



Special Educational Needs Information Report

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.westsussex.gov.uk/localoffer</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy. This report is also the information we provide to the West Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in West Sussex www.westsussex.gov.uk/localoffer</p> <p>We will review this report every year and will involve pupils and parents. We do this by asking the views of our pupils and asking for parents to volunteer to being part of the SEND working party. If you want to give us your views about the report, please contact the school office.</p> <p>Signed.....Chair of Governors Date.....</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the Pupil Admissions office at admissions.south@westsussex.gov.uk or phone 0333 014 2903</p> <p>If your child is already at the school, you should talk to the child's class teacher. School phone number 01243 572375</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>SENCO Name – Ali Mowbray</p> <p>How to Contact – via school office 01243 572375 or email amowbray@boshamprimary.co.uk</p>	<p>SEND CoP 6.79 bullet 5</p>

<p>3. Which children does the school provide for?</p>	
<p>We are a Primary School. We admit pupils from age 4 to 11. We are a West Sussex maintained school</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at West Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.</p> <ul style="list-style-type: none"> • admissions.south@westsussex.gov.uk 	<p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>At Bosham Primary we assess the needs of every child who is part of our school and plan the best way forward for the children to meet our school aims of independence, creativity and emotional resilience. Meeting the needs of children with SEND is a whole school approach.</p> <p>Class teachers are responsible for assessing the needs of each child alongside parents. Interventions are planned using small, measurable, achievable and relevant targets. Interventions are reviewed three times a year and next steps planned.</p> <div data-bbox="454 1086 933 1534" data-label="Diagram"> <pre> graph TD Assess --> Plan Plan --> Do Do --> Review Review --> Assess </pre> </div> <p>If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.</p>	<p>SEND CoP 6.79 bullet 5</p> <p>SEND CoP 6.80 re looked after children</p>
<p>5. How does the school identify children’s special educational needs</p>	
<p>We aim to identify children’s special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes A pupil has SEN where their learning difficulty or disability calls for special educational provision.</p>	<p>SEND CoP 6.79 bullet 5 Arrangements for assessing and</p>

<p>That is provision which is different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need:</p> <ul style="list-style-type: none"> • Communication and interaction – including speech and language difficulties and autism • Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. • Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety. • Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child’s learning. <p>To ensure the early recording of SEND Class teachers will record any causes for concern or questions to raise about a specific pupil. This will be brought to the attention of the SENCo who will ask what strategies have been put in place, what are the views of the parents, what is working well for the child. Next steps will be planned in partnership with parents and where appropriate with the child.</p> <p>It may be necessary that the SENCo may undertake a diagnostic test to investigate further. Additional advice may be sought from external agencies in the analysis of these diagnostics. (SEND Code of Practice 6.15- 6.20.)</p> <p>For a child with behavioural difficulties we will observe and record behaviours before planning support (SEN 6.21). If a child has English as an additional language we seek advice and support from EMTAS if needed. (SEN 6.24)</p> <p>Upon entry in Reception class children undertake a baseline assessment. Termly, children are teacher assessed. In Key Stage 2 teacher assessments are supplemented by NFER assessments twice a year.</p> <p>We assess each pupil’s skills and level of attainment when they start at the school. We continually assess each child’s progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) will add the child to the SEND register and support the class teacher in planning and reviewing intervention. Where staff training is needed the SENCO will facilitate this.</p>	<p>reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>
<p>6. How does the school teach and support children with SEN?</p>	
<p>Quality First teaching is used to meet the needs of the children with SEN (SEND Code 6.19). This includes high quality teaching by the class teacher, SENCO involvement, gathering evidence, and planned intervention. .</p> <p>Where a child requires ‘additional to and different from’ the expected provision through Quality First Teaching which we have in the school this is regularly evaluated for impact. This means that some interventions may be short term.</p> <p>Staff undergo performance review cycles through the academic year. Staff are monitored and supported in terms of training and development or practice.(SEND Code 6.4)</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p>
<p>7. How will the curriculum and learning environment be matched to the child’s needs?</p>	

<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review) (This is from SEND Code 6.12).</p> <p>Parents can gain an over view of the curriculum available on the school website. https://www.boshamprimary.co.uk/page/?title=Curriculum&pid=15</p> <p>Termly newsletters are sent to parents of each class to inform them further about what the children will be broadly covering without giving too much away. Children post work on out chosen online platform SESSAW in school and for homework giving parents another chance to see how their child is getting on.</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>We are committed to working with parents and carers.</p> <p>Individual Learning Plans are, where possible, co-produced with parents and children .(SEND Code 6.64 to 6.71)</p> <p>Parents meet with their child's class teacher in the Autumn and Spring term. In the summer term an end of year report is written commenting upon progress made and suggested targets for the next. Also in the summer term a meeting is planned with the current class teacher, next class teacher and SENCo to ensure a smooth transition based upon what has gone well and what steps should be planned next.</p> <p>When a child is identified as needing SEN support this might be on a group learning plan where children needing similar interventions have a plan made.</p> <p>Individual Learning Plans are reviewed three times a year but will be monitored throughout the term by the class teacher and by the SENCO at the termly pupil progress meeting where targets may be modified, adjusted or developed.</p> <p>Children with statements or Education, Health and Care plans also have an annual review. This is in addition to the above unless the Annual Review is in the summer term and the new class teacher can be invited.</p>	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>

9. How are children involved in reviewing their progress and planning support?																							
<p>We are committed to involving children/young people in their learning. Children are regularly asked to reflect upon their learning in the form of age appropriate self- assessment, reflecting and reviewing work they have produced, identifying their own next steps with the support of peers and their class teacher. (SEND Code 6.64 to 6.71)</p> <p>Below is a chart to map the different opportunities for talking to children about their learning.</p> <table border="1"> <thead> <tr> <th></th> <th>Who's involved?</th> <th>How often?</th> </tr> </thead> <tbody> <tr> <td>Self assessment</td> <td>Pupil, class teacher</td> <td>Daily</td> </tr> <tr> <td>Class Circle times</td> <td>Pupil, class teacher</td> <td>At least weekly</td> </tr> <tr> <td>School Council</td> <td>Class, class teacher</td> <td>At least three times a year</td> </tr> <tr> <td>Pupil Voice</td> <td>Pupil, SENCO, class teacher</td> <td>At least once a year</td> </tr> <tr> <td>Pupil Progress meetings</td> <td>Pupil, parents, class teacher supported by SENCO</td> <td>At least three times a year</td> </tr> <tr> <td>Annual reviews (statements and EHC plans only)</td> <td>Pupil, parents, SENCO, class teacher, support services, local authority.</td> <td>Once a year</td> </tr> </tbody> </table>			Who's involved?	How often?	Self assessment	Pupil, class teacher	Daily	Class Circle times	Pupil, class teacher	At least weekly	School Council	Class, class teacher	At least three times a year	Pupil Voice	Pupil, SENCO, class teacher	At least once a year	Pupil Progress meetings	Pupil, parents, class teacher supported by SENCO	At least three times a year	Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, class teacher, support services, local authority.	Once a year	<p>SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5</p>
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10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?																							
<p>Transition can be daunting for all children so we are very careful to ensure a smooth transfer between classes. Class teachers old and new are given considerable time to talk through the needs of a child and discussing what the child has achieved and what their next steps are. In addition to this, a child with SEND may require further support for their transition, for example the production of a book with photos of new members of staff and a new classroom to refer to over the summer break.</p> <p>For children moving on to secondary school the Year 6 class teacher has detailed paper reports to complete in terms of academic information and social and emotional well- being, parent support etc. At the beginning of year 6 the children are involved in discussion about what makes a good school as their parents and then decide upon an appropriate Secondary school. Virtual visits are shown and discussed. Some Secondary schools offer a question and answer session to primary schools which we always take up. All families are encouraged to look around the secondary school where they are able.</p> <p>In the summer term staff from the secondary school visit the primary children and introduce themselves. The children are invited for a transition day. If a child displays anxieties about their transition regardless of SEND additional visits/ contact is organised.</p> <p>For a child with an EHCP an additional Annual Review is planned prior to starting in Year 6 whereby appropriate provision is discussed and whether the EHCP is still relevant for the Secondary school setting.</p>		<p>SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>																					
11. What training do school staff have?																							
<p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET</p>		<p>SEND CoP 6.79 bullet 9 The expertise and</p>																					

<p>training day</p> <p>Our SENCO is a qualified teacher who holds the National Award in Special Educational Needs Co-ordination (a statutory qualification)</p> <p>We have a wide range of training available to us. Training needs are decided upon in line with the needs of our pupils and where possible interest of staff.</p>	<p>training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>'The school's provision for pupils with SEND is effective. Planning for these pupils is appropriate and enables them to make good progress academically and socially.'</p> <p>'Children who have SEND are well supported in the early years. They soon settle in, work with or alongside other children and make progress academically and socially.'</p> <p>'Pupils who have SEND are well supported to progress well against their individual targets. They also achieve good outcomes in their personal development, social skills and behaviour.' (OFSTED 2018)</p> <p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We complete an annual self-evaluation of our SEN provision using the West Sussex Inclusion framework and use this to develop an action plan to further improve our SEN provision.</p> <p>We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>At Bosham School we acknowledge that in all aspects of school life it is unlawful to discriminate, without justification, against disabled pupils and prospective pupils. We believe that disabled pupils should have the same opportunities as non-disabled pupils in their access to education, in line with the Special Educational Needs and Disability Act SENDA 2002. Bosham Primary School makes all children feel welcome irrespective of race, colour, creed or impairment. As such with the support of the local authority we aim to improve their accessibility for pupils with disabilities (as defined by the Act) in the following three main areas (strands), by: 1. Increasing the participation of pupils with disabilities in the school curriculum; 2. Improving the delivery to pupils with disabilities of written information provided to pupils who are not disabled; and 3. Improving the physical environment of schools, to enhance the access of pupils with disabilities to education and associated services.</p> <p>https://www.boshamprimary.co.uk/attachments/download.asp?file=129&type=pdf</p>	<p>Section 69 Children and Families Act 2014</p>

<p>14. How are children included in activities with other children, including school trips?</p>	
<p>We are committed to ensure that to all pupils are included in all activities, including physical activities, extra curricular activities and school trips.</p> <p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p> <p>https://www.boshamprimary.co.uk/attachments/download.asp?file=129&type=pdf (Accessibility Plan)</p> <p>https://www.boshamprimary.co.uk/page/?title=Policies&pid=69 (Equality Plan)</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<p>Our curriculum supports children’s emotional and mental wellbeing due to the core aims of our school running through the learning experiences that the children engage in. Each learning experience is driven by a key questions and has key concepts underpinning this question.</p> <p>Where necessary and in partnership with parents we have a trained emotional support worker for children needing support with emotional and mental health difficulties.</p> <p>We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.</p> <p>The school may works with other services to support children, e.g. Child and Adolescent Mental Health Services, Early Help services to ensure that families are supported in the best way possible.</p> <p><i>Links to our policies –</i> <i>Behaviour</i> https://www.boshamprimary.co.uk/attachments/download.asp?file=118&type=pdf <i>Safeguarding</i> https://www.boshamprimary.co.uk/page/?title=Policies&pid=69 <i>Supporting pupils with medical conditions.</i></p>	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child’s specific needs are met. Parents are always involved in any decision to involve specialists.</p> <p>www.westsussex.gov.uk/localoffer</p>	<p>SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social</p>

	<p>care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>17. Where can I get information, advice and support?</p>	
<p>The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers www.westsussex.gov.uk/localoffer</p> <p>Parent information. For impartial information, advice and support to children and young people with SEND and their parents and carers go to https://westsussexsendias.org</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)-re advice</p>
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Bosham Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible. If you have difficulty discussing a concern with a particular member of staff, we will respect your views.</p> <p>https://www.boshamprimary.co.uk/attachments/download.asp?file=1196&type=pdf</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>