

Bowhill Primary School

School Offer for children with Special Educational Needs or Disabilities (SEND)

We are a fully inclusive mainstream school. We aim to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This sometimes means making adaptations to the curriculum and the learning environment to enable all children to be included. This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when they have significantly greater difficulty in learning than their peers, which is evidenced by progress that is slower, and when class-based interventions, resources etc. that have been put in place do not lead to improvement. Once this occurs, we have specific needs-based programmes designed to tackle specific difficulties and accelerate progress. At Bowhill the main types of need currently in school are SLCN (Speech, Language and Communication Needs), SEMH (Social, Emotional and Mental Health Needs) and SpLD (Specific Learning Difficulty).

Other useful documents such as our SEND policy and Medical Needs policy, and our Disability & Equality and Accessibility Plans, are available on the school website. If you would like any further information about what we offer here at Bowhill Primary School then please do not hesitate to contact us directly.

At Bowhill, we welcome the involvement of parents, both in the daily life of the school and in working as partners with us to promote their children's education. We hold termly Parent Consultation Evenings and report annually in writing to you about your child's progress in school. Teachers are always happy to meet with parents less formally too, especially when you may have concerns you wish to raise. We hold regular new parents' visits and hold an informal Friday Coffee morning at which all parents are welcomed. We have a thriving PTFA (Parent Teacher Friends Association – Friends of Bowhill) who support Bowhill in many ways, including helping to raise funds to provide extra resources. We also hold activity sessions in school to which parents are invited to work with their children. Parent support is also welcome on school trips which are organised for all classes to support and enhance children's learning - and to make it fun!

School entitlement offer to pupils with additional needs

Focus group	Provision	Pupil Focus	By Whom
All SEND children	Whole school policies evaluated regularly to ensure inclusion and progress for SEND pupils.	All SEND pupils	All subject co-ordinators and Governors including nominated SEND Governor
	The school ethos values all pupils and their diverse abilities are equally celebrated.	All pupils, all SEND pupils	Whole school community
	Pupil voice mechanisms e.g. School Council enables children to be heard and to contribute their views.	All pupils including those with SEND	Head teacher, with feedback to Class Teachers
	A range of extra curricular activities are available to all children in school to enhance learning and motivate pupils to engage in their learning.	All pupils	Teachers, teaching assistants
	SEND files in every class	Pupils in that class with SEND	All class teachers, monitored by SENCO
	All staff undertake continued professional development (CPD) in relation to SEND and meeting pupils' needs within the classroom and there is an on-going programme to update these skills.	All SEND pupils	All teachers and TAs
	An effective assessment process which identifies areas of need where the rate of progress may be a cause for concern.	All pupils	All teachers
	Pupils identified on SEND list. Individual or small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. These are recorded on our Intervention Logs and progress is monitored regularly.	All SEND pupils	Class Teacher and SENCO
	IEPs as appropriate with focused SMART targets using cycle of Assess, Plan, Do and Review (the Graduated Response to SEN). Where possible, pupils, parents and staff are all involved in the formulation, review and implementation of these. These are shared with all adults who work with the	SEND pupils identified at SEN Support or with a Statement of Special Educational Needs.	Class Teacher, SENCO

Communication and Interaction: Autistic Spectrum Disorders Speech, Language and Communication Needs	child.		
	Differentiated planning and teaching, ensuring opportunities for learning in all subjects	All SEND pupils	Class teacher, Subject Co-ordinators
	Visual timetables displayed in classrooms	All SEND pupils	Class Teacher
	TA support in all classes to ensure pupil progress and independence.	All SEND pupils as appropriate	TA monitored by Class Teacher
	Small size Reception classes to ensure best start to schooling. High level of teacher/TA:pupil ratio.	All pupils	
	Parent meetings termly. 'Early Work' time in Foundation and KS1 allowing informal communication with parents/carers. Communication with parents is of paramount importance and is judged to be highly effective.	All SEND pupils	Class Teacher
	SENCO is experienced and provides advice and guidance to staff.	All SEND pupils	SENCO
	Teaching resources are routinely evaluated to ensure they are accessible to all pupils.	All SEND pupils	SENCO
	Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to.	Identified children and children who may need involvement from more than one agency and whose needs have not been fully identified	SENCO Outside agencies
	Language Link assessments on all children in first term in Reception class. Referral on to Speech and Language Therapy Service as necessary. Speechlink assessment according to need.	Pupils identified as needing intervention through Language Link or Speechlink assessment and external agency referral.	HLTA supported by Class Teacher, SENCO and SALT
	Language groups	Pupils identified as needing intervention through Language Link or Speechlink assessment	TAs supported by Class Teacher and SENCO
	Makaton and visual aids used to support	SEND children with	TAs supported by SENCO and SALT.

Cognition and Learning MLD, SpLD	communication.	significant communication difficulties on advice of external agency.	
	Personalised social stories.	ASD pupils	TAs and teachers supported by SENCO
	Small group interventions targeting areas of difficulty	Pupils at SEN Support level or identified as CAN (Concern of Additional Needs)	Class teachers and TAs
	Additional TA support within class	Pupils at SEN Support level or identified as CAN (Concern of Additional Needs)	Class teachers and TAs
	Outreach support via Ellen Tinkham Special School and QE Secondary School.	SEND pupils with very significant difficulties accessing the curriculum	Advisory Teachers from Special Schools.
	Writing and Maths booster groups	Children currently targeted at below age-related expectations	Class Teachers with TA support
Social, Emotional and Mental Health			
	Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact on SEND pupils. The school's behaviour systems are predominantly based on a positive approach.	All pupils, all SEND pupils	SENCO and all staff.
	Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.	All pupils, all SEND pupils	Class teachers
	Support is offered and signposted to families in order to reduce the impact of any disadvantage. Parents are encouraged to access advice and support from our Parent Support Advisor and to engage in any services they may be offered e.g. Positive Parenting courses.	Pupil Premium children, children with social, emotional and mental health difficulties	Class teachers, Parent Support Advisor, SENCO, Deputy Headteacher and Head Teacher
	Behaviour management systems in school are based upon encouraging pupils to make positive	All pupils including those with SEND	Whole school community

	decisions about behavioural choices.		
	The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves.	All pupils including those with SEND	All staff, including trained Thrive practitioners
	Access to information and support is provided within school for social, emotional and mental health needs.	Pupils with social, mental and emotional needs.	Parent Support Advisor, School's trained Thrive practitioners, SENCO
	SEAL Oasis Room, a well-resourced facility which is accessed by children either individually or within small groups.	SEND pupils with some emotional needs.	School's trained Thrive practitioners, Teaching Assistants, teachers
	Individual Thrive programmes run by trained Thrive practitioner staff.	SEND pupils with significant emotional needs.	
	Individual workstations used as needed.	SEND children who find it particularly difficult to filter out potential distractions.	Class teacher supported by SENCO.
	'Safe spaces' or 'calming down places' as needed.	SEND children who find it particularly difficult to manage their feelings and behaviour.	Class teacher supported by SENCO and Teaching Assistants.
	External support is sought (Educational Psychologist, Advisory Teacher for Behaviour, CAMHS, Occupational Therapy) and any advice implemented to support individual pupils' needs. Behaviour Care Plans are used where necessary.	Pupils with significant social, emotional and mental health needs.	Class teachers supported by SENCO, EP, Advisory Teacher for Behaviour
	SEAL practice is central to all teaching and learning within school.	All pupils including those with SEND	Class Teachers
	The school uses systems, e.g. use of Friendship Bench at playtime, to ensure that peer friendships are maintained and no pupil feels isolated.	All pupils including those with SEND	PSHE Co-ordinator and all Class Teachers
	Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. These are evaluated in a qualitative way.	Pupils with Social, Emotional & Mental Health needs.	TAs supported by SENCO and SEAL Group
	Outdoor learning offers a different approach to	All pupils including those	Class teachers supported by TAs.

	the curriculum, which supports children with social, emotional and behavioural needs, e.g. gardening areas.	with SEND	
Sensory and Physical	Adaptations to the school environment are made on an ongoing basis to ensure accessibility for all. We have disabled toilet facilities and a lift to the first floor.	Children with significant sensory/physical difficulties	Class teachers, SENCO, Senior Leadership Team, school caretaker
	Advice and guidance is sought and implemented from the relevant outside agencies to ensure that barriers to success are reduced or removed.	Children with significant sensory/physical difficulties	Class teachers supported by Occupational Therapist/Physiotherapist/ Visual/Hearing Impairment Teams
	Fun Fit physical movement programme to improve co-ordination	Children with physical difficulties	Designated trained FunFit Teaching Assistant
	Specialist assessment and Occupational Therapy/ Physiotherapy via Vbranch House.	Children for whom school intervention is not impacting enough upon their rate of progress and who need specialist assessment/ intervention.	OTs, Physiotherapists TAs delivering specific programmes of work provided by external agencies.
	Sensory aids and resources to support learning in the classroom e.g. move 'n' sit cushions, writing slopes, pencil grips, Theraputty, etc.	Identified pupils	SENCO

EAL/SEND	Monitoring of pupil performance.	All EAL pupils identified as also having SEND	SENCO and EAL Co-ordinator
	Language skills monitored and progress tracked formatively and reported to EAL Co-ordinator.	All EAL pupils bar those whose use of English is indistinguishable from a native speaker including all EAL/SEND pupils	Class Teacher and EAL Co-ordinator
	Differentiated planning, teaching and opportunities for learning in all subjects (QFT)	All pupils including pupils with EAL/SEND	Class Teacher, Subject Co-ordinators

- part of planning ahead for them.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records tracking your child's progress and identifying their additional needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our SENCO is in school all day Monday and Thursday and during the afternoons of Tuesday and Wednesday.

HOW MIGHT MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority e.g. Specialist Advisory Teachers
- Staff who visit from outside agencies such as the Speech and Language Therapy Service (SALT), Educational Psychology Service.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by outside agencies) to support your child to learn. 	All children in school should be getting this as part of outstanding classroom practice.

	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run within the classroom or in another space. • Run by a teaching assistant who has had training to run these groups, under the direction of the class teacher. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A teaching assistant/teacher may run small group sessions, these may sometimes be overseen by an outside professional (e.g. Speech and Language therapist). 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children identified by their teacher as needing some extra support in school. Will be on SEND Register if group run by outside professional or if their difficulty is significant.</p>
	<p>Specific one to one work either in class or on a withdrawal basis. This may be delivered by a Teaching Assistant but will be overseen by the class teacher.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. 	<p>Children identified as SEND according to guidelines set out in Code of Practice.</p>
	<p>Specialist assessment of your child's difficulties, eg Speech and Language Therapy, Educational Psychology, Occupational Therapy</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist assessment instead of, or in addition to, in-school assessment procedures. • You may be asked to give your permission for the school to refer your child to a specialist professional eg a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>Children identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychologist, Occupational Therapy, Physiotherapy, Behaviour Support Team, Speech Language Communication Needs Team 	<p>understand your child's particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class eg some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional eg a social skills group or language group • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified individual support for your child.</p> <p>This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the</p>	<ul style="list-style-type: none"> • The school can request further funding for support from the Local Authority in order to meet your child's needs. You can find more detail about this on the Devon.gov.uk website. This process begins with the Devon Assessment Framework. You, the parent, are a core part of this process and as such will be involved from the outset. Initially you will liaise with school's Parent Support Adviser or the SENCO and together you will create a 	<p>Children whose learning needs are severe and complex</p>

	<p>budget available to the school.</p> <p>Your child may also need specialist support in school from a professional outside the school.</p>	<p>comprehensive profile of your child (DAF1). Following this a Team Around the Child (TAC) meeting will be held, to which various agencies may be invited who may be able to support your child (e.g. Health/Social Care). This may, or may not, lead to the application for further funding (DAF3/E3) from the Local Authority (0-25 SEN Team).</p> <ul style="list-style-type: none"> • After the school have sent in a request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need additional funding. If they do not think your child needs this, they will ask the school to continue with the current level of support under the single category of SEN Support. • An additional adult may be used to support your child with whole class learning, to run individual programmes or to run small groups including your child. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Class Teacher, initially. • The concerns may need referring to the SENCO if your child is still not making progress . • If you continue to feel that your child is still not making progress you should speak to the Headteacher. 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher has concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with you. This may happen at one of our termly Parent Consultation Evenings, or less formally at another time. Increasingly intensive interventions will then be offered and progress carefully monitored. The teacher will also involve the school SENCO in discussions. At Bowhill we believe that children's learning is best supported 		

	<p>through a close partnership between school and parent/carers. We will:</p> <ul style="list-style-type: none">○ Listen to your views about your child and to any concerns you may have○ Plan any additional support your child may receive○ Discuss with you any referrals to outside professionals to support your child's learning
How is extra support allocated to children?	<ul style="list-style-type: none">● The school budget includes money for supporting children with SEN.● The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.● The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including<ul style="list-style-type: none">○ the children getting extra support already○ the children needing extra support○ the children who have been identified as not making as much progress as would be expected. <p>and decide what resources/training and support is needed.</p>

Who are the other people providing services to children with a Special Educational Need in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> Teaching Assistants Higher Level TAs
	B. Bought in by School C. Paid for centrally by the Local Authority	<ul style="list-style-type: none"> Educational Psychology Service Sensory Service for children with visual or hearing needs Occupational Therapy support (provided by Health but paid for by the Local Authority). Speech and Language Therapy (provided by Health but paid for by the Local Authority) including the Speech, Language and Communication Needs Team Physiotherapy Team at Vbranch House Advisory Team for Behaviour ICT/SEN Team
	B. Provided and paid for by the Health Service	<ul style="list-style-type: none"> School Nurse CAMHS
How are the teachers in school supported to work with children with SEND and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> The school provides training for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as behaviour management, dyslexia, etc. 	

	<ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all children in their class, and will ensure that your child's needs are met with personalised learning where appropriate. • Support staff will support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will you measure the progress of my child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by their teacher. • Progress is reviewed formally every term and a level is given for Reading, Writing and Maths. If your child is in Year 1 to Year 6 but not yet working within an appropriate level, they will be assessed using another scale of levels that assess attainment up to Level 1. These levels are called 'P levels. • At the end of Key Stage 1 and 2, the school is required to report English, Maths and Science levels for your child. This is something the government requires all schools to do. • The progress of children with a statement of SEN, or given additional funding through the DAF process, is formally reviewed at an Annual Review with all adults involved with the child's education.

<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. Sometimes a home/school contact book may be useful in maintaining regular contact. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Our Parent Support Adviser will meet with you to discuss concerns you may have about your child at home. • Homework will be adjusted as needed to your child's individual needs. • Advice can also be sought from DIAS (Devon Information, Advice and Support). • We have a formal complaints policy. Information about this can be found on our school website
<p>How have we made Bowhill Primary School accessible to children with SEND (including school clubs etc.)?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. Adaptations to the school environment are made on an ongoing basis and in response to new needs. We have a disabled toilet and a lift. • We ensure prioritised access to clubs and monitor attendance regularly in terms of attendance of SEND children and Pupil Premium children.
<p>How will we support your child when they are new to our school or leaving this school?</p> <p>Or moving to another Year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible, including rigorous and timely transfer of school records.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

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| | <ul style="list-style-type: none">○ We will make sure that all records about your child are passed on as soon as possible.○ We will put in place an enhanced transition for your child, including additional visits as necessary.● When moving years in school:<ul style="list-style-type: none">○ Information about your child will be shared with their new teachers .○ If your child would be helped by an enhanced transition when moving to another year, we will put this in place. |
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