

# **Boutcher CE Primary School**

## **Special Educational Needs and Disabilities**

### **Information Report**

All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a school offer. The school offer is part of the wider Local Authority Offer, and is based on the requirement for all schools to outline the support available to children with SEND (Special Educational Needs and/or disability).

#### **Admission Arrangements**

All Southwark maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. Specific individual arrangements will be considered and put in place where appropriate. Please refer to the school's admissions policy for further information.

#### **School Mission Statement/ Our Ethos**

At Boutcher School every member of staff and every child has a positive attitude towards others with Special Educational Needs and Disabilities (SEND). The school environment we create is somewhere where everyone has the right to feel safe, be respected and to learn whatever their race, colour, gender, class or physical challenge. Everyone in school has a right to full access to the curriculum and the right to learn in a caring environment where staff and children value their contribution to the life of the school.

#### **Whole School Approach**

All kinds of needs are provided for at Boutcher. These are categorised into:

- communication and interaction
- cognition (thinking) and learning
- physical and sensory
- social, emotional and mental health needs

#### **People who support children with Special Educational Needs and/or disabilities in our school**

Many people at the school are involved in making sure your child is supported and achieves their full potential, but in different ways. The people involved in helping your child to make the best possible progress are their class teacher, the SENDCo and the Deputy and Head teacher as well as many support staff, including the schools HLTA's, learning and pastoral mentors who run our Pupil Development Centre (PDC).

### Your child's class teacher

Your child's class teacher is responsible for your child's learning and progress. Should you have any concerns you should speak to them in the first instance. They will:

- Always focus on high quality teaching and learning for all of the children in their class, including children with SEND.
- Differentiate their planning and provision for the children, and their full range of unique abilities.
- Monitor the progress of your child and identify any additional help your child may need (this could be things targeted in work, additional support or adapting resources) and discussing any amendments with the SENDCo or SMT (Senior Management Team) as necessary.
- Ensure that all staff working with your child in school are able to deliver the planned work/ programme for your child, so they can achieve the best possible progress.
- Have a role in the initial information gathering for identifying and assessing if a child has a SEND.
- Regularly communicate through a range of methods (e.g. pick-up times, phone calls, meetings, communication books etc.) with parents/ carers.
- Work with the SENDCo and other members of the school staff and external professionals where necessary to make the best provision for children with SEND.

### The SENDCo

If the school needs to involve other professionals, we will always ask for your permission to do so and involve you in the work that this person does. The SENDCo is Sahar Tahzib and she carries out a number of duties and can be contacted through the school office. She:

- Supports teachers and other staff in making further assessments of children with SEND, including arranging for external professionals to become involved where this is necessary
- Coordinates all support for children with SEND
- Makes sure that children without SEND but who are underachieving have their needs identified and addressed
- Ensures that all of the interventions put in place for children with SEND are working, and that they are based on evidence and best practice of what works for children with SEND
- Liaises with all other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist, Family Support worker etc.

- Supports the Teaching Assistants (TAs) who work under the direction of the teachers in supporting children with SEND
- Works with families and other school staff to make the best provision for children with SEND and their families
- Keeps you informed about the support your child is getting and lets you know how they are doing
- Ensures that the school as a whole implements the Revised SEND Code of Practice (2014) and takes a strategic overview of the impact and effectiveness we have in this area
- Updates the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known) and making sure there are records of your child's progress and needs
- Arranges training for staff so they are aware and confident about how to meet the needs of your child and others within our school

### *The Headteacher*

Eilidh Verhoeven, the Headteacher has overall responsibility for ensuring that all children's needs are met, this includes those of children with SEND. She also deals with any concerns that you may have about the work we are doing. She ensures that the governing body is kept up-to-date about SEND in the school.

### *The SEND Governor*

The SEND governor for our school is Alan Burdon-Cooper. He is responsible for making sure that the school has an up-to-date SEND policy. He ensures that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school, making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. He also makes visits to understand and monitor the support given to children with SEND in the school, being a part of the process to ensure your child achieves his/her potential in school.

### ***Will the school be able to help my child if they have SEND? (Accessibility)***

Boutcher CE Primary School is a 2 storey Victorian building with two steep staircases, no lift, very limited space and interconnecting classrooms on both floors. This presents limitations in the access to the school and needs to be taken into consideration when applying for a place. The school will strive to ensure that adjustments and changes can be made, where reasonable, to optimise accessibility and inclusion. The school's arrangements for the admission of pupils with disabilities is available as part of the school's admissions policy and accessibility plan, both are available to be viewed in the policy section of the school website or a copy can be provided from the school office.

For all families who are new to the school and to help children feel welcome, tours of the school for prospective children and their families are arranged. If the child has been attending another setting, the school will liaise with them to ensure a smooth transition. For those joining the Reception class, pre-visits to nurseries are made by the Reception teacher and teaching assistants during the summer term. Each prospective pupil will also receive a home visit and children are invited to spend time at the school before the start of the Autumn term. A new parents' meeting is held at the start of the year where both the class teacher and SENDCo are in attendance. This is an opportunity for parents to discuss any concerns or specific learning needs that their child may have. If a child is joining the school with complex needs the SENDCo will liaise closely with the child's nursery prior to the child starting at Boutcher.

## **How will my child be supported to be part of the school?**

Most children with SEND are supported through the regular opportunities provided to all children; high quality teaching, excellent play opportunities and a supportive staff. Differentiated work is planned for children with specific learning or physical needs and where necessary individualised curriculums created. Where children require additional resources or equipment to support their needs, the school endeavours to arrange this and incorporates the cost within its delegated funding for SEND. In some incidents additional funding may need to be sought to meet the needs of your child. Details of this can be found in the section 'What if I think my child needs more help than the school can provide?'

Some children with social, emotional or mental health needs find accessing and participating in school life difficult. For these children, we have an active Pupil Development Centre (PDC) which offers all children, when required an opportunity to be supported with these needs. Weekly group sessions take place including children from across all year groups as well as individual mentoring. These are offered on a regular basis as well as ad hoc, providing for both children's long-term and more immediate needs.

## **How will my child be involved in determining their next steps and learning targets?**

Children with EHC plans are involved in the review process and target setting during their annual review meeting.

All children on the SEND register have an SEN Support Plan. This is an overview of the child, documenting what support they require, assessments they have undergone, who is involved in their learning and targets set. It also includes a section called 'All About Me', which gives the child an opportunity to consider the following: 'What's important to me', 'What you can do to support me' and 'What people like and admire about me'. Each child is also set between two and five targets to work on. These are discussed with the children and reviewed regularly, with the progress made within the target reviewed and recorded on a scale. Once the target has been met, a new target is set, decided upon in consultation with the child. These targets are regularly shared and discussed with the child's parents.

## **How is behaviour managed?**

Within the school's strong Christian ethos, positive behaviour is predominate within the school. Good behaviour is encouraged through setting high expectations, forming good relationships with parents/ carers built on trust and sharing children's positive behaviour and attitudes towards work in our achievement assemblies on a Thursday.

Incidents of bullying are extremely rare at Boutcher. However, in line with the school's clear behaviour and anti-bullying policies, issues are dealt with immediately and where necessary, parents liaised with.

For further details on how behaviour is managed within the school for all children please refer to the school's behaviour and anti-bullying policies which can be found on the website or through the school office.

## **What support do we offer you as a parent/carer of a child with SEND?**

Involving parents/ carers in the life of the school is very important to us and we make use of a variety of strategies to do this:

- Class and achievement assemblies
- Weekly newsletters
- Website
- Parent's Open Days
- Workshops/ Curriculum Open Evenings
- School Events

Class teachers greet the children in the morning as they come in to school. We host termly Open Days for parents/ carers to meet, discuss and see for themselves their child's progress in learning. The SENDCo and members of the SMT are available at the beginning and end of each day to speak with parents.

Miss Tahzib is available to meet with parents/ carers who have any questions or issues arising over the course of each term, but also scheduled Team Around the Child/Family meetings take place where necessary. This is an opportunity for parents/carers and external professionals who are working together to meet and plan or review provision that's been made for an individual child – these are usually children with severe and complex needs who have a number of different agencies working together.

For children with severe and complex needs who have an Education, Health and Care Plan, Miss Tahzib arranges the Annual Review meeting. This is another opportunity for parents/carers and the child to come together to discuss and agree what's worked, what we need to focus on and what we are going to do next. This is overseen by Southwark.

### **What extra-curricular activities can my child participate in?**

We do not discriminate against children with SEND, and extra-curricular opportunities are available for children with SEND. We have a range of after-school clubs at Boutcher that change on a half-termly basis. If you feel that your child requires additional support to access a club that they would like to attend, please speak to your child's class teacher or SENDCo. We strongly encourage all children to participate in school trips and school journeys – these are an important part of your child's time at our school. All school trips are risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and well-being when off-site.

### **What support is available at less structure times of the day (e.g. playtime, lunchtime)?**

We know that some children find less structured times in the day more challenging. Similarly to classroom learning, where it is necessary we can provide additional support to these children to facilitate access to playground equipment, encouraging them to play with others and helping the children learn how to resolve conflicts independently.

### **How will teaching be adapted to meet the needs of my child?**

At Boutcher, all teachers focus on providing all children with Quality First teaching (QFT). This means that we focus on the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching is based on:

- The teacher having the highest possible expectations for your child and all pupils in their class
- Building on what your child already knows, can do and understands
- Different ways of teaching being in place so that your child is fully involved in learning in class – this may involve things like using more practical or visual methods of learning, or adapting resources
- Clear objectives that are shared with the children and returned to throughout and at the end of the lesson
- Lively, interactive and creative teaching styles across the curriculum
- The provision of stimulating and challenging learning experiences
- Good feedback to the children about what has worked and what their next steps could be to improve their work and progress in their learning
- Opportunities for the children to assess themselves and their peers as relevant.
- As part of QFT, all teachers differentiate; this means they tailor their teaching to meet a child's individual needs. They might change the content slightly, how they teach or phrase questions, their choice of resources or the product expected at the end of the learning – all based on what works best for your child

### **How will I know how my child is doing?**

Parents/carers are strongly encouraged to attend all termly parents' open days, as this is a critical opportunity for you to find out about your child's learning and development, it is also an opportunity for you to share with your child's class teacher any of your child's achievements and strengths that you would like us to celebrate in school. Children on the SEN register will have individual targets related to their specific needs. These are short-term, achievable targets which are shared regularly with parents throughout each term depending when the child achieves each target and a new one is set.

### **What skills do the staff have to meet the needs of my child?**

- All class teachers in the school are qualified teachers who have access to a range of support and training opportunities across the year
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- All staff that work as learning and pastoral mentors in our Pupil Development Centre are trained to a high level in working with children to support social and emotional development, including specifically for those with SEN and/or disability.

### **How are children who may have special needs identified?**

We use a range of strategies to identify whether your child has SEND or is underachieving their potential. These include receiving information from health professionals or staff from a child's previous setting/school. For those children who arrive to us with needs already identified we always contact these practitioners to find out what they have been working on and what needs to happen next. For other children, we first provide high quality teaching and observe their response to this. It is only when your child doesn't make expected levels of progress after having this teaching and we have ruled out other explanations, that we start making further assessments of SEND.

This is done through teacher observation and assessment, use of specific assessment tools and the involvement of other professionals where needed (e.g. asking your permission for a Speech

and Language Therapist to assess your child's communication needs). We talk to your child and to you about their learning, what is working for them, where the gaps are and how we can best work together to make progress.

### **How will my child manage tests and exams?**

On-going formative assessment is carried out by teachers both formally and informally. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. If your child has been identified as having SEND and is making small steps of progress Miss Tahzib and your child's class teacher may decide it is necessary to create an individualised learning profile, these are called SEN support plans (previously known as an IEP – Individual Education Plan). If your child is not yet working within the criteria set out in the National Curriculum they are assessed using the STAR grids for the expectation the child is working at or the EYFS.

Summative assessments (tests) occur at defined periods during the academic year such as pre-determined SATs tests and optional tests. Summative tests are used alongside teacher assessment to help teacher in making end of year and end of key stage assessments. Class teachers ensure those with SEND access suitably differentiated tests and have additional time if required. In Year 6 prior to SATs assessments a decision will be made with you about whether or not it is appropriate for your child to participate. Mrs Verhoeven and the SENDCo will then determine whether any pupils with SEND require a reader, scribe and/or additional time to access the tests.

### **What happens if my child does have some difficulties?**

We further personalise the planning and provision we make for your child – working together to decide what outcomes we want for the year or the term, and then what support is needed to achieve those outcomes. The plan is then put in place, monitored and reviewed to check if it's made a difference. Some children benefit from small group work (sometimes called intervention groups). These can be run or overseen by the child's class teacher or a teaching assistant. Some intervention groups are focused on where the gaps are and using strategies that will close those gaps. The intervention groups will be monitored by the senior staff of the school with the SENDCo. They may be run inside or outside the classroom.

We also sometimes provide specialist groups or individual support as advised by external professionals if children would benefit from this approach. For some children more specific, targeted, small group or individual work will be needed to support their progress in school. This may involve working with a teacher, teaching assistant or other professional for example a speech and language therapist. This additional support may take place in or out of the classroom depending on the needs of all pupils. Please note that not all intervention groups are to support pupils with SEND.

### **How do I find out more about what my child needs?**

The class teacher is responsible for every child, and on a daily basis observes and assesses what your child needs, how they are responding to the teaching and what changes might need to be made to this. If the class teacher would like support in assessment or provision, they discuss this with the SENDCo and other senior staff, who then work together with your child and you to find out more about what your child needs.

### **What will the school do once they know what my child finds difficult?**

We put a plan together, implement it and give it some time to work. We set a date to review it, and then come back together to discuss whether it's made a difference.

### **What extra support can be brought in to help the school meet the needs of my child?**

There are a range of services we draw upon, including Speech and Language Therapy, Physiotherapy, Occupational Therapy, Paediatricians (including the Autism and Associated Disorders clinic at Sunshine House Child Development Centre), Child and Adolescent Mental Health Services (CAMHS). These can all be accessed through a referral by the SENDCo. If you feel your child would benefit from advice from any of these services, please first discuss your concerns with your child's class teacher who will explain further how your child is being supported already in school and if appropriate, organise a meeting with the SENDCo to discuss this further.

### **Who makes sure everything is happening?**

Every class teacher is responsible for every child in their class. The SENDCo, because of their working relationships with external professionals, also has a responsibility to ensure that services for children with more complex needs are being provided. Ultimately, the Head Teacher is responsible for the education of all the children at the school and they too review the provision in place for all children.

### **How will you know if the provision is making a difference for my child?**

When we set the outcomes or goals that we want for your child, we try to be specific and measurable so we know if we are making a difference. It depends on what your child's needs are and their personalised targets, all of which can be found in their SEN support plan and are shared with you regularly. You, as the expert on your child, will most likely notice these steps of progress and you sharing your child's achievements at home is really important to us.

### **What if it isn't working as you hoped?**

After we review the initial plan and strategies we've put in place, if we find progress has stalled or isn't as quick as we might have hoped, we will discuss with you the available agencies who can help us. We ask your permission for their involvement and they observe and assess your child, speak with the teacher or teaching assistant, meet with you and help us think together about what we need to do next. This could be more personalised provision, different teaching strategies or different types of intervention groups – it will depend on your child's needs.

### **What happens if I am still worried or I disagree?**

Talking through your concerns with the SENDCo, will help identify what the outstanding concerns or worries are and how we can best help.

### **What if I think my child needs more help than the school can provide?**

If you think that your child needs more help than the school can provide, there is the option of asking the local authority for an assessment to decide whether an Education, Health and Care (EHC) Plan is needed. These plans used to be called Statements of SEN. Having an EHC Plan means your child needs a very significant amount of individualised support that cannot be provided from the budget available to the school. It also usually means their needs are very severe, complex and likely to have a lifelong impact on their learning and development.

For your child this would mean:

- The school (or you) can request that the local authority carry out an assessment of your child's needs. This is a legal process which would set out the amount of support that will be provided for your child if they had an EHC Plan.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including from you), they will decide whether they think your child's needs are complex enough to need an assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this assessment, they will ask the school to continue with school-based support.
- After the reports have all been sent in, the local authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If not, they will ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

### **What if I disagree with some aspects of the plan, or I disagree about them conducting the assessment?**

The best thing for you to do is to talk to the local authority about why they have made the decision they have. The Southwark Information Advice and Support team (SIAS) are also available to help you, and there are routes you can go down if you remain dissatisfied. Their contact details are: tel 0207 525 2886 or 0207 525 2866; email: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

### **How will the school help my child to settle into the school?**

- Tours of the school for prospective new children with special educational needs and their families are arranged
- The SENDCo also meets with the child and parent/carer where appropriate; and if the child has been attending another setting, she tries to arrange a transition meeting with the previous school.
- Our Reception class teachers host an open session in the summer term for parents/carers to come along and meet the teachers and find out more about classroom routines.

- The school can provide a transition book for children with SEND for the summer break with photos of the school and key staff so parents/carers can use these with their child, where such an approach would be beneficial in helping the settling in period.
- If appropriate, additional visits or a staggered start for children with special educational needs can be arranged.

### **How will the school help my child manage the transition into a new class?**

Time is allocated for class teachers to share key information about the children in their class, including differentiation strategies, successful behaviour management strategies and your child's strengths and needs.

The SENDCo will schedule transition meetings for pupils with complex needs, so that they can become familiar with the surroundings and key staff.

### **How will the school help my child manage the transition to secondary school?**

Miss Tahzib will liaise with the SENDCo of your child's new school, organising a transition meeting if necessary. Your child will be invited to attend all or part of the meeting as appropriate.

As necessary and if the secondary school is in agreement, a familiar member of the support staff team will attend additional taster days with your child.

### **How will the school fund the support needed for my child?**

Part of the school's budget has been allocated to help it meet the needs of pupils with SEND. At Boutcher, we manage these resources effectively and try to ensure that pupils receive adequate support to help them make progress.

### **How are decisions made about funding and what can I do if I am unhappy with this?**

Governors set the school's budget and the Head Teacher reports regularly to the governing body on how resources are deployed. Unless your child has an Education Health Care Plan, their learning and support all comes from the school's delegated funding. Only those children with the most complex needs receive an additional sum of money which is used to further support the child's needs.

### **Where can I or my child get further help, information and support?**

The first port of call is your child's class teacher or the SENDCo. The school website is also regularly updated, and is an important source of information for parents/carers, as well as links to other helpful sites. There are local drop-in services for parents/carers of children with SEND (e.g. the SIAS drop-in at Sunshine House Child Development Centre on Tuesday 9-12 and Thursday 3-6pm). Please speak to the SENDCo if you would like further information on drop-in services.

### **Where can I find out about what is available locally for me, my family or my child?**

Each local authority produces their own 'local offer', depending on which borough you live in you will be able to find out more information by clicking:

<http://localoffer.southwark.gov.uk> for Southwark

You can also contact the 'Southwark Information Advice and Support' team [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

The 'Family Information Service' <https://www.southwark.gov.uk/childcare-and-parenting/family-information-service>

And the national charity, 'Contact a Family' [www.cafamily.org.uk/southwark](http://www.cafamily.org.uk/southwark)

### **How do I complain if I am not happy with what is happening for my child?**

We hope that every parent/carer is happy with what is in place for their child. If you have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with your child's class teacher. In most instances, issues are resolved at this stage. However, if you remain unhappy you can also speak to Miss Tahzib (SENDCo), Miss Lowe (Deputy Head) or Mrs Verhoeven (Head Teacher) at the school. A copy of the school's complaints procedure is available upon request from the school.

For further information or to make an enquiry about SEND, please contact Miss Tahzib (SENDCo) through the school office or by email [sen@boutcher.southwark.sch.uk](mailto:sen@boutcher.southwark.sch.uk).

### **COVID-19 Response**

Those children with an EHC plan were risk-assessed in consultation with the Local Authority and parents to outline how their needs were being met at school.

Boutcher Primary School continues in its commitment to ensuring the safety and wellbeing of its children as they returned to school before, during and after lockdown. Regular communication took place between the SENDCo, outside professionals and families to support the child. Furthermore, working in partnership with children and their parents continues to be central to Boutcher Primary School's policies and practice.

For children due to move between phases of education at the end of last academic year, Boutcher Primary School made contact with the new settings to share necessary information to make

children's transitions as smooth as possible. The SENCo contacted the SENCos in the new settings to share information on SEND needs. Where children with SEND would benefit from additional transition visits, every effort was made to facilitate these where possible within DfE, PHE and government guidance.

For children who transferred between classes the SENCo informed the new class teacher of pupil's needs using electronic folders and meetings where appropriate. Additional transition work was used where necessary to relieve any worries and doubt. New class social stories were sent home to support with the changes where possible.

Communication plans were in place for any children with EHC plans to ensure that regular contact was maintained for discussion and setting of individual, appropriate learning activities, strategies and resources. In addition, all families were hand delivered homework packs with several weeks' worth of work along with resources to support the change of timetable and routine, sensory activities and key websites personalised to the needs of each child during lockdown.

Children's social and emotional development was particularly at risk within the current national climate and extra mentoring sessions were set up through the school PDC as well as introducing the zones of regulation across the school to support with emotional regulation.

Individual risk assessments for children with EHC plans considered children's social and emotional development and ensured that communication plans were in place. Regular contact between school staff and parents/children were central to identifying when additional support was needed. Where concerns were raised or are apparent within these communications, the child's risk assessment was reviewed by key school staff and appropriate action and onward referrals considered.

For all parents, key contact details are available on the school's website so that they are always able to reach school staff for support if needed.

The school further signposted parents to other professionals who were able to support them and their children at this time, particularly the Educational Psychology Service. The school also shared parent and child-friendly leaflets with links to mental health and wellbeing support strategies and agencies.

Boutcher Primary School continued to maintain contact with other professionals. This particularly included liaison with Educational Psychology Service within the Local Authority. This service shared resources which may be of use to parents and professionals during this time.

The SENCo holds contact details for external professionals already working with children with SEND including health and social care staff and maintained both planned contacts and referrals of arising need.

Boutcher Primary School signposted parents to appropriate external professionals as needed and continued to fulfil authorised requests for information for assessment or review purposes.

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