

Responsibility: SENCO

Reviewed Sept 2024 Next Review Sept 2025

---

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION

This document is produced to provide information on SEND provision available within Bothal Primary School, and applies to all stakeholders. The aim of this information report is to explain how we implement our SEND policy. 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.

Bothal Primary School is a mainstream primary school operating on two sites in Ashington catering for the education of around 700 pupils between the ages of 2 and 11.

### **1. What kinds of Special Educational Needs and Disabilities (SEND) are provided for?**

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):

Attention Deficit Hyperactivity Disorder (ADHD)  
Autistic Spectrum Disorder (ASD)  
Developmental Language Disorder (DLD)  
Speech, Language and Communication Needs (SLCN)  
Cerebral Palsy  
Developmental coordination disorder (Dyspraxia)  
Hearing Impairment (HI)  
Visual Impairment (VI)  
Moderate Learning Difficulties (MLD)  
Specific Learning Difficulties (SpLD)  
Social, Emotional and Mental Health Needs (SEMH)

Any child identified as having SEND will be supported according to 4 broad areas of need, in accordance with the O - 25 SEND Code of Practice: 2015

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

All pupils who are placed onto the school's SEND register will be identified as either:

- EHCP - having an Education, Health and Care plan
- K- not holding an EHCP, but receiving additional special educational provision in school.

An EHCP is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports. At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child. Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if this can be done with the support of the school.

Education, Health and Care Assessment is only appropriate for a small number of children. Miss Hall, our school SENCO, will be able to advise you about this.

## **2. Which staff will support my child, and what training have they had?**

Our teachers lead on day to day support for children and are happy to speak with any parent or carer or service about concerns they have about a child. They will also share with you the news of success and progress each year and each term.

Our school has a Special Educational Needs Co-ordinator (SENCO), Miss Rutherford, who is responsible for the management of provision and/ or support for identified pupils with SEND. Miss Rutherford can be contacted via the school office.

There is a SEN team who work across the Trust providing a range of support. Please contact the school office to make an appointment with a member of the team.

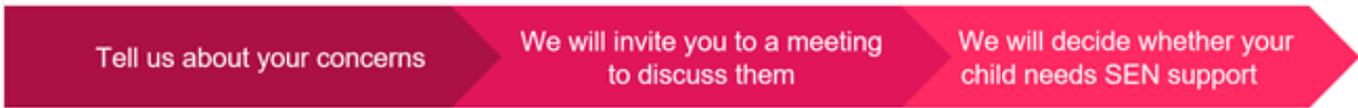
We have a team of teachers, support staff, including higher-level teaching assistants (HLTAs), who have experience and training and skills built up over many years of work with children and their families. The school governing body and senior leadership team have oversight of the work across the school.

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:

- Specialist support for a range of SEND needs via Northumberland Inclusive Education Services. Inclusive Education Services include; educational psychology, emotional wellbeing and behaviour support, autism support, speech, language and communication support, literacy support, English as an additional language support, portage and Sensory support.
- Advice from 0 - 19 service
- Early Years Inclusion Team
- Involvement with Portage Service, particularly as a pupil with SEND starts nursery
- Involvement with Sensory support services (HI, VI and MSI)
- Speech and language therapy professionals
- Assessment and advice from Primary Mental Health for pupils with mental health difficulties.
- Assessment and advice from CYPS for pupils with mental health difficulties.
- Involvement with counselling services e.g. Acorns, Holding Hands.
- Occupational Therapy advice and staff training in approaches, therapies and resources
- Physiotherapy
- Paediatrics
- Health visitors
- Social services
- The Virtual School for Cared for Children
- Education welfare officers

We continue to seek to access training for staff to enable us to improve and broaden our provision.

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



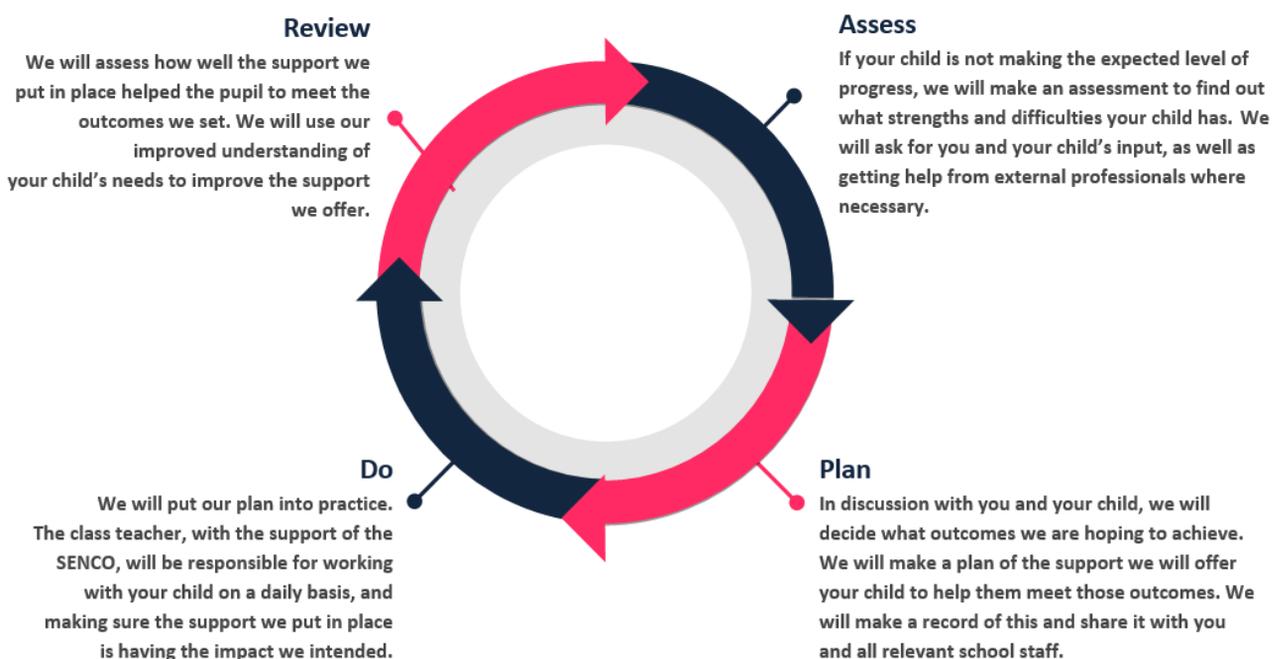
If you think your child might have SEN, the first person you should tell is your child’s teacher who will liaise with the SENCO. You can also request to speak to the SENCO directly by contacting the school office. We will meet with you to discuss your concerns and try to get a better understanding of 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. If we decide that your child needs SEN support, your child will be added to the school’s SEND register.

### 4. How will the school know if my child needs SEN support?

Children are initially identified through either data analysis, parental concern or through class teacher referrals to the SENCO. All staff are aware of SEN pupils and are responsible for reporting concerns to the SENCO. All staff are aware of SEN policy and school procedures for identifying, assessing and making provision for pupils with SEN. The SENCO will ask for your opinion, observe your child and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts. Based on all of this information, the SENCO will decide whether your child needs SEN support.

### 5. How will the school measure my child’s progress?

The SENCO and teaching staff review additional/different provision following the graduated approach and the 4 step cycle of assess-plan-do-review. Information is gathered in the assess step, through close liaison with the young person, parent and professionals. Additional support is then planned and subsequently carried out. Following a period of support, progress at an individual pupil level is reviewed and a new cycle of support begins. The SENCO will closely monitor and evaluate the effectiveness of SEND provision.



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

Parental involvement and support is actively sought. This process begins as soon as concerns are raised. Your child's form teacher will contact you termly to review your child's progress. Parents are informed of actions initiated by school and their contributions to the decision making process are actively encouraged. Parents are key in providing information about their children through the use of pupil passports and reviews of SEN support plans. 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.

## **7. How will my child be involved in decisions made about their education?**

We recognise the importance of gathering pupil views through the cycle of assess-plan-do-review. Pupils feedback is sought regularly throughout the year. We may ask pupils to give written feedback or discuss their views with a member of staff.

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. At Bothal Primary School, provision for all pupils is delivered according to a level of need. All pupils have access to 'Quality First Teaching' through our universal offer. 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 SEND have a right to and do access quality first teaching. Our pupil passports and SEN Support plans clearly identify 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 and parents to ensure that appropriate provision is provided in all cases including intervention groups.

Bothal Primary School will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

We understand that children learn and develop in different ways. Teachers and support staff recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, some children may need extra help.

As a school we provide quality first teaching. This may involve:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit the needs of each child
- Offer small group support to promote skills identified in the child's support plan

We have specialist equipment and areas available to support pupils with additional needs which include:

- 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.

- Resource bank to support Occupational Therapy programs established to enhance provision available.
- Some classrooms have installed 'Babbleguards' to support children with hearing impairments.
- Lift access to the upper floor at upper site
- Use of sensory aids where required.

The Executive Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

We have a range of teaching and support staff who can support pupils through the use of:

- Full time Specialist Teaching Assistants delivering high quality Speech and Language intervention following guidance from SEND support services and Speech & Language therapy services.
- Several staff have gained qualifications in supporting pupils with hearing impairments, supported by sensory support services.
- Thrive Approach used throughout school supported by experienced and fully trained Thrive practitioners.
- Lego therapy and fine motor skills work 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'.
- Use of phonological awareness groups to develop early reading skills.
- Early Talk Boost sessions for Nursery groups.
- Read Write Inc Fresh Start groups, a phonics catch-up and intervention programme for Upper Key Stage 2.
- 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.
- School Family Support Workers who work with families following referral.
- Our Early Years Family Engagement Practitioner supports families before they start and provides ongoing support during their time in Early Years.
- Write from the start fine motor skills as a small group intervention.

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

At Bothal Primary School we make sure that there are no barriers to pupils with SEN enjoying the same activities as other pupils without SEN, including physical activities. 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.

There is also a daily breakfast club which runs from 7.45am to 8.40am and after school wraparound care until 6pm.

There is a range of after school activities offered which are available/accessible to all pupils. Activities vary termly.

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.

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

Children with disabilities will be treated no less favourably than other applicants for admission. Schools are under a duty to make reasonable adjustments to ensure that pupils with disabilities are not placed

at a substantial disadvantage, and no child will be refused a place on the grounds of disability. In accordance with the School Admission Code, children with a statement of Special Educational Need or an Educational Healthcare Plan (EHCP), where a school is named in the statement or EHCP, will be given first priority. Additionally, children who are deemed to be 'looked after' or who have previously been 'looked after' in the care of a local authority will be given priority of admission.

### **11. How does the school support pupils with disabilities?**

All parts of the building are fully accessible for disabled users. There is a disabled toilet provision. At Bothal Primary Upper site, intervention spaces are based on the Upper floor. This can be accessed via a lift.

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

At Bothal Primary, we adopt a whole school Thrive Approach. ensuring that the children receive consistent, positive messages on coping and dealing with their strong emotions from every member of staff. Thrive gives us an insight into why children behave like they do. The Thrive Approach can provide you with pointers to help create positive experiences that support their wellbeing and build their emotional resilience.

We use the Thrive Approach to work in a targeted way with the children who may be struggling socially, emotionally or with difficult life events. Our experienced Thrive team supports the children to re-engage with learning and life. The provision we have at Bothal Primary offers a safe, secure, calm and supportive environment for the children who need time to regulate their emotions to allow them to return to the classroom. We are able to engage the children through targeted interventions which involve arts and play based activities. These include sand play, arts and crafts, story telling, music, drama, dance and painting. All of these have benefits and strengths and the use of creativity integrated into their day will support the children's social and emotional development. In addition we encourage pupils with SEN to join extra curricular activities and take on additional responsibilities in school.

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

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. 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 the 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 difficulties.

During the Summer term the SENCO of the feeder secondary schools will meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

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

Mr Spence is the designated teacher for cared for and previously cared for children. Mr Spence will work with Miss Rutherford, our SENCO, to make sure that all teachers understand how a cared for or previously cared for pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are cared for or previously cared for will be supported much in the same way as any other child who has SEND. However, cared for 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

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

We hope to resolve any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority. Please see the complaints policy on the school website.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

### **16. What support is available for me and my family?**

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. Further information on the Northumberland local offer can be found here: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

The Northumberland Information, Advice and Support Service provides free, confidential and impartial information, advice and support to children and young people with special educational needs or disabilities up to the age of 25, and their parents and carers. The service can be contacted on 01670 623555 or [iass@northumberland.gov.uk](mailto:iass@northumberland.gov.uk)

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Links to other documents and appendices:

[ALP SEND Policy and Accessibility Plan](#)

Created	Reviewed X
Signed: <i>N Rutherford</i>	Name: N Rutherford
Role: Assistant Head/SENCo	Date: 14.10.24
Adopted	
Signed:	Name:
Role:	Date: