

Boundary Primary School



Special Educational Needs (SEN) information report

Review period: Annually

Date policy last reviewed: September 2023

Person Responsible for Policy: Send Leader

1. Aims

The aim of this information report is to explain how we implement our SEND policy in line Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy and our Accessibility Plan (which covers the required areas). You can find these on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Boundary Primary School Ofsted report (November 2022) identifies how we are highly effective in supporting children identified as having a SEND.

“Leaders identify pupils with SEND quickly and accurately. Staff work closely with families and specialist professionals to provide high-quality personalised support for pupils with SEND. Teachers skilfully adapt their teaching, so that pupils with SEND access the same curriculum as others. Leaders ensure that pupils with SEND participate fully in all aspects of school life.”

2. What types of SEN does the school provide for?

Our school provides for pupils with the following needs, although this is not an exhaustive list:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

Physical impairment

3. Which staff will support my child, and what training have they had? Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Kathryn Pope.

They have several years' experience working with children at Boundary and have worked as an SEMH specialist teacher in a Special Educational Referral Facility. They are a qualified teacher. They are allocated 4 days a week to manage SEND provision.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This is dependent on the needs of the children and the teacher's experience. We use a range of providers e.g. our own EP, LA and local special school.

Teaching assistants (TAs)

We have a TA in every class room. We also have a team of SEND TAs, including 3 higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision.

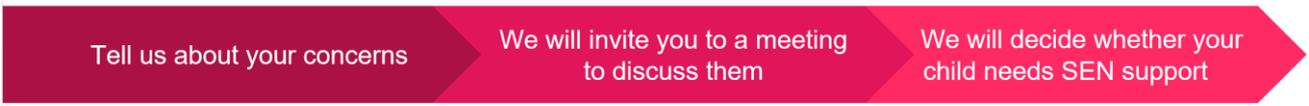
We have a number of teaching assistants who are trained to deliver interventions such as Wellcomm, Sensory Circuits and Talk Boost. As a school we have developed our own intervention programmes to support pupils development.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (Speech Bubble on site and NHS)
- Educational psychologists (Acorn Psychology and Support Services Ltd onsite and Blackpool Council)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Health Visitors
- Counselling Services (New Start on site)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Active Lives SEND intervention in Sport

4. What should I do if I think my child has SEN?



<p>If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO who will be in touch to discuss your concerns. You can also contact the SENCO directly by emailing admin@boundary.blackpool.school.uk.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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5. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support or interventions to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will complete a Cause for Concern form to the SENCO, discuss the concerns and the SENCO will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

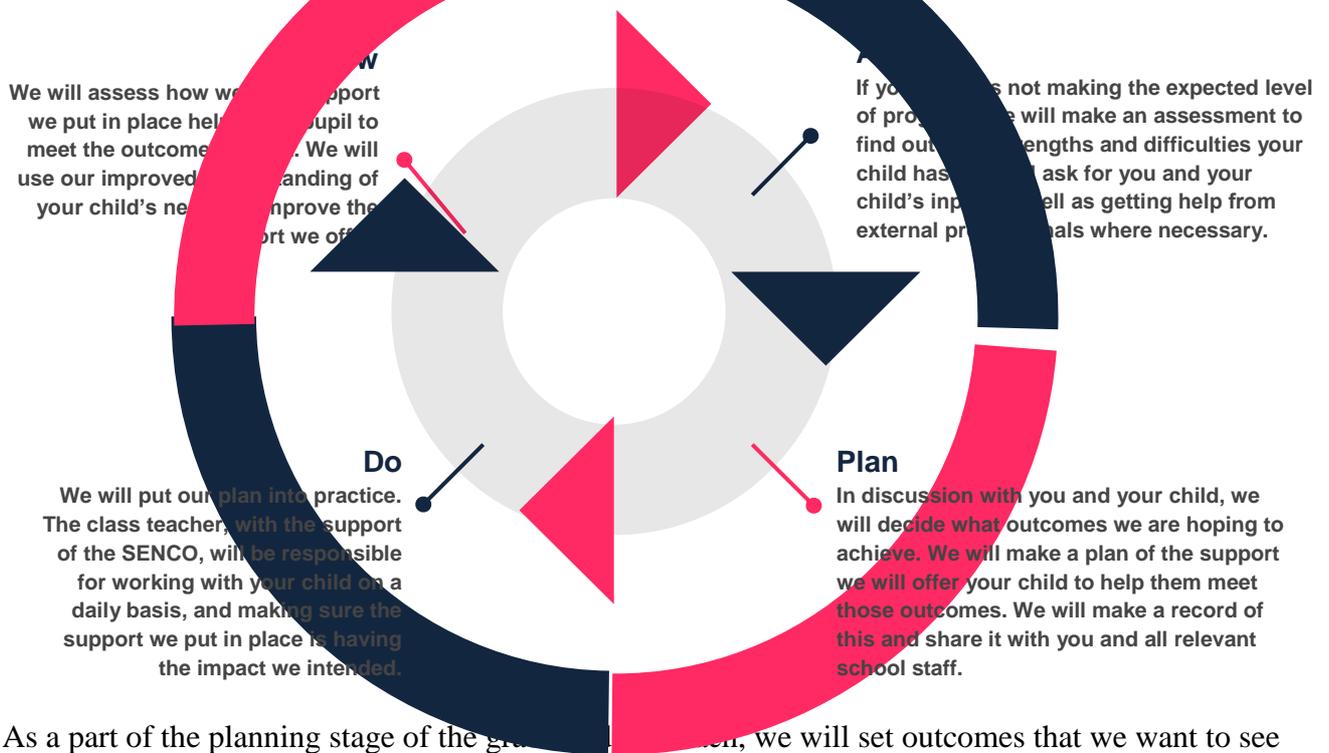
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and as part of Blackpool's Graduated Response, will work with you to create a SEN support plan for them.

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meet your child's SEN needs. The graduated approach is a cycle of assess, plan, do and review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

See Appendix One – Boundary's Graduated Approach

7. How will I be involved in decisions made about my child's education?

We will provide mid-year and end of year reports on your child's progress.

Your child's class teacher or SENCO will meet you regularly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office or class email address.

8. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

9. How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups
- Supporting children in social situations
- Making sure that a child has understood things by encouraging them to ask questions and try something difficult
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Use our own 'Boundary Small Steps' assessment criteria to measure progress and set targets.

We may also provide these interventions via 'The Bubble' team. We have a dedicated facility that has been specifically designed to deliver targeted and tailored interventions for pupils who require a small group setting. This is managed by specially trained staff who support the children via a personalised weekly timetable.

We may also provide support for pupils who require SEMH support through a dedicated space in school called 'The Shield'. Through proactive and preventative individual and group work, which has been personalised to support the needs of the pupils, based on evidence from behaviour observations.

In Early Years we have created our own Acorns Alternative Provision to support pupils who require additional support in communication and language, cognition and learning or social emotional support. The children who access this space may have an EHCP already or be using this area as a transition to the mainstream classroom, in preparation for school readiness.

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half-term during Pupil Progress Review Meetings
- Assessing their progress using our 'Boundary Small Steps' documents
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Pupil Plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

11. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see our Admissions Policy on our school website.

14. How does the school support pupils with disabilities?

Please see our Accessibility Policy which is available on the school website to identify the facilities that we provide to enable pupils with disabilities to access the school. The school takes steps to prevent pupils with disabilities from being treated less favourably than other pupils.

The process of SEND identification and provision is cyclical: assess the child's needs; plan support and intervention; put the planned provision into action; and review progress.

Identification & Provision:

- Where a child appears behind expected levels, or where their progress gives cause for concern teachers will observe and monitor the child's learning and we will talk to parents/carers and the child (as appropriate) to gather information.
- Initially children will receive quality teaching, targeting their areas of weakness and differentiated to meet their needs.
- If a child's progress continues to be less than expected we will review their needs and they will be identified on our school provision map for additional support, intervention programmes or specialist equipment. This targeted support will be delivered by the class teacher, a TA, a trained SEND TA, HLTA or the SENDco.
- If progress continues to be slow and the attainment gap is not narrowed we will initiate a Pupil Plan in consultation with both the child and their parents.
- The Pupil Plan will identify the area of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; or sensory and/or physical needs and specify: the areas for development, long term goals, next steps to achieve the long-term goals, adjustments, strategies, resources and support, review date, views of the child/parent, the outcomes. If additional support beyond that available in school is required pupils may work with professionals from a range of agencies: a specialist teacher, the Educational Psychologist, Speech and Language Therapist etc. These specialists may work with individuals or groups; carry out assessments; meet with parents; or offer specialist advice to home and school.

Where a child's needs are profound we will request the local authority to consider completing an Education and Health Care (EHC) needs assessment. The school, along with the other professionals working with the child, and parents and children will contribute to the assessment. If successful the local authority will issue the EHC.

Where a child has medical needs, the school will put in place a care plan to identify any additional provision that will be needed and who will be responsible for ensuring that the child's medical needs are adequately met.

Parent/carers and pupils (where this is considered appropriate) will be invited to attend planning and review meetings regularly. This is an opportunity for parent/carers and professionals who have been working with your child to share their opinions and identify the next steps to best support your child.

15. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, well-being champions, Anti-Bullying Ambassadors and through regular pupil surveys of pupil voice.
- Pupils with SEN are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN through sessions with our SEND TAs and Engagement Officer.
- We run a protective play for pupils who need extra support with social or emotional development at break and lunch times.
- We have a 'zero tolerance' approach to bullying. See the school website for more information on our approach to bullying.
- SENDco might need to work with the school counselling service New Start, CAMHS, the School Nursing Team and the Primary Mental Health Worker in order to ensure that the child's mental health needs are met.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide additional transition time, social stories or practical in-school opportunities for the pupil and new teacher to meet and build a relationship.

Between schools

When your child is moving on from our school, we will share appropriate information with the new setting.

Between Phases – Primary to Secondary

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support and arrange a personalised transition plan.

Pupils will be prepared for the transition by:

- Spending additional time at the new school
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Offering emotional support through our Engagement Officer

17. What support is in place for looked-after and previously looked-after children with SEN?

Mrs. Bunday (Deputy Headteacher) will work with Mrs. Pope, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will be handled in line with the school's complaints policy (see school website).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Blackpool's local offer. Blackpool Council publishes information about the local offer on their website:

<https://www.fyidirectory.co.uk/blackpool-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx>

National charities that offer information and support to families of children with SEND are:

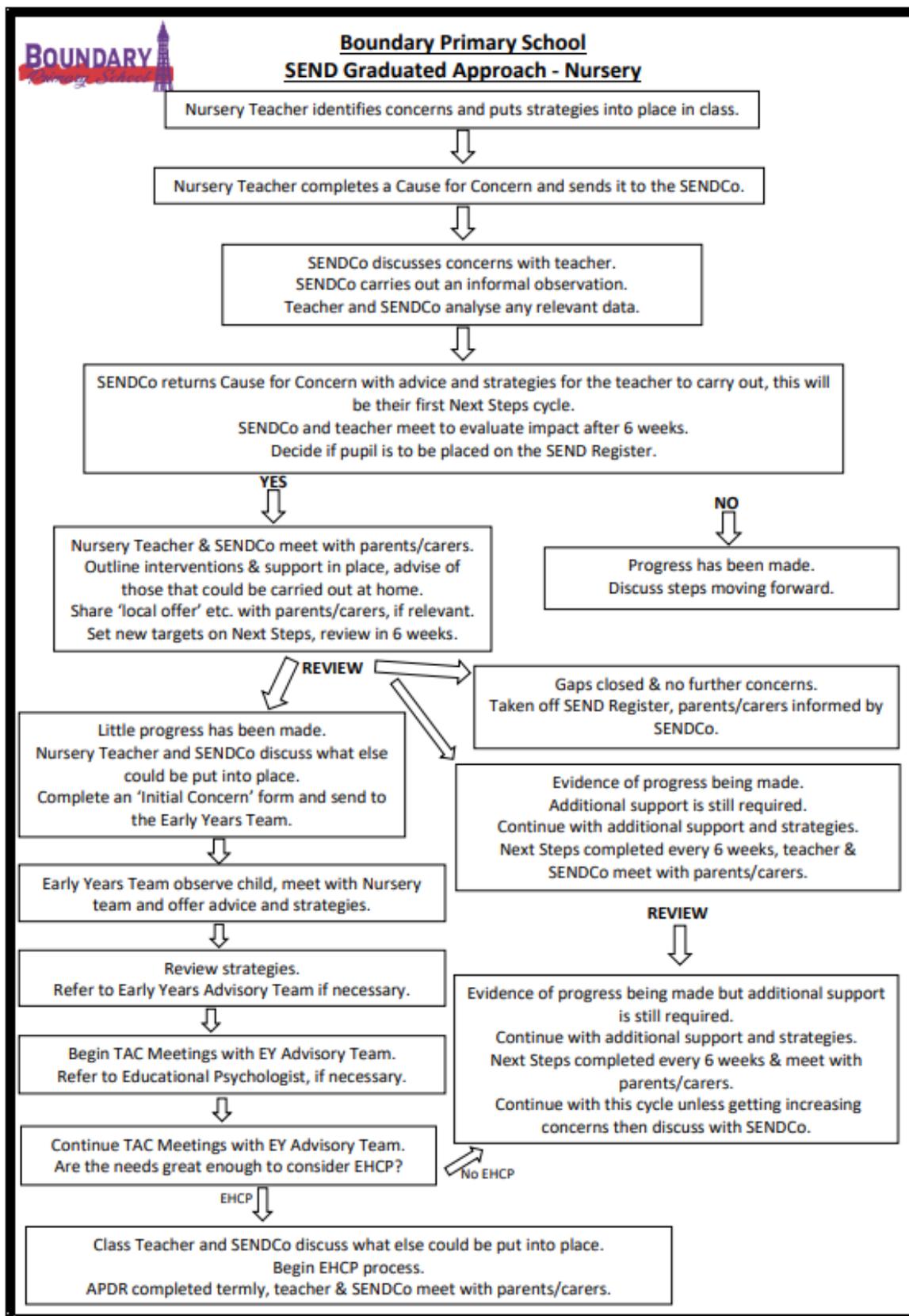
- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1 – Boundary’s Graduated Approach.





Boundary Primary School SEND Graduated Approach

