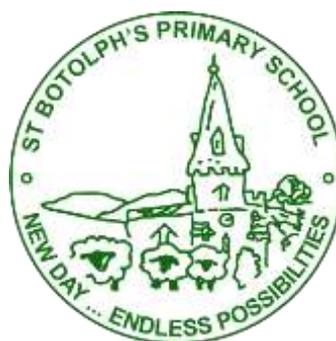


Policy:	Special Educational Needs and Disabilities (SEND) Policy 2021	
Status:	Statutory	
Review Date:	Annually – Sep 2022	

SEND Policy and SEND Information Report



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Welcome to our fabulous mainstream primary school in Leicestershire. At this school we are committed to developing an environment where all children feel happy and safe, have every opportunity to flourish, feel included in every aspect of school life and achieve their highest potential. We pride ourselves in our inclusive practice and we endeavour to assist pupils to become happy, confident young people, who have a love of learning and are proud to be a part of their school community.

We do all this alongside our core Christian values; community, compassion, creation, endurance, trust and responsibility. This is in addition to our school vision; 'New day... endless possibilities', which strives to enable all children to become positive and reflective learners able to respond positively to opportunities and challenges.

Aims and objectives

The aims of St Botolph's SEND policy and practise are to:

- enable all children to have full access to their school curriculum and school life;
- develop self-esteem and promote positive self-worth in all children;
- recognise an individual's strengths and interests and promote these, by providing a wide range of provisions;
- ensure that students are provided quality first teaching (QFT) to enable their learning to progress;
- carefully map provision to ensure that staff and resource deployment lead to positive outcomes for all pupils;
- regularly review and evaluate children's progress, as part of the Graduated Approach, assess, plan, do, review cycle ([Graduated Approach outlined in the SEND Code of Practice](#));
- build and maintain strong relationships with parents and pupils;
- provide an environment where children feel happy and secure, to ensure that they are able to share their opinions and know that their voices will be heard in accordance with the school's well-being policy.

Our guidance and legislation

We work collaboratively as a whole school community with all of our staff members and governors to ensure that we are meeting the needs of all our pupils including children with SEND. 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, this could be because they have a significantly greater difficulty in learning than the majority of others of the same age or if a child 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' ([Special Educational Needs and Disability \(SEND\) Code of Practice](#))

The Local Offer

[The Local Offer](#) is a website, [Facebook page](#) and [Directory of support](#) available to children and families of children with SEND. It is organised by the Local Authority and provides an opportunity for children, young people and their families to share their views on the support and guidance needed in our local area.

Roles and responsibilities

At St Botolphs all of our staff members are committed to help all of our children by promoting inclusivity and enabling all children to flourish and shine. Our class teachers and support staff are responsible for the progress and development of every pupil in their classes, ensuring all children are supported and heard.

In addition to this we have a dedicated team to champion our SEND children, Miss Kandi Moody, our SEND Strategic Lead and Miss Fern Jackson, our SEND Lead Practitioner. Both Kandi and Fern have been working across our school since 2015 and bring a range of knowledge and expertise to their roles. They both have a passion and a commitment to championing, supporting and encouraging each individual child, recognising their strengths and supporting them with any obstacles or difficulties they may face.

The SEND Strategic Lead role involves working with the Headteacher Mrs Emma Pepper, Senior Leadership Team and the Governing Body to determine the development and implementation of the SEND policy.

The role of our SEND team is to:

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHCPs;
- provide professional guidance to colleagues by working with staff to ensure that pupils with SEND receive appropriate support and QFT;
- advise on and oversee the implementation of the graduated approach to SEND;
- be the point of contact for external agencies, developing these relationships and support systems to ensure that teams are working collaboratively;
- develop and maintain strong relationships with parents;
- contributing to the on-going professional development of staff;
- ensure that all records, plans and provisions of all SEND children are up to date and understood;
- liaise with and build relationships with potential next providers of education to ensure a smooth transition is planned;
- monitor the progress and outcomes of targeted intervention as well as attainment of pupils with SEND;
- be a champion for all of our pupils with SEND, recognising any changes that need to be made and drive these forward.

Mrs Nicola Robe, our family and well-being lead, works alongside our SEND team, Headteacher and staff members to help support our children with their social, emotional and mental health (SEMH).

Governors

Our Governing Body is responsible for and dedicated to promoting and supporting our children with SEND and ensuring that this SEND policy is implemented effectively. Further to this our SEND Governor, Mr David Whittington, ensures that our SEND provision and policy is evaluated, reviewed and that all of our pupils with SEND pupil are fully involved in school activities.

Identifying SEND

Our school is committed to each student and their families and whilst we may be able to identify areas of special educational needs and make provisions to support children with these, we cannot provide or offer diagnoses. We will however support families with this process, should it be required, and work alongside other educational and/or healthcare professionals.

If a parent or carer has a concern regarding their child's development this should be discussed initially with the class teacher who will then discuss this with our SEND team. Should a child's needs be persistent and require further support the class teacher will complete a 'SEND Cause for Concern – form' which would be discussed with the parents and a decision made to potentially add the pupil to our SEND register.

Providing for SEND

For all pupils with SEND who are on our SEND register, a 'personalised provision' will be developed to support them, this is in 'addition to' or 'different from' that of the well-differentiated curriculum as well as the quality first teaching on offer at our school. Interventions may be individual, on a one to one basis or part of a small group of children. These interventions and provisions are planned according to the identified needs of the child, and these will be shared with staff members within the Key stage and parents.

The personalised provision map enables us to:

- plan strategically to meet pupils' identified needs and track provision;
- audit and evaluate how well our provision matches the needs;
- demonstrate how our staff are utilised;
- inform parents and external agencies on provision and resource implementation.

We offer support based on the particular area/s of need as outlined in the [SEND Code of Practice](#).

The areas of need are:

- Cognition and learning;
- Communication and interaction;
- Sensory and / or physical needs;
- Social, emotional and mental health.

We ensure that our children feel involved with their education and school life; all of our pupils with SEND work alongside their close staff members to create their own pupil passports. Our pupil passports enable children to use their own voices to express their likes and dislikes, they are given the opportunity to explain what we can do to help them have a happier and relaxed day by identifying key adults at school that they like to work with as well as friends that support, encourage and play with them.

The Graduated Approach

At St Botolph's we have a graduated approach to meeting pupils' needs.

Stage 1: Differentiated 'Quality First Teaching'

This refers to the support that is provided to all children identified as needing extra-support. The class teacher is responsible for ensuring that the education provided meets the needs of the child and that this is accessible yet challenging for their individual level. Intervention either on a 1:1 level or in a small group may be provided but at this stage the time spent outside of the classroom is minimised.

Stage 2: SEN Support

The second stage of support begins when the first stage has been reviewed and the progress expected is lower than expected or other difficulties have presented. At this stage, the class teacher would speak to the parents and a discussion would be had regarding the child being placed on our SEND list. This enables us to more closely support and monitor the child. Pupils on our SEND list will have their targets, progress and support reviewed termly.

Intervention and learning opportunities

At St Botolph's we have a plethora of interventions and skilled support staff to implement them; our staff members, when setting the targets and creating IEPs for students, will work together to share expertise and advise on how best to support each child. Our interventions range from Lego therapy to Wave 3, Forest Schools (available to all children) to toe-by-toe. We are able to track the progress of these interventions utilising our Provision Map tool, which we review termly to monitor the impact of this additional support.

All of our children are offered the opportunity to attend sports and activity clubs after the school day; these are organised by staff members and have proven to be very popular. Our sports coach, Mr Vasey, offers clubs to all of our children as well as lessons within our school. In addition to this, all of our children are offered the chance to join 'DCP Drums'; a team of people who offer excellent drumming lessons during our school day. Our school staff also provide wraparound care before and after our school day which takes place in our hall every day of our school week.

Funding Information

Early Intervention Funding (EIF)

This funding is replacing Top Up Funding (TUF) but currently TUF is still available until its end date. This funding provides 'hours' to be used for children within their school setting. This is to enable schools to provide 1:1 support, small-group intervention, ICT

support, visual aids, resources or in some instances classroom support to aid children to make progress.

Education and Health Care Plan (EHCP)

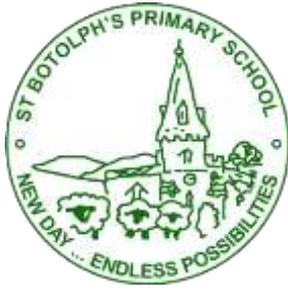
'An EHCP is a legal document that describes a child's special educational, health and social care needs, it details the extra help that will be given to meet those needs and how that help will support the child to achieve what they want to in their life. EHC plans are for children whose special educational needs require more help than would normally be provided in a mainstream education setting.' ([Contact - EHCP explained](#))

Please note that children, who are thought to be able to manage with support in our mainstream school, are less often assessed for EHCP. Furthermore having a diagnosis such as ASD, ADHD or dyslexia does not mean that a child needs an EHCP.

Any child with an EHCP that is part of our school will have a yearly annual review where the outcomes of the plan will be discussed and reviewed. Prior to this we will have time for the child to discuss his or her education and needs which will be discussed and shared with the parents / carers, Headteacher, SEND Strategic Lead and any external agencies such as SALT and Autism Outreach.

Complaints

All parents are encouraged to discuss any problems or concerns with the school; these can be raised initially with the class teacher or the SEND team. We hope that most problems can be resolved in this way however, if you do not feel that this is the case then any problems should be taken to Mrs Pepper, Headteacher. If a complaint cannot be resolved it should then be referred to the Chair of Governor's via the school's complaints procedure.

Report:	Special Educational Needs and Disabilities (SEND) Information Report 2021	
Status:	Statutory	
Review Date:	Annually – Sep 2022	

SEND Information Report



St. Botolph's C E Primary School: SEN Information report

Headteacher: Mrs Emma Pepper

SEND Strategic Lead: Miss Kandi Moody

SEND Lead Practitioner: Miss Fern Jackson

5.1 The particular areas of Special Educational Needs and Disability (SEND) that we support at St. Botolph's Primary School

We offer support based on the particular area/s of need as outlined in the SEND Code of Practice.

The areas of need are:

- Cognition and learning; for example, dyslexia, dyspraxia
- Communication and interaction; for example, ASD, Asperger's Syndrome, Speech and Language difficulties
- Sensory and / or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Social, emotional and mental health; for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) and attachment disorder

5.2 Identifying pupils with SEND and assessing their needs

As outlined in our school SEND Policy, we identify children with SEND by adhering to the ([Special Educational Needs and Disability \(SEND\) Code of Practice](#)) which explains that 'A child or young person identifies as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, this could be because they have a significantly greater difficulty in learning than the majority of others of the same age or if a child 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'.

In addition to this we identify and assess through teachers' observations and assessments, views of parents and previous settings as well as children's own thoughts and views. We assess a child's need collaboratively as staff and with external agencies, to implement support plans, intervention as well as behaviour and care plans.

Children are identified by regular assessments of progress, assessment for learning (AFL) and a graduated approach to teaching. Through this we identify children whose progress:

- is significantly slower than that of their peers from the same starting baseline
- shows a gap in attainment from their peers

Please note that slow progress and / or low attainment will not automatically mean that a pupil is recorded as SEND.

5.3 Consulting and involving pupils and parents / carers

Developing and maintaining relationships with parents / carers is of key importance. We recognise that their involvement is essential to supporting children and that to enable us to have a better understanding of each child, we need to know how they are both at home and at school. Parents / carers are supported should they want to raise a concern with our SEND team as well as being kept informed should a teacher or staff member express concerns about a pupil. Regular meetings and conversations with parents / carers ensure that:

- everyone develops a good understanding of the child's areas of strengths as well as their difficulties
- everyone understands the agreed outcomes and expectations for the child
- everyone is clear on the next steps and targets for the child

Information from these meetings and the desired plans and targets will be added to our provision map tool, to show a complete picture of all of our children.

5.4 Assessing and reviewing pupils' progress towards outcomes

At St Botolph's we follow the graduated approach to teaching, as well as the four-part cycle of Assess, Plan, Do, Review. This approach enables us to support and develop a clear analysis of the pupil's needs. The use of 'Provision Map' is an effective system to track and review each individual progress and to target intervention either on an individual 1:1 or small group. All intervention programmes and targeted work are recorded and reviewed to assess their effectiveness. Dedicated staff meeting time is allocated to reviewing attainment and progress, as well as setting outcomes and targets. All teachers and support staff who work with the pupil will be made aware of their needs, outcomes, support required and any teaching strategies and approaches required.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work collaboratively with external agencies as well as other educational settings to assist transitions. We support children by preparing them for transitions such as changes in year groups, classes, key stages and schools. The SEND Support Team work alongside all staff members to prepare children for transition, by creating an individualised transition book.

5.6 Our approach to teaching pupils with SEND

Following the graduated approach to teaching ensures that Quality First Teaching is our first step in responding to all of our children. All teachers and staff ensure that work is differentiated for individual pupils, so that work is accessible but challenging. In addition to this, we utilise the four-part cycle of Assess, Plan, Do, Review to approach our intervention. We use a range of interventions at St Botolph's such as Toe by Toe, Wave 3, Power of, Forest school and also social communication groups.

5.7 Adaptations to the curriculum and learning environment

We adapt and differentiate our curriculum to ensure all children are able to access this, we do this in a range of ways such as:

- ability grouping
- 1:1 work
- differentiated work
- targeted small group work
- adapted resources and staffing
- meet and greet time in the morning
- pre-teaching of key vocabulary
- allowing extra time for processing
- utilising recommended equipment such as chrome books, coloured overlays and books, visual timetables, sensory break areas, fidget toys, iPads etc.

We utilise our 'Hub'; a separate sensory area of our school, as a 'break' area for children. This space offers a quiet area away from the hustle and bustle of school where children can take time out to use this space and the sensory lights, toys and activities within. Children can request to go here, or staff members will make use of this space if they recognise that a child needs time away.

5.8 Additional support for learning

We have 27 learning support assistants (LSA), who bring a range of expertise, training and experience. We utilise our LSAs to provide 1:1 support, small group work and 1:1 intervention.

5.9 Expertise and training of staff

Our dedicated SEND team have a range of experience in supporting children with SEND. The Strategic Lead has 2 days allocated to manage the SEND provision. We have a team of learning support assistants, as well as experienced teachers, who are trained to deliver SEND provision. In the last academic year all staff received training in 'Making Sense of Autism- Tier 1' in March 2021. Relevant staff received training in 'Understanding Deafness' and we have specialist staff to assist our children.

All staff are encouraged to complete CPD and training; we have a school membership for the National College and can make use of this training both within and outside of school hours.

5.10 Securing equipment and facilities

The SEND team is dedicated to championing our SEND children and gaining access to funding, equipment and facilities to our children. We liaise closely with other educational settings such as Ashmount Specialist School and Iveshead School to take advantage of facilities such as sports halls and swimming pools. In addition, we work collaboratively with our Beskilled Trust schools to exploit resources, expertise and facilities.

5.11 evaluating the effectiveness of SEND provision

We use our Provision map tool to evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress, from their IEPs, each half term
- Reviewing the impact of interventions each half term
- Completing our pupil 1:1 meetings with the children and class teachers
- Monitoring which is carried out by the SEND team
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At St Botolph's we foster an inclusive environment where we ensure that there are no barriers to pupils with SEND. Every child is given the same opportunities ranging from our Wraparound care, extra-curricular clubs, school visits and even trips. We encourage all students to take part in workshops, performances, sports days and residential trips and ensure that (where relevant) individual risk assessments are created to determine any extra provisions that would need to be made to assist our children with SEND to take part. No pupil is ever excluded from taking part in these activities because of their SEND or disability because additional measures would be assessed and met so that we can provide for that child.

5.13 Support for improving emotional and social development

Wellbeing and mental health are extremely important at St Botolph's. We were awarded the Wellbeing Award for schools in 2019 which remains in force until 2022 and is something we are very proud of. Mrs Nicola Robe is our family and wellbeing lead, who works collaboratively with children and families within our school community.

We provide support for pupils to improve their emotional and social development through:

- Mrs Nicola Robe, our family and wellbeing lead
- our Wellbeing Award for Schools
- Wellbeing Champions: children who are elected in each class to represent the class views and feelings
- PSHE lessons following the Cambridge Scheme
- the use of Jo Bradley, and her Learnful lessons and ideas
- Keeping Safe Week

5.14 Working with other agencies

Staff members work collaboratively with external agencies and the SEND team develop and maintain relationships with agencies involved with our children. We work alongside agencies such as:

- Autism Outreach
- Oakfield School
- SALT (speech and language)
- NHS; GP, Paediatrician, School Nurse

- CAMHS
- Vision Support Team
- Hearing Support Team
- Educational Psychologist
- EYFS SEND
- SENA
- Walking Clinic and Physiotherapists

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made initially to the class teacher or our SEND team (Miss Moody and Miss Jackson). We hope that most concerns or complaints would be resolved this way however if this isn't the case then Mrs Pepper (head teacher) would be the next point of contact. Finally, if a complaint is not resolved it should then be referred to the Chair of Governor's via the school's complaints procedure.

5.16 Contact details of support services for parents of pupils with SEND

At St Botolphs we have a range of communication resources as well as different people for parents to contact:

- Phone 01509 503386
- Weduc – our communication app where all members of staff can be contacted including Mrs Pepper and the office
- Individualised email addresses:
Mrs Emma Pepper (Head Teacher) epepper@st-botolphsprimary.org
Miss Kandi Moody (SEND Strategic Lead) kmoody@st-botolphsprimary.org
Miss Fern Jackson (SEND Lead Practitioner) fjackson@st-botolphsprimary.org
- Visiting the school; we operate an open-door policy at St Botolph's (when Covid-19 restrictions allow) and encourage parents / carers to visit us wherever possible.

5.17 Contact details for raising concerns

Parents / carers can raise concerns initially with their child's class teacher who may be able to advise or assist with the concern within the classroom. This conversation will be recorded and shared with the SEND team by the teacher.

5.18 The local authority local offer

[The Local Offer](#) is a website, [Facebook page](#) and [Directory of support](#) organised by the Local Authority available to children and families of children with SEND.