

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION

1. Purpose

This document is produced to provide information on SEND provision available within Bothal Primary School (BPS), and applies to all stakeholders.

2. Information

BPS is a mainstream primary school operating on two sites in Ashington catering for the education of around 650 pupils between the ages of 2 and 11.

ACCESSIBILITY:	Lower Site Majority of pupil areas of the school building are ground floor Main entrance ramped Thrive facility is on the first floor There is disabled toilet provision		
	Upper site All parts of the building are fully accessible for disabled users Entries/exits all ramped Disabled toilet facilities in 3 locations within school Thrive facility is on the first floor Upper floor accessed via lift on upper site		
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school?		YES
POLICIES:	Are the school policies available on the website for:	SEND	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY	YES
	Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	<ul style="list-style-type: none"> • Areas of strength • Full time Specialist Teaching Assistant delivering high quality Speech and Language intervention following guidance from SEND support services and S& Language therapy services. • Specialist PE support available. • Several Staff have attended a range of training sessions delivered by ECCDS (Education Centre for Children with Down Syndrome) in order to develop our provision in school. In school training in school has also been provided. • Full time Pastoral team available for parents / pupils with concerns or 		

	<p>difficulties</p> <ul style="list-style-type: none"> • Thrive approach used throughout school supported by experienced and fully trained Thrive practitioners. • Nurture sessions form part of intervention for those pupils who would benefit from help with social skills, raising self-esteem or strategies to self-manage behaviour in school. Several members of staff have undertaken training e.g. emotional literacy, counselling, nurture groups in order to deliver interventions in school. • Lego Therapy and Motor Skills united offered as a small group intervention. • Established use of precision teaching with a wide range of targets to address the needs of individual pupils in order to maximise progress and 'close the gap'. • Several staff trained to support Hearing Impairment supported by Sensory Support Services • Family learning activities -we offer a range of activities in school to assist families in supporting their children at home in a range of areas. • Individual and bespoke support is given to some parents of SEND children as appropriate • Family Support Worker who as part of Thrive provision works with families following referral.
	<p>What kinds of Special Educational Needs and Disabilities (SEND) are provided for?</p>
	<p>Provision and support exists throughout the school for pupils with SEND. The kinds of SEND for which provision is made include (but are by no means exhaustive or exclusive):</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Asperger Syndrome • Autistic Spectrum Disorder (ASD) • Cerebral Palsy • Dyspraxia • Hearing Impairment (HI) • Moderate Learning Difficulties (MLD) • Social, Emotional and Mental Health issues (SEMH) • Specific Literacy Difficulties (SpLD) • Speech Language and Communication Needs (SLCN) • Visual Impairment (VI) <p>Any child identified as having SEND will be supported according to 4 broad areas of need, in accordance with the 0 - 25 SEND Code of Practice: 2014</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and / or physical needs <p>All pupils who are placed onto the school's SEND register will be identified as either:</p> <ul style="list-style-type: none"> • EHCP - having an Education, Health and Care plan • K - not holding an EHCP, but having additional support as a result of a SEND in one of the 4 categories identified above.

	<p>Specialist Facilities/Equipment to support SEND</p> <p>Upper Site- POD-Thrive Provision offering short term interventions for pupils struggling in aspects of mainstream, with particular focus on addressing developmental gaps, and offering access to individualised learning, where appropriate, with access to knowledgeable and experienced Thrive staff.</p> <p>Lower Site- Rainbow room offering short term interventions for pupils struggling in aspects of mainstream, with particular focus on addressing developmental gaps, and offering access to individualised learning, where appropriate, with access to knowledgeable and experienced Thrive staff.</p> <p>Resource bank to support Occupational Therapy programs established to enhance provision available.</p> <hr/> <p>Input from Therapists/Advisory Teachers/other specialist support services,</p> <ul style="list-style-type: none"> • Specialist support for a range of SEND needs via SEND Support Services including behaviour support, literacy, EAL, ASD needs, speech and language, educational psychology • Advice from School Health • Training and support from Education Centre for Children with Down Syndrome • Involvement with Portage Service, particularly as a pupil with SEND starts nursery • Occupational Therapy advice and staff training in approaches, therapies and resources • Input from teacher for those pupils with hearing impairment • Speech and language therapy professionals • Assessment and advice from CYPS for pupils with mental health issues • We continue to seek to access training for staff to enable us to improve and broaden our provision <hr/> <p>Breakfast and After School support</p> <ul style="list-style-type: none"> • Daily Breakfast club- 7.45am to 8.30am • After school care - 3.15pm to 6.00pm • A range of after school activities offered which are available/accessible to all pupils: <ul style="list-style-type: none"> PE activities, Young writers, ICT, Homework club, STEM club, Science club, Cookery club
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <hr/> <p>At Bothal Primary School, provision for all pupils is delivered according to a level of need. All pupils have access to 'Quality First Teaching'. Learners are all included in high quality teaching and learning which is differentiated in class to meet wide ranging needs. This differentiation can involve diverse techniques; different expected outcomes or ways of recording or accessing information; multi-sensory approaches; etc. Pupils with S.E.N.D. have a right to and do access quality first teaching. Children are initially identified</p>


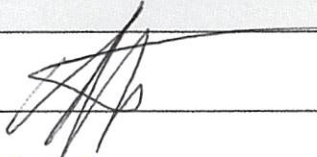
	<p>through either data analysis, parental concern or through Form Teacher referral to the SENDCo. Our Personal Plans and provision mapping model clearly identifies how and when children with SEND access further support. We aim to, and are currently focussing attention on, providing children with SEND with a variety of means to scaffold and enable them as learners. All pupils are fully integrated into school and follow a full time table of activities. Information and advice is sought from other agencies, feeder schools and parents to ensure that appropriate provision is provided in all cases including intervention groups.</p> <p>Staff Responsibility</p> <ul style="list-style-type: none"> • All staff are aware of SEN pupils and are responsible for reporting concerns to the SENDCo. • All staff aware of SEN policy and school procedures for identifying, assessing and making provision for pupils with SEN • Staff members are confident in dealing with most situations and are aware of whom to ask for help and support should they need it. • Regular updates and CPD to give updated information on individual pupils and high incidence SEN needs. • Pastoral support team work closely with all members of staff to support pupils with additional needs • Parents are kept informed and their input and advice is invaluable in supporting pupils in school. • <p>Day/residential trips Careful planning, liaison and adapted staffing arrangements are undertaken wherever possible to ensure that pupils are able to access day/residential trips. This planning has ensured that a number of pupils with complex health and SEN needs have been able to attend residential trips both in the UK and abroad.</p>		
	<table border="1"> <tr> <td data-bbox="385 1294 1204 1377">What proportion of children currently at the school has an SEND?</td> <td data-bbox="1204 1294 1398 1377">10%</td> </tr> </table>	What proportion of children currently at the school has an SEND?	10%
What proportion of children currently at the school has an SEND?	10%		
<p>PARENT SUPPORT INVOLVEMENT / LIAISON:</p>	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>Home School Partnership</p> <ul style="list-style-type: none"> • Parental involvement and support is actively sought • This process begins as soon as concerns are raised • Parents are informed of actions initiated by school and their contributions to the decision making process are actively encouraged. • Parental advice and guidance is a key part of the support plan and parents can access help/advice through a number of mechanisms. Parents are key in providing information about their children. • Regular meetings are held with parents of pupils with SEND and there is also much informal liaison to ensure optimum teamwork and support. • Parents are involved at an early stage when considering a referral to another agency. 		

	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Transition This is often the most stressful time for parents and pupils. In order to minimise concerns we have a number of actions that we have put in place.</p> <ul style="list-style-type: none"> • A graduated approach is used with some individual support, small group support and whole year group activities attended with additional adult support where necessary. • Additional visits to next setting are encouraged and arranged. • Sharing of key data and information as part of the above. • Open communication policy with parents by telephone, e-mail or appointment. • Regular briefing of all staff in school to ensure they are aware of all issues
<p>OTHER INFORMATION:</p>	<p>What else do you think parents/carers would like to know about your school?</p> <p>Those children identified as having SEND have additional support provided in a range of ways. This may include targeted support in class, working in a targeted group in or out of class (possibly in a designated intervention area) and individual teaching sessions to consolidate learning. Progress is reviewed regularly and the level and nature of support is adjusted according to need. Any advice or recommendation from other professionals is incorporated into the child's provision and logs shared at subsequent assessment or meetings.</p>

3. Other documents and appendices:

BPS Accessibility Plan – October 2018

ALP SEND Policy

Created <input type="checkbox"/> Reviewed <input checked="" type="checkbox"/>	
Signed: 	Name: M McFall / S Wild
Role: SENDCo / SEN & Inclusion Manager	Date: 15 Oct 18
Adopted	
Signed: 	Name: A Roberts
Role: Executive Principal	Date: 15 Oct 18