



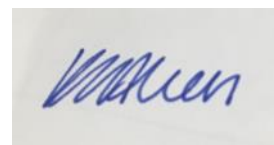
# **Bottesford CE Primary School**

## **Special Educational Needs and Disability Policy**

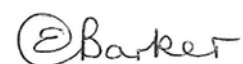
**'Aspiring and Achieving All Together'**

Company No: 8259654 Registered Office: Silverwood Road, Bottesford, Nottingham. NG13 0BS

**The Board of Trustees of Bottesford C E Primary School adopted this policy on 5<sup>th</sup> September 2022.**



Signed by the Chair of the Board of Trustees Mrs Karen Allen



Signed by Head teacher Mrs Emma Barker

Revised in line with the Children and Families Act 2014 and SEND Code of Practice: for 0 to 25 (2014)

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## SECTION 1

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### CONTACT DETAILS

**Special Educational Needs Coordinator (SENDCo)** – Mrs Helen Killen Smith

**Designated Safeguarding Leads** –Mrs Emma Barker, Mr Chris Andrews, Miss Stacey Kenuke and Mrs Helen Killen Smith

**Emotional Literacy Support Assistant** – Mrs Sharon Smith and Mrs Kate Yarham

How you can contact the SENDCo:

- Through the school reception area in person (if available, she will speak to you there and then; if this is not possible, please feel free to make an appointment to suit you)
- By telephone 01949 842224

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- Email [senco4@bottesford.leics.sch.uk](mailto:senco4@bottesford.leics.sch.uk)

## DEFENITION OF SEND

This policy outlines the framework for Bottesford Primary School to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities, and to do everything it can to meet the needs of pupils with SEND.

## LEGAL FRAMEWORK

The Bottesford C of E Primary School Special Educational Needs policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1 Sep 2014) 3.65 and has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

The policy was developed in conjunction with the SEND Governor and the Senior Leadership Team and reflects the inclusive nature of our school where every teacher has high aspirations and expectations for all pupils, including those with SEND.

Bottesford Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making.
- The identification of children's and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of all children, including children with SEND.

## AIMS OF BOTTESFORD C of E PRIMARY SCHOOL

Bottesford Primary School's mission statement and aims:

### **'To Aspire and Achieve all Together'**

We are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school which enables them to achieve their best, become confident, independent individuals and make a successful transition to their next phase of education.

We aim to raise the aspirations and expectations for all pupils with SEND. We believe that all staff have a responsibility for maximising the achievements of all learners. Ensuring high quality teaching in the first instance is our priority. The school has a clear focus on the outcomes for children with SEND. Assessment systems, well matched work and consistent reviews of progress in response to adjustments and interventions are a vital component in the review cycle.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

### **Objectives**

- To establish a fully inclusive school with high quality differentiated work that allows those with SEND to engage fully alongside peers that do not have SEND.
- To identify a child's special educational needs at the earliest point and make effective provision to support these.
  - To enable pupils and parents to participate as fully as possible in decisions when planning provision for a child with SEND.
  - To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.
  - To work in close partnership with a range of specialists and professionals to enable effective targeted support to be provided.

- To make available targeted support, advice and training for all staff working with children with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all children.
- To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.

## SECTION 2

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### IDENTIFICATION OF SEND

Bottesford Primary School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous settings. Class and subject leaders, supported by the SENDCo and senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

At Bottesford Primary we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCo).
- Inform parents when we are making special educational provision for their child.

This provision provided for our SEND pupils is different or additional to that of peers within the same year group.

### Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that we plan for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- **Communication and Interaction:** This includes speech, language and communication needs. Children with Autistic Spectrum Condition (ASC) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication.
- **Cognition and Learning:** This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health difficulties:** This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or physical symptoms that are medically unexplained. It also included disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. Pupils classified as 'Young Carers' are included as part of this group and are recorded on both the SEND register and Welfare List.
- **Sensory and/or Physical needs:** This includes vision, hearing and multi-sensory impairment and/or physical disability.

The purpose of identification is to work out what action we need to take, not to fit a child into a category. At Bottesford C of E Primary the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or servicewoman



Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

## **THE GRADUATED APPROACH TO SEND SUPPORT (Assess, Plan, Do, Review)**

This is the process the school goes through to identify a special educational need.

### **Early Response Stage**

Identifying a child's educational needs and adapting teaching to meet those needs is a process that is in place for all children in our school.

Initially, we listen to concerns and evaluate the information presented to us. This may come from a variety of sources including:

- Concerns raised by parents/carers of looked after children.
- Pupil's own views.
- Teachers' concerns from our school or a previous school or Nursery setting.
- Lack of progress shown through the school's tracking system:
  - Assessments for all subjects and end of year data.
  - Data grids showing test scaled scores for maths, reading and grammar; book band colour progress etc.
  - Master tracking grids compiled termly for pupils working at, below or above expected.
  - Pupil progress meetings
  - Pupil observations

Class teachers put in place necessary interventions through quality first teaching, appropriate differentiation and in-class support aimed at closing the gap and raising attainment.

Where a child's needs for support are ongoing the class teacher will complete an initial cause for concern form and arrange to meet with the SENDCo. At this meeting the need for additional assessments will be discussed.

Additional barriers to progress including; attendance, social circumstances, health (e.g. hearing and sight), changes in family circumstances etc. will be considered and appropriately addressed. If SEND difficulties are still suspected then it may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment

(specialist writing equipment, coloured overlays etc.) or adjusting lesson delivery and putting in strategies to suit specific learning differences.

### **Intervention at Early Response**

It may be agreed that some specific short term interventions will need to be put in place for the child.

In order to support this process, teachers may refer to our Bottesford Waves of Learning for detailed information on possible interventions for particular SEND needs. **(Appendix 4)**

At this stage the child's views will be sought and together with the class teacher a 'One Page Profile' will be completed. **(Appendix 5)**

A plan of action will then be drawn up agreeing outcomes for the child and targets in order to achieve those outcomes. **(Appendix 6)**

It may be that after a period of intervention the child will make good progress. After review, if the child is working at a level that is age appropriate, needing just minor adjustments in the class, then the Early Response will cease. The child will continue to be monitored through the school tracking system.

## **SEND SUPPORT CYCLE**

If a child has not made adequate progress after this Early Response Stage (usually 2 terms), then a decision will be made as to whether the child does have a Special Educational Need. This will be done in collaboration with the parents. The child will then be added to our Special Educational Needs Register and the SEND support stage will commence.

### **'Assess' stage**

We will already have a very clear picture of a pupil's needs from;

- data analysis
- teacher assessments
- pupil and parent discussions

At this stage, we may also seek advice from external agencies such as;

1. Behaviour Support Service (Oakfield Outreach)

2. Specialist teaching services including;
  - Autism outreach team
  - Hearing impairment team
  - Visual impairment team
  - Learning support services
  - Physical and disability support service
3. Educational psychology Service
4. School Nurse
5. CAMHS (Child & Adolescent Mental Health Service)

This advice will then feed into the Individual Education Plan for that child. All assessments are reviewed and records kept.

### 'Plan' stage

Once the teacher identifies the next step s/he will liaise with both the SENDCo and the child's parents to discuss the provision and targets for the next term. These targets will form the basis of an Individual Education Plan. Expected progress and impact will be central at this stage. Any support and reinforcement that can be carried out at home will be shared and demonstrated with the parents. Specific interventions and programmes may be led by teachers or teaching assistants and may be within the class, in small groups or on a 1:1 basis.

### 'Do' stage

The class teacher will always be the key person responsible for the child as they have the best overview, however, the SENDCo will be responsible for monitoring the provision. At this point consideration is given to how staff will be utilised to support a pupil, what teaching strategies will be used and what resources or programmes will be accessed.

### 'Review' stage

At the end of each term an IEP review meeting will take place. During this meeting the effectiveness of the support, interventions and the impact on the pupil's progress will be discussed between the parents, the teacher, any support staff and the SENDCo. The results will be analysed and next steps will be agreed and written into a new plan.

### What happens if good progress is made over time?

#### **Removing Pupils from the SEND register**

Some children make excellent progress as a result of the school's interventions and high

quality teaching. In consultation with parents, a child will be considered for removal from the SEND record where s/he has made sustained, good progress that:

- Better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.
- Or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained and additional SEND provision is no longer required to ensure this progress is sustained.

### **What happens if good progress is not made?**

#### **Referral for an EHCP**

For a small percentage of pupils there may be more complex needs requiring ongoing outside agency support and advice. Where those needs continue to be significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources a request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided if the authority deem it to be necessary. This will be reviewed on an annual basis. (See Appendix 5 for more information on EHCP's)

### **MONITORING AND EVALUATION OF SEND PROVISION**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Board's duty to monitor the effectiveness of the school's SEND Policy in practice.

### **SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

Pupils with medical needs will be provided with a Health Care Plan. This will be compiled by the school, or relevant health service lead, in partnership with parents and, if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off as competent. For children who require daily medication parents will be asked to sign the

schools agreement and adhere to the guidelines laid out. Please see our medical conditions policy.

## SECTION 3

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### TRANSITION BETWEEN YEAR GROUPS AND PHASES

We understand that transition is an anxious and exciting time for all children and especially those with SEND. The school ensures that:

- Class teachers share information including IEP reviews with new teachers.
- There will be an updated One Page Profile for each child going into a new class.
- There is a transition day.
- There are some regular sessions with the new teacher, such as story time.
- If needed, a transition book will be provided such as pictures of the new teacher, classroom, layout and specific locations for them (e.g. peg and drawer location).

Where a child is transitioning into secondary school there are similar experiences. Usually, all pupils have two days transition. Extra transition time, if needed, will be arranged. The school has a close relationship with PBA SENDCo with whom each child's SEND needs are discussed. SEND information is shared with all feeder secondary schools.

### INVOLVEMENT OF PUPIL AND PARENTS/CARERS IN DECISION MAKING

#### Parents/Carers

Parents/carers of pupils with SEND are encouraged to share knowledge of their child; the class teacher, head teacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents/carers will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

The planning that Bottesford Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Always make parents feel welcome and able to talk about their wishes/concerns.
- Provide regular opportunities for parents/carers and children to regularly meet with the class teacher.

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Tailor support to the needs of the individual.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Provide additional forums for parents to get support and advice from outside agencies, staff and each other.

The class teacher, supported by the SENDCo, will meet with pupils and parents/carers three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

## Pupils

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights; enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways:

- Self-knowledge is the first step towards effective self-advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.

## FUNDING FOR SEND AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools will be expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Resources are regularly updated to include:

- A wide range of books, materials and tasks to suit pupils of differing abilities, learning styles and interests.
- A range of information technology facilities.
- Intervention materials.
- Games and photocopiable resources.
- Wheelchair access via ramps into two classrooms from outside.

## ROLES AND RESPONSIBILITIES

### The SENDCo has a responsibility to:

- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCo at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.

- Collaborate with the Board of Trustees and head teacher to determine the strategic development of SEND policy and provision in the school.
- Work with the school Trustees and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Ensure one-page profiles of the pupil with SEND are regularly updated.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

For additional information on the roles and responsibilities of other parties please see [Appendix 6](#).

## **TRAINING**



In order to maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff are made aware of the school's SEND policy. New staff will meet with the Head teacher who will explain the school's practice and procedures regarding SEND.

The school's SENDCo regularly attends (SENDCo Network / Local SENDCo meetings etc.) in order to keep up to date with local and national updates in SEND and has completed the National Award for SENCO.

## SECTION 4

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### ADMISSIONS

Bottesford C of E Primary School uses the Leicestershire Local Authority (LA) admissions policy for its admission arrangements ([Link in Appendix 1](#)). As an academy, we are fully inclusive and admit pupils with SEND on an equal basis with other pupils. We do not refuse admission to pupils within the catchment area with SEND, or discriminate against out of catchment pupils on the basis of their Special Educational Needs. For pupils with SEND support plans/EHCs, the Trustees will consult with the LA in determining admission and have regard to parental preference.

### ACCESSIBILITY

The school publishes an accessibility plan ([Appendix 1](#)) which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Board will promote and improve access to education for disabled pupils through:

- Increasing the extent to which disabled pupils can participate in the school curriculum i.e. teaching and learning, participation in after-school clubs and school visits.

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events.

The Accessibility Plan is reviewed annually.

## **BULLYING**

In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies to promote a greater understanding of issues related to difference, SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's wellbeing outside as well as within the classroom. Through the school's safeguarding arrangements we will reinforce the safe use of social media and, where necessary, provide specific tuition in this area for pupils and parents.

## **DEALING WITH CONCERNS AND COMPLAINTS**

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents/carers can play in supporting their child's learning. Staff and Trustees actively encourage a positive relationship between the school and families.

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENDCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the Head Teacher. If necessary the parents may complain to the Trustees and, if they are still dissatisfied, may

take their complaint to the LA's statutory SEND disagreement resolution process. Our complaints policy can be found on our school website.

## **SCHOOLS CONTRIBUTION TO THE LOCAL OFFER**

In the developing and reviewing of the Local Offer, the school will adopt the following approach:

- Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer.
- Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs. It will be well signposted and well publicised.

## **PUBLISHING INFORMATION**

The school will publish details of the SEND Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **REVIEWING THIS POLICY**

The policy is reviewed on an annual basis by the Head teacher in conjunction with the Board of Trustees. Any changes made to this policy will be communicated to all members of staff and parents/carers.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

# APPENDICES

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## APPENDIX 1

- Link Bottesford CEP Information Report <http://www.bottesford.leics.sch.uk/send/send.html>
- Link to Leicestershire's Local Offer <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>
- Link to Anti-Bullying policy [http://www.bottesford.leics.sch.uk/\\_documents/%5B59073%5DAntiBullying\\_Policy\\_2016.pdf](http://www.bottesford.leics.sch.uk/_documents/%5B59073%5DAntiBullying_Policy_2016.pdf)
- Link to Accessibility Plan [http://www.bottesford.leics.sch.uk/\\_documents/%5B59071%5DAccessibility\\_Plan\\_2016.pdf](http://www.bottesford.leics.sch.uk/_documents/%5B59071%5DAccessibility_Plan_2016.pdf)
- Link to admissions policy [http://www.bottesford.leics.sch.uk/\\_documents/%5B59046%5DAdmissions\\_Policy\\_academic\\_year\\_2017\\_2018.pdf](http://www.bottesford.leics.sch.uk/_documents/%5B59046%5DAdmissions_Policy_academic_year_2017_2018.pdf)
- Link to Bottesford CEP Complaints policy [http://www.bottesford.leics.sch.uk/\\_documents/%5B59081%5DComplaints\\_Policy.pdf](http://www.bottesford.leics.sch.uk/_documents/%5B59081%5DComplaints_Policy.pdf)
- Link to medical conditions policy [http://www.bottesford.leics.sch.uk/\\_documents/%5B59089%5DMedical\\_conditions\\_policy\\_1\\_.pdf](http://www.bottesford.leics.sch.uk/_documents/%5B59089%5DMedical_conditions_policy_1_.pdf)
- Link to all other school policies [http://www.bottesford.leics.sch.uk/school\\_policies/pupil\\_welfare.html](http://www.bottesford.leics.sch.uk/school_policies/pupil_welfare.html)

### Useful contacts

- SENDIASS: <http://www.sendiassleicester.org.uk/>
- Local Authority: <https://www.leicestershire.gov.uk/>
- British Dyslexia association: <http://www.bdadyslexia.org.uk/>
- CAMHS Leicestershire: [http://www.leicspart.nhs.uk/\\_OurServicesAZ-ChildandAdolescentMentalHealthServiceCAMHS.aspx](http://www.leicspart.nhs.uk/_OurServicesAZ-ChildandAdolescentMentalHealthServiceCAMHS.aspx)
- Speech and Language Leicestershire: [http://www.leicspart.nhs.uk/\\_OurServicesAZ-SpeechandLanguageTherapy-ForChildrenandYoungPeople.aspx](http://www.leicspart.nhs.uk/_OurServicesAZ-SpeechandLanguageTherapy-ForChildrenandYoungPeople.aspx)
- Flow charts

Autism: <http://www.leicspart.nhs.uk/Library/ASDPathwayversion88240815.pdf>

Applying for an EHCP and SEND support in school: <https://www.specialneedsjungle.com/wp-content/uploads/2016/11/A5-SNJ-FLOW-CHARTS-WHITE-COMPLETE-LEAFLET.pdf>

## APPENDIX 2

### BOTTESFORD WAVES OF LEARNING

### WHAT DO WE DO?

Below are some (not all) of the provisions that we at Bottesford endeavour to use to support the needs of all of our pupils. These provisions are interchangeable within the waves of learning depending upon need.



#### **Bottesford C of E Primary School** **SEND Provision 2022/23**

Wave 1/2 Universal Provision Quality First Teaching	Wave 2/3 Targeted provision -Specific additional intervention (short term) could lead to SEND support		Wave 3/4- Targeted/ Specialist Provision SEND Support Plan/ EHCP	
Cognition and Learning				
	EYFS/ KS1	KS2	EYFS/KS1	KS2
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read write inc phonics program</li> <li>• Planned whole class reading sessions with clear objectives.</li> <li>• 1:1 reading with LSA and class teacher</li> <li>• Use of read write inc to benchmark children so all access appropriate reading books.</li> <li>• Use of comprehension support materials.</li> <li>• Access to SATS club in year 6</li> </ul> <p><b>Phonics/ Spelling</b> Use of read write inc phonics program Bug club</p>	<p>Read write inc interventions</p> <p>1:1 targeted readers 3/5x weekly</p> <p>Precision teaching 5x 10 mins weekly</p> <p>Additional phonics interventions</p>	<p>1:1 targeted readers 3/5x weekly</p> <p>Precision teaching 5x 10 mins weekly</p> <p>Spelling coaching- Mrs Willis Wonderful Wednesday</p> <p>Dyslexia dictionary coaching sessions</p> <p>Use of Helen Arkell spelling tests and interventions following from this.</p> <p>SNIP Spellings</p>	<p>Precision teaching 5x 10 mins weekly</p> <p>1:1 support in Literacy lessons</p> <p>SALT work for phonological awareness</p> <p>Personalised program of Literacy</p>	<p>Precision teaching 5x 10 mins weekly</p> <p>1:1 support in Literacy lessons</p> <p>SALT work for phonological awareness</p> <p>Personalised program of Literacy</p> <p>Use of Helen Arkell spelling tests and interventions following from this.</p> <p>SNIP Spellings</p>

<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Impact writing sessions based on assessment</li> <li>• Additional pre teaching sessions <ul style="list-style-type: none"> <li>• Writing frames</li> <li>• Writing menu cards</li> </ul> </li> <li>• Editing focus in all classes.</li> </ul>	<p>Funky fingers and fine motor control groups</p> <p>Additional handwriting groups</p> <p>Use of sound buttons and laptops and ipad voice control.</p>	<p>Funky fingers and fine motor control groups</p> <p>Additional handwriting groups</p> <p>Use of sound buttons and laptops and ipad voice control.</p>	<p>Funky fingers and fine motor control groups</p> <p>Additional handwriting groups</p> <p>1:1 support with writing. Use of sound buttons and laptops and ipad voice control.</p>	<p>Spelling coaching- Mrs Willis Wonderful Wednesday</p> <p>Dyslexia dictionary coaching sessions</p> <p>Funky fingers and fine motor control groups</p> <p>Additional handwriting groups</p> <p>1:1 support with writing. Use of sound buttons and laptops and ipad voice control.</p>
<p style="text-align: center;"><b>Maths</b></p> <p>Power maths taught in year groups Impact sessions and pre and post teaching sessions</p> <p style="text-align: center;"><b>All areas</b></p> <p>Learning objectives and success criteria clearly communicated Working walls and toolkits, Topic word mats VAK approaches used Talk partners Structured phonics programme Collaborative and self-assessment opportunities Differentiated curriculum and activities In class support (TA/LSA) In class targeted teacher support</p>	<p>Spot on Number intervention</p> <p>Pre teaching and post teaching sessions</p> <p>Pre teaching opportunities Additional interventions discussed at pupil progress meetings to address lack of progress\barriers to learning Discussion with subject leads to determine</p>	<p>Spot on Number intervention</p> <p>Pre teaching and post teaching sessions</p> <p>Pre teaching opportunities Additional interventions discussed at pupil progress meetings to address lack of progress\barriers to learning Discussion with subject leads to determine</p>	<p>Personalised Number program with 1:1 support to meet needs and appropriate level.</p> <p>Child placed on the SEND register Parents informed of continuing needs and next steps for support Assessments and advice from outside agencies Small group or 1:1 literacy/numeracy support</p>	<p>Personalised Number program with 1:1 support to meet needs and appropriate level.</p> <p>Child placed on the SEND register Parents informed of continuing needs and next steps for support Assessments and advice from outside agencies Small group or 1:1 literacy/numeracy support</p>

<p>Increased visual aids/modelling</p> <p>Visual timetables</p> <p>Illustrated/dyslexia friendly dictionaries</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Peer/group work</p> <p>Revision classes</p> <p>Educational visits and residential</p> <p>Whole school policies</p> <p>-teaching and learning</p> <p>-SEND</p> <p>Reporting to parents at parents evenings</p> <p>Pupil progress monitoring</p> <p>Written annual report</p>	<p>intervention/level of need and approaches</p> <p>Impact of interventions measured and reviewed</p> <p>Additional use of visual and practical aids such as voice recording resources</p>	<p>intervention/level of need and approaches</p> <p>Impact of interventions measured and reviewed</p> <p>Additional use of visual and practical aids such as voice recording resources</p>	<p>Advice and support sought from SENDCo</p> <p>Annual review for children with EHCP annually with Parents, outside agencies, class teacher and SENDCo.</p> <p>Review of provisions/targets (IEP) with parents, class teacher and SENDCo termly</p> <p>Precision teaching in key areas</p> <p>1:1 IEP/EHCP targeted time</p>	<p>Advice and support sought from SENDCo</p> <p>Annual review for children with EHCP annually with Parents, outside agencies, class teacher and SENDCo.</p> <p>Review of provisions/targets (IEP) with parents, class teacher and SENDCo termly</p> <p>Precision teaching in key areas</p> <p>1:1 IEP/EHCP targeted time</p>
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**Communication and Language**

	EYFS/KS1	KS2	EYFS/KS1	KS2
<ul style="list-style-type: none"> <li>Differentiated curriculum planning and activities</li> <li>Simplifies language/key words</li> <li>Structured school and class routine</li> <li>In class targeted teacher support</li> <li>Increased visual aids/modelling</li> <li>Visual timetables</li> <li>No hands up approach to answering questions in some situations</li> <li>Imaginative play e.g. role play</li> </ul> <ul style="list-style-type: none"> <li>Talk partners</li> <li>Shared circle time discussions</li> <li>Call vocabulary lists</li> <li>Clear adult models of correct speech</li> <li>Focus attention before giving instructions/information</li> <li>Make the child aware of good listening skills; use of visual support systems.</li> </ul>	<p>Speech sessions following Speech and Lang report targets</p> <p>In class support with focus in supporting speech and language</p> <p>ICT- toe by toe</p>	<p>Speech sessions following Speech and Lang report targets</p> <p>In class support with focus in supporting speech and language</p> <p>ICT- toe by toe</p>	<p>Daily speech and Lang sessions following specific program from therapists</p> <p>Forest school hub</p> <p>Social Communication group</p> <p>Social skills groups</p> <p>Lego therapy</p> <p>5 minute box</p> <p>Advice from EP/specialist teacher</p> <p>Speech and language support/advice</p>	<p>Daily speech and Lang sessions following specific program from therapists</p> <p>Forest school hub</p> <p>Social Communication group</p> <p>Social skills groups</p> <p>Lego therapy</p> <p>5 minute box</p> <p>Advice from EP/specialist teacher</p> <p>Speech and language support/advice</p>



<ul style="list-style-type: none"> <li>• Use levels of language appropriate to the individual child.</li> <li>• Use real objects and situations and visual supports to reinforce language.</li> <li>• Break tasks into manageable chunks.</li> <li>• Check that information has been understood; observe child's responses and actions, show the child what to do rather than repeating with lots of language.</li> <li>• Praise and reinforce appropriate listening and attention.</li> <li>• Use 'task plans': a visual representation of verbal instructions to promote independent working.</li> <li>• Develop auditory sequential memory</li> <li>• Develop sequencing skills an understanding of the language of sequencing.</li> <li>• Awareness of sensory environment and seating</li> </ul>				
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Behavioural, Social and Emotional

	EYFS/KS1	KS2	EYFS/KS1	KS2
<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school rules</li> <li>• Whole school rewards and sanctions</li> <li>• Circle time</li> <li>• Lunchtime club</li> <li>• PSHE focused work</li> <li>• PSHE focused assemblies</li> <li>• Safeguarding for all pupils</li> <li>• Reflection time</li> <li>• Policies: Behaviour, Anti-bullying, Child protection, e-safety</li> <li>• Mindfulness training for staff</li> <li>• Safe area provided in classrooms</li> </ul>	ELSA Sessions Anxiety group Sensory room time Movement breaks Friendly ear and nurture support Group circle time Individual rewards charts Home/school diary Prompt and reminder cards Individual working stations	ELSA Sessions Anxiety group Sensory room time Movement breaks Friendly ear and nurture support Group circle time Individual rewards charts Home/school diary Prompt and reminder cards Individual working stations	ELSA Sessions Anxiety group Sensory room time Movement breaks Friendly ear and nurture support 1:1 support at break and lunch times to help navigate Lego therapy Social communication groups	ELSA Sessions Anxiety group Sensory room time Movement breaks Friendly ear and nurture support 1:1 support at break and lunch times to help navigate Lego therapy Friendship group support Individual counselling

<ul style="list-style-type: none"> <li>• Character muscles work embedded into learning</li> <li>• Happy Lunchtime</li> <li>• Route to resilience character strengths</li> <li>• Visual timetables</li> <li>• Children have opportunities for expressing how they feel in a safe and non-judgemental environment</li> <li>• Behaviour viewed as having a communicative intent.</li> <li>• Behaviour/anger iceberg used when considering young people's behavioural responses.</li> <li>• Social emotional and mental health support strategies in class.</li> <li>• Social engagement and behaviour of their class groups been monitored, and appropriate interventions planned that can be delivered within class through the curriculum</li> <li>• Behavioural and social expectations within the class clear, consistent and embedded i.e. an ethos of kindness observable in the behaviour of the class</li> <li>• Praise and positive reinforcement frequently available, all children view this as attainable</li> <li>• <a href="#">Growth Mindset</a> approaches being used by young people within the class</li> </ul>	<p>Some use of social scripts Transition work</p>	<p>Some use of social scripts Transition work</p>	<p>Friendship group support Individual counselling Individual rewards system Peer mentoring/buddy support Advice from EP/specialist teacher Child and Adult Mental Health Services (CAMHS) Meet and greet each day Social scripts In-depth transition work Stress/fiddle toys</p>	<p>Individual rewards system Peer mentoring/buddy support Advice from EP/specialist teacher Child and Adult Mental Health Services (CAMHS) Meet and greet each day Social scripts In-depth transition work Stress/fiddle toys</p>
Sensory and Physical				
	EYFS/KS1	KS2	EYFS/KS1	KS2
<ul style="list-style-type: none"> <li>• Pencil grips available</li> <li>• Movement breaks available</li> <li>• Visual timetables</li> </ul>	<p>Sensory room time Touch typing group Fine motor groups</p>	<p>Sensory room time Touch typing group Fine motor groups</p>	<p>Sensory room time Touch typing group Fine motor groups</p>	<p>Sensory room time Touch typing group Fine motor groups</p>

<ul style="list-style-type: none"> <li>• Writing slopes</li> <li>• Risk assessments</li> <li>• Accessible grounds and buildings</li> <li>• Bathroom facilities</li> <li>• Medical forms</li> <li>• Whole staff training for emergency treatments</li> <li>• Talk tins</li> <li>• Appropriate seating of pupils</li> <li>• Fiddle toys available</li> <li>• Awareness of noise levels in the classroom</li> <li>• Quiet spaces in classroom</li> <li>• Coloured overlays available</li> </ul>	<p>Health care plan/ risk assessments in place Specialist pencils, pencil grips, coloured overlays</p>	<p>Health care plan/ risk assessments in place Specialist pencils, pencil grips, coloured overlays</p>	<p>Physio sessions Sensory circuits Individual support in class during appropriate subjects- PE, science Advice from EP/specialist teacher Recommendations : e.g. school nurse, GP, community Paeds, Occupational therapist, hearing/visual impairment, educational psychologist, specialist teacher Sensory/fiddle toys/wobble cushion Weekly/daily muscle strengthening work</p>	<p>Physio sessions Sensory circuits Individual support in class during appropriate subjects- PE, science Advice from EP/specialist teacher Recommendations : e.g. school nurse, GP, community Paeds, Occupational therapist, hearing/visual impairment, educational psychologist, specialist teacher Sensory/fiddle toys/wobble cushion Weekly/daily muscle strengthening work</p>
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## APPENDIX 3

### One Page Profile

%’s story, including their views, interests and aspirations as told by % and their family

What people like  
and admire about  
me...

Recent Image

What makes me  
happy is...

How I like to be supported...



## APPENDIX 4

### Assess Plan Do Review Planning Sheet

Pupils Name \_\_\_\_\_

Class \_\_\_\_\_

#### Assess

What are the young person's needs/ barriers to learning?

What is their level of progress and attainment?

What is the view of the young person/ parents/ teachers/ support staff/ others?

#### Plan

What can we put in place to support this young person?

Do we need to make any referrals?

What outcomes do we want to achieve?

Do		Review	
Actions Taken	Date	Outcome	Date

## APPENDIX 5

### **EDUCATIONAL HEALTH CARE PLANS (EHCP)**

A child can be referred for an EHCP assessment if as a school we believe we are not able to fully meet the needs of the child. The process begins with the development of a SEND support plan. This plan will be sent to the Local Authority along with a request for an EHCP assessment. Any supporting documents from outside agencies involved with the child will be sent with the request. Once a request is made the Local Authority have 6 weeks to respond to the request. More details and copies of the form can be found at:

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

#### **Bottesford Primary School will:**

- Fully cooperate with the LA when research about the pupil is being conducted.
- Provide the LA with any information or evidence needed.
- Relevant teachers will be involved in contributing information to the LA.
- If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
- The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHCP assessment.
- The school will admit any pupil that names the school in an EHCP or EHC needs assessment process.
- The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- Relevant staff members will keep up-to-date with any necessary training.
- The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- Thereafter, the Board of Trustees or head teacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHCP will be issued within 14 weeks from the request being made.
- The school will ensure that any EHCP information is kept confidential and on a need-to-know basis.
- Information regarding a pupil's EHCP will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

- The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **REVIEWING AN EHCP PLAN**

Bottesford Primary School will:

- Cooperate to ensure an annual review meeting takes place, including organizing the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHCP to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHCP.

## APPENDIX 6

### Roles and Responsibilities

#### **The parent has a responsibility to:**

- Familiarise themselves with Bottesford C of E Primary's SEND Information document and read the SEND policy. Both documents can be found on the school website.
- Approach their child's class teacher after school if they would like further updates regarding their child (that is outside of the allocated IEP reviews and parents evenings)
- Support their child at home with activities and resources which have been sent home to support the targets of the individual child.

#### **The Board of Trustees has a responsibility to:**

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENDCo) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated adult for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor to oversee the school's arrangements for SEND.
- Oversee the SEND information report and publish it on the school's website.

#### **The head teacher has a responsibility to:**

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHCP reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.



- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated Adult for looked after children, who will work closely with the SENDCo to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

**Class/subject teachers have a responsibility to:**

- Complete a cause for concern form for any child they are potentially think could have a SEND need and list the current provision they have in place.
- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCo and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include name of relevant figures.